NEW PROGRAM DEVELOPMENT, APPROVAL AND IMPLEMENTATION HANDBOOK

Contents

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New Program Development

Mohawk College is committed to developing programs that align with student and industry needs, as well as the college's strategic mandate agreement.

New Program Development is facilitated by the Program Quality office. Stakeholders (Faculty, Associate Deans, etc.) who are interested in developing a new program prepare a Statement of Interest (SOI) identifying the program title, a brief description, a rationale and the program's alignment to the college's strategic mandate agreement.

Proposed programs are reviewed by the Associate Deans and Deans who approve programs for initial development. Approved programs are developed collaboratively by Subject Matter Experts (SME), Program Quality and members of the Centre for Teaching & Learning Innovation (CTLI) team. This comprehensive process gathers input from stakeholder groups across the college, including the program area, Institutional Research, the Registrar, Scheduling, Finance, the Pathways office, Continuing Education and Mohawk International. Additionally, consultation is held with members of the industry, professional associations and accreditation agencies.

Once a proposed program has received input from each of these areas, a management report is prepared and presented to the Board of Governors for its review and approval. Approved programs are then validated by the Credential Validation Service (CVS) and submitted to the Ministry of Colleges and Universities (MCU) for funding approval.

New Program Development Process

Idea Generation

- Statement of Interest (SOI)–brief description and rationale

AD Team and Dean Consultation

- Collaboration
- Cannibalization
- Historical context
- Includes International and Continuing Education
- Circulate final SOI to Finance, Registrar, IR, Marketing

Management Report

- Curriculum
- PAC Support
- Admissions
- Institutional Research (needs around 3 weeks)
- Space/scheduling
- SMA alignment
- International opportunities
- CE/PT opportunities

PDRC SEM Sub Committee

- Review and recommend the new program to ensure alignment to Provincial, Ministry and College strategic direction before proceeding to SEM and BoG for approval

SEM Consultation

- 6-8 weeks prior to Board of Governors meeting
- Chief Operating Officer
- Registrar
- Vice President, Academic
- Vice President, Student, International and Alumni
- Vice President, Corporate Services
- Marketing
- International
- Finance
- Public Relations
- Institutional Research / Corporate Reporting

MEG/BoG/CVS/MCU Approvals

- Board Report
- CVS Application
- Funding Application

New Program Development Idea Generation and Start

Idea Generation

There is a timeline for the new program development process and it begins with an idea which may come from various sources, including but not limited to:

- Faculty
- Market Need
  - Industry stakeholders/needs
  - Economic reports
  - Market trends based on gaps identified
- Program Advisory Committees (PACs)
- Feedback from graduates
- College strategic documents
  - [Strategic Plan](#)
  - [Strategic Mandate Agreement](#)

Documenting the Idea

Irrespective of the source of a new program idea, in order to get the process formally started, an Associate Dean (AD) or CE Program Manager will need to complete a [Statement of Interest Template](#). This form will then be submitted to the Academic Leadership Team for discussion and approval at their meeting.

- If approved, it is tabled at the Deans' Council by the chair of the ALT for discussion and approval by the Deans.
- If not approved, the AD responsible for making the submission will review action comments from the AD team meeting, which may include aborting the idea. Ideas may be aborted because of the potential risks of cannibalization of existing programs, inadequate capacity for the College, lack of capital support or investments to support new idea moving forward, potential of competition with existing program(s).

Feasibility Study of New Idea

Following approval by the Deans, the Statement of Interest (SOI) (if required) is presented for review and approval at the [Campus Master Plan](#) Implementation Committee (CMPIC) by the Dean, Continuing Education and Academic Development. Upon approval, the SOI is sent to the Academic Development Coordinator in the Academic Quality Unit who will initiate the process of development with meeting the new program development team.

The team includes the AD or Program Manager, Curriculum and Program Quality Consultant (CPQC), Subject Matter Expert (SME) of the proposed program, Registrar's Office, Institutional Research, Library, Marketing and Finance.

Discussions are held to determine the feasibility and financial implications of the proposed program. The Academic Development Coordinator then initiates the Program Development and Renewal Committee (PDRC) report which is also known as the [Board Management Report](#).

