NEW PROGRAM CREATION AND APPROVAL PRACTICES

ONCAT STUDENT PATHWAYS CONFERENCE 2015

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THE PROJECT

- Seeking to understand typical typologies, timelines, and approval frameworks for new program creation, approval, implementation, and launch
- Examining the full spectrum – across credentials, institutions, allied organizations, quality assurance bodies, and government
- What's involved? How long does it take?

PROJECT SCOPE

- Focus on current practices
- Demystify the process and identify the expert guides
- Not seeking to identify improvements or best practices
- Members of ONCAT (not private colleges or graduate)
- Relevance to pathway development?
  - Joint program development

RESEARCH APPROACH

- Interviews
- Foundational document reviews
- Assessment and validation

PRIMARY FOCUS OF INTERVIEWS

- Colleges
- Universities
- Quality Assurance Bodies
- Government
- Allied organizations that support new program launch (e.g., OUAC, OCAS)

PROJECT FOCUS: CREDENTIALS

- Ontario College Certificates
- Ontario College Diplomas
- Ontario College Advanced Diplomas
- Ontario College Graduate Certificate
- Baccalaureate
- Baccalaureate - Honours

HIGH LEVEL OVERVIEW

FROM START TO FINISH

Program Creation

PROGRAM CREATION