The process includes working with Institutional Research to conduct a feasibility study and a tuition analysis on the new program idea, to determine whether or not to move forward through the development process. Findings from this initial assessment and feasibility study may include possible enrolment data in similar programs either in the College's own catchment or neighbouring catchment areas, as well as labour trends. Once again, findings may recommend suspending or refining the program idea.

Process Involved in a Feasibility Study

The process for the feasibility study includes:

1. The Institutional Research team (IR) receives the Statement of Interest (SOI) to provide an Environmental Scan (eScan) on the program to be developed. The eScan could take up to three weeks to be completed.
2. A search is conducted to find out if the program or a similar program exists within the college system. This is done by looking at privately run colleges and universities, publicly funded colleges and continuing education programs. Existing programs are reviewed to determine credentials, characteristics, description, admission requirements, program duration/length, number of intakes and delivery method.
3. Research is conducted for student demand using enrolment data and student migration.

4. Labour demand is analysed for the occupation pathways that the graduates of the program will likely pursue. A projection of growth (or lack thereof) and regional breakdown is also provided.

Process of Program Development

Upon completion of the feasibility study, the eScan is appraised for evidence of whether or not to proceed with the new program development. A meeting shall be convened by the Dean, CE and Academic Development including the School Dean, Associate Dean, the Director of Academic Operations and the Academic Development Coordinator to assess viability of moving forward with the Board Management Report.

If the eScan indicates that the idea does not have feasibility, the report will be sent back to the Dean and AD team for further consideration. The final recommendation to proceed or not rests with the Dean, Continuing Education and Academic Development based on college priorities and Ministry guidelines.

If the findings support proceeding with the new program idea, the Academic Development Coordinator sends the Financial Information Template and the Intake Timing Template to the Associate Dean/Program Manager for completion.

It is highly recommended that Institutional Research be involved in this process to avoid overestimating intakes which can impact the financial aspect. The following forms (that apply) will need to be completed:

- [Preliminary Financial Information (Post-Secondary)](#) and [Intake Timing Template (Post- Secondary)](#).
- [Preliminary Financial Information (Continuing Education)](#) and [Intake Timing Template (Continuing Education)](#).

Once completed, these forms are returned to the Academic Development Coordinator who forwards it to the Financial Planning Analyst (FPA) attached to the Academic area, along with the Institutional Research studies. The Continuing Education (CE) templates are sent directly to the Financial Planning Analyst attached to CE to begin their Financial Analysis Report.

This can take up to two to four weeks, with opportunities for revision. So, it is in the interest of the program area, to complete these forms to Finance very early in the process. Finance can only begin their report after the AD/Program Manager has received the Environmental Scan from Institutional Research and completed the Financial Information and Intake Timing Templates.

The key to getting the approval of the Board is having industry support. This support can be obtained through having stakeholder sessions with Subject Matter Experts in the industry, securing industry letters of support and the formation of a Program Advisory Committee (PAC). PACs are established, according to the Minister's binding policy, to provide advice and guidance on program currency, relevance and other program quality issues. They are made up of a cross section of persons external to the college who have a direct interest in and a diversity of experience and expertise related to the particular occupational area addressed by the program.

New program proposals sent to the Board of Governors (BoG) for approval are required to demonstrate Program Advisory Committee support. Where appropriate, existing Program Advisory Committees are used to accommodate the development of new programs.

If there is a PAC for the program or if there is support to create one, the support for the program is expected to be in the form of a formal motion at an Advisory Committee Meeting which is captured in the minutes and included in the Board Report.

If no meetings are held before the submission of the report, the Academic Development Coordinator sends the AD or CE Program Manager an electronic copy of the PAC Motion Template to distribute to the PAC members for their signatures and this is included in the report.

The Academic Development Coordinator also coordinates with the AD or CE Program Manager to receive letters of support for the program from industry partners for inclusion in the Board Report. The letters must be presented on the company or association's letterhead and complete with a date and signature.

Program Development

The development of new programs and the Program of Studies (POS) must adhere to the Ontario Qualifications Framework (OQF) to ensure alignment to requirements such as minimum instructional hours and general education requirements.

This aspect of alignment to the OQF and other related quality matters New Program Development is guided by the Curriculum and Program Quality Consultant (CPQC).

The number of hours required for each credential is outlined in the OQF.

In preparation of the Board Report, the Program Description and the Program of Studies (POS) development is undertaken by the CPQC in collaboration with the Subject Matter Expert (SME).

Determining the Program of Studies involves the following:

- Selecting or creating the appropriate Vocational Learning Outcomes or program level descriptions
- Identifying overall courses
- Identifying the courses by semester
- Adequately mapping the courses to the VLOs and EES
- Identifying existing courses
- Identifying courses to be developed
- Considering pre-requisites
- Determining communication and general elective credits, where applicable
- Considering the progression of the courses, i.e., building from foundational courses in the first semester to integrational courses in the final semester
- Ensuring that overall program hours are consistent with credential level as dictated by CVS and the Ministry.

The POS is developed on the POS Program Hours and Mapping Template spreadsheet. The Program of Studies is mapped to the Proposed Vocational Learning Outcomes, Essential Employability Skills (EES) and External Standards.

Through an iterative process, gaps are identified and/or courses are revised as necessary by the CPQC, in consultation with the SME, to meet overall quality standards. The results of the mapping process will be integrated into the Credential Validation Service Template for Informal Review.

The Program Description (Appendix A) within the Board Report contains:

- General description of the overall program offering
- Vocational Learning Outcomes (VLOs) which are developed in consultation with CVS, especially if the VLOs need to be crafted from scratch or amended to meet the needs of the new program or aligned to MCU Published Program Standards; the CPQC facilitates this process
- Admission requirements

The Program Curriculum (Appendix B) within the Board Report contains:

- Course titles including brief course descriptions
- Number of hours per course
- Indication of delivery methods (note: this information on a high level is a major part of what drives the financial analysis) such as:
    - lecture/lab/workshops/classroom/one-on-one instruction
    - clinical placement; field/work placement; co-op placement
    - small group tutorial
    - online/distance/hybrid
- Number of hours the student is required to spend in each instructional setting in each semester or level of program

Once the Program Curriculum document (Appendix B) is completed by the CPQC, SME and approved by the AD or CE Program Manager, the Academic Development Coordinator shares the Program of Study (POS) and Statement of Interest with the Mohawk International and Continuing Education departments to determine whether or not there are opportunities for their students. The feedback from these departments is included in the Board report.

Mohawk International Perspective

Considerations from Mohawk International at this point in the process would be:

- Is it possible for this format of program to be considered by international students?
    - Format of program: online or face-to-face? International students cannot register for online courses.
    - Apprenticeship or full-time? International students cannot register for Apprenticeship programs.
- Determine if this program would be appealing to international students:
    - Compare to other Ontario Colleges: how do similar programs perform in other colleges? (Conduct competitive analysis of similar programs in other colleges.)
    - Consult with Recruiters regarding if there is a demand for the program in their regions.

Marketing Review

Marketing gives recommendations regarding the name of the program, delivery and credential.

Financial Report and Submission to the Board of Governors

The FPA completes the initial work on the financial analysis and passes it on to the Director, Planning and Analysis. The output consists of a financial summary showing contribution margins and enrolments over a 5-year timeframe and a template that provides additional financial details that drive the numbers on the summary.

In addition, a commentary is added that gives an overview of the proposal, underlying assumptions and a review of the profit at various levels of intake with an opinion on overall feasibility.

Once the Financial Analysis is completed, the Director sends the report to the Academic Development Coordinator who shares it with the AD or CE Program Manager; this is eventually incorporated in the Board report. The report is finalized with the addition of the PAC minutes or motion, the letters of support from industry partners and the POS.

The New Program Development Checklist is completed at each stage of the process to ensure due diligence is done. The report is then sent to the AD/CE Program Manager and Dean for review and once completed, to the Dean, Continuing Education and Academic Development for review.

The completed Board report is then presented to the Program Development and Renewal (PDRC) Strategic Enrolment Management (SEM) Sub Committee for review and recommendation, following which it is presented to the SEM Steering Committee for pre-approval.

Finally, the report is presented to the Board at the Board of Governor's Meeting for review and approval.

Approved programs are then validated by the Credential Validation Service (CVS) and submitted to the Ministry of Colleges and Universities (MCU) for funding approval. It must be noted that in accordance with the Minister's Binding Policy Directive for new programs, colleges cannot advertise the program until full

approval has been secured from the Ministry. The exception being for programs leading to a Mohawk College Certificate, which can be launched immediately following the Board's approval, as no external approval is required.

The Credential Validation Service Application

The CVS application for new program proposal is done electronically and completed in collaboration with the program area, the CPQC and the Program Quality Specialist.

[CVS Application for New Program Proposal](#) includes the following information:
- Proposed Program Title and Credential
- Indication if the proposal will be sent to the MCU for funding approval (Yes/No options)
- Proposed Vocational Learning Outcomes (VLOs) for the program
- Program Structure/POS
- Course Mapping to the program VLOs
- Course Mapping to Essential Employability Skills (EESs)
- Program Description
- Admission Requirements
- Brief description of each course in the POS
- Regulatory Status Form

Course mapping to Vocational Program Learning Outcomes and Essential Employability Skills is included in the CVS application under Program Maps (Appendix A of the application).

Within the CVS application the Program Description (Appendix B) contains:
- Brief description of the program, similar to what might be used as or found in advertising or a calendar description
- Laddering Opportunities (i.e., known laddering into and from the proposed program, e.g., certificate to diploma, diploma to degree, apprenticeship to college)
- Occupational Areas
- The Vocational Learning Outcomes (VLOs)
- Admission requirements

As part of the CVS application the Program Curriculum (Appendix C) includes:

- Course titles and brief course descriptions
- Number of hours per course

Moreover, the Regulatory Status Form (Appendix D) includes two subsections:

- Mandatory Recognition (if there is a legislative requirement that program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation)
- Voluntary Recognition (to be completed in instances when colleges choose to have a program accredited or recognized by a voluntary membership organization or association)

Following application submission to CVS, if the program is validated, a letter is received by the college, which includes the Approved Program Sequence (APS) number for the program.

After validation with Credential Validation Service (CVS) considerations from International would be:

- Review the curriculum: including asking questions pertaining to whether it meets global competency. Examples would include: respect for diversity, understanding of cultural differences, ability to understand beliefs, values, behaviours that form cultural identities. Implementation would comprise global cases and examples in lesson plans and exposure to differing ethnic and cultural views on a particular topic.
- Develop Marketing Plan/Campaign with Recruitment Team
  - Determine markets where this program would be of interest
  - Determine methods of marketing this program

Ministry of Colleges and Universities Application

The MCU application is completed in collaboration with the program area, the Program Quality Specialist and the Curriculum and Program Quality Consultant.

Following validation from CVS, the ministry application is completed and submitted to the Ministry of Colleges and Universities (MCU) through an electronic portal.

The ministry application for new program proposal is comprised of the following sections:

- Program Information which includes the program title and proposed date of implementation, credential type, CVS validation date, APS number, proposed Classification of Instructional Program Code (CIP) and projected National Occupational Classification Code (NOC)
- Program Delivery Information (PDI) indicating the number of hours that a student is required to spend in each instructional setting in each semester of the program and including information on whether the program contains any experiential learning or work-integrated learning component (e.g., practicum, placement, co-op term, lab, capstone project etc.)
- Proposed Annual Tuition Fee by academic year
- Program Comparator containing information on program Key Performance Indicators (KPIs) and any student demand or labour market analysis that contextualize the KPI information
- Labour Market Demand which includes information on the demonstrated demand for jobs in the profession as well as on what are the job prospects
- Program Impact containing information on whether there is another institution offering a similar program at the same credential level (i.e., same MTCU code), if the program is in a new area of study, and if the program is consistent with the mandate of the sector (i.e., technically/vocationally oriented for colleges and theoretically/academically oriented for universities); for college degrees: if the proposed program is in an applied area of study
- The following attachments are also required as part of the ministry application submission: CVS Application for Program Validation, CVS Validation Letter, Labour Market Supplement (which includes supporting documentation such as letters of support from industry and employers, research conducted by the institution, reports from independent third-party organizations) and the College Signed Request for Approval for Funding Form

If the program is approved by the MCU, a letter is received by the college, which includes the MTCU code along with the program funding information. Once full approval is obtained, Academic Quality will communicate the approval information to all internal stakeholders in order to initiate the process for launching the new program.

The process of program launch begins upon receipt of the letter of approval from the MCU. **Please note that the college cannot advertise the program until that letter is received with the MTCU code and the funding information.**

Post Ministry Approval Process

Pre-Planning Meeting

The [Post MCU Approval Program Development Checklist](#) is a tool provided to guide the program area on the process of post approval program development. Following the circulation of the program approval letter, the Dean of Continuing Education and Academic Development convenes the pre-planning meeting with the program area, Academic Quality and CTLI. This includes the AD of CTLI, Curriculum and Program Quality Consultant (CPQC), Instructional Designer (ID), Program Quality Specialist, Academic Development Coordinator, AD of Program Area.

Discussion items include:

- Overview by Academic Quality provided by the CPQC on what was approved (Vocational Learning Outcomes, Program of Studies with reference to the approved number of hours for the program, as well as the accreditation requirements for the program).
- Program development steps/process, expectations for timelines, deliverables (AD), program area project management support, and plan for official Stakeholder Meeting for Program Development.

Stakeholder Meeting for Program Development

The internal stakeholder meeting is convened to present the New Program Post Approval Checklist/Process and to discuss:

a) Program Overview – Curriculum, delivery modality
b) Learner Profile
c) Launch Date

Academic Team Meeting with Marketing and Recruitment

The Associate Dean of the program area and Dean (where possible) convenes a meeting with the Marketing and Recruitment teams to review learner demographics, recruitment strategies, and unique program marketing needs and opportunities.

Consultations with Internal College Stakeholders

The program area will consult with all the internal stakeholders for different aspects of program development.

These activities can run concurrently and are led by the AD of the program area.

Consultation with the Registrar's Office (RO) involves confirmation of admission requirements for the Ontario College Application Service (OCAS), International English Language Requirements (IELTS, TOEFL etc.), scheduling requirements and tuition/program specific fees.

In consultation with the International Department (as applicable), discussions take place around determining if the program can be offered to international students in a specific intake.

It is important to note that consultation about international cohorts is needed prior to submitting Enrolment Change Forms (ECF) so that any international seat allocations can be included in the ECF updates.

For adding an intake, complete and submit the Enrolment Planning Changes to the Annual Enrolment Plan form to enrolmentchanges@mohawkcollege.ca. The form can be accessed via single sign-on at MyMohawk/Employee tab/Requests, documents, presentations and help/Request…/Enrolment Plan Change Form.

The program area completes and submits the Program of Studies (POS) Form and Course Create Form to the Academic Data Officer (ADO). In preparation for this activity, the program area with the assistance of the CPQC reviews the Credential Validation Service (CVS) approvals based on the application for POS, course descriptions, number of hours, and planned delivery schedule.

The projected number of lectures, lab and online hours by course have to be reviewed and course equivalencies and pre-requisites are to be identified. The forms can be accessed via single sign-on at MyMohawk/Employee tab/Scheduling and Academic Support/Academic Data Office/Forms.

The AD/CE Program Manager responsible for the program will complete and send the Enrolment Change Form to the Director of Enrolment Services and Systems where an internal 3-digit program number is assigned for the program.

The Director, Enrolment Services and Systems then takes the form to the Strategic Enrolment Management (SEM) Committee for approval. If approved, the program is added to the SEM tool, the college website and the Ontario College Application Service (OCAS) website.

Also note that the program launch is triggered from the Enrolment Change Form. The Program of Studies, delivery method, start date and the exception term calendars would now be made available for students to access.

The 3-digit program number has to be provided by the program area along with the Tuition Fee rates (before ancillary fees) for both Domestic and International to the Financial Planning Analyst (FPA). The Operations Manager from the respective program area has to also submit the [New FOAPAL Element Request Form](#) to their FPA to request a new 6-digit program code creation for the general ledger. The form can be accessed via single sign-on at MyMohawk/Employee tab/Financial Services/New FOAPAL Element Request Form (Fund, Organization, Program).

The Fee Specialist provides the Tuition Fee rates (before ancillary fees) for both Domestic and International to Financial Planning Analyst. If there are any new fees that will be a part of the program, consult with the Accounting Manager to determine if HST will be applicable for the fee. The Operations Manager will need to consult with the Fee Specialist in the Registrar's office to request a new detail code from Accounts Receivable if there are new fees.

Consultation with the Marketing Department, Student Recruitment, Public Affairs Lead / International Department (as applicable) involves:

- Confirming standard program information on college website
- Confirming additional information to add on college website
- Developing Targeted Marketing/Website/Promotional materials
- Developing an Announcement and Press Release (Public Affairs)

Please refer to the [Post MCU Approval M&R Checklist](#) for guidance through this process. The [New Program Launch – Marketing and PR Brief](#) and the [New Program](#)

[Launch – Webpage Content](#) will be used to develop program webpage content, advertising and promotional material, public relations storytelling, and more.

Consultation with the Co-op and Experiential Learning (EL) Office includes confirming the details around all EL activities embedded within the program. If adding a mandatory or optional co-op placement, please contact the [Centre for Experiential Learning Innovation](#) for guidance through this process.

Curriculum Development and COMMS

Post approval, the CPQC supports the SMEs assigned by the program area to develop the course outlines for each of the courses in the POS, and to get them into COMMS, the College's Course Outline Mapping and Management System. This process is supported by the Academic Quality Support Staff who uploads the approved program VLOs and EESs into COMMS and assigns privileges to course writers and program coordinators, on the instruction of the Associate Dean.

The Curriculum Development process, facilitated by the CPQCs, involves an initial meeting where curriculum development deliverables and timelines are discussed. The CPQCs will facilitate a formal introduction to curriculum development and take faculty developers through an integrated course design process with the required pedagogical underpinnings for supporting learners.

Course developers will be introduced to the Quality Templates for Course Design, including Course Outlines, Learning Plan, Assessment Plan and the importance of alignment between VLOs, CLOs, Content, Learning Activities, effective Student engagement strategies, assessments and other resources. The CPQC also invites the participation of the Instructional Designers (IDs) and the Teaching and Learning Consultants (TLCs) UDL, International as needed. (See the [Curriculum Development Checklist](#) for detail.)

Plan for Official Launch Event

A launch event can be customized for each new program and can involve partners, faculty and staff, students and the community. Launch events could be connected to a larger industry or recruitment event, and can be held on-site, virtually or at a partner location. Connect with Public Affairs at stories@mohawkcollege.ca to begin planning.

Program Launch

Program launch is when it all comes together; the program webpage is made live, marketing kicks off, media announcements are shared and most importantly, prospective students can begin applying.

Glossary of Academic Operations and Program Quality Acronyms

Acronym	Meaning
AD	Associate Dean
APS (Code)	Approved Program Sequence code
BoG	Board of Governors
CE	Continuing Education
CIP (Code)	Classification of Instruction Program
CLOs	Course Learning Outcomes
COMMS	Course Outline Mapping & Management System
CPQC	Curriculum and Program Quality Consultant
CTLI	Centre for Teaching & Learning Innovation
CVS	Credential Validation Services
EES	Essential Employability Skills
eScan	Environmental Scan
FPA	Financial Planning Analyst
ID	Instructional Designer
ILO	Institutional Learning Outcomes
IR	Institutional Research
KPI	Key Performance Indicator
MCC	Mohawk College Certificate
MCU	Ministry Colleges and Universities
MEG	Mohawk Exec Group (Pres, VP)
MTCU	Ministry of Training Colleges and Universities

Acronym	Meaning
NOC (Code)	National Occupational Classification
OCAD	Ontario College Advance Diploma
OCAS	Ontario College Application Service
OCC	Ontario College Certificate
OCD	Ontario College Diploma
OCGC	Ontario College Graduate Certificate
OQF	Ontario Qualifications Framework
PAC	Program Advisory Committee
PDI	Program Delivery Information
PDRC	Program Development Review Committee
PEQAB	Post-sec Ed Quality Assessment Board
PLA	Prior Learning Assessment
PLO	Program Learning Outcomes
POS	Program of Study
SEM (Committee)	Strategic Enrolment Management
SMA	Strategic Mandate Agreement
SME	Subject Matter Expert
SOI	Statement of Interest
TLCs	Teaching and Learning Consultants
UDL	Universal Design for Learning
VLOs	Vocational Learning Outcomes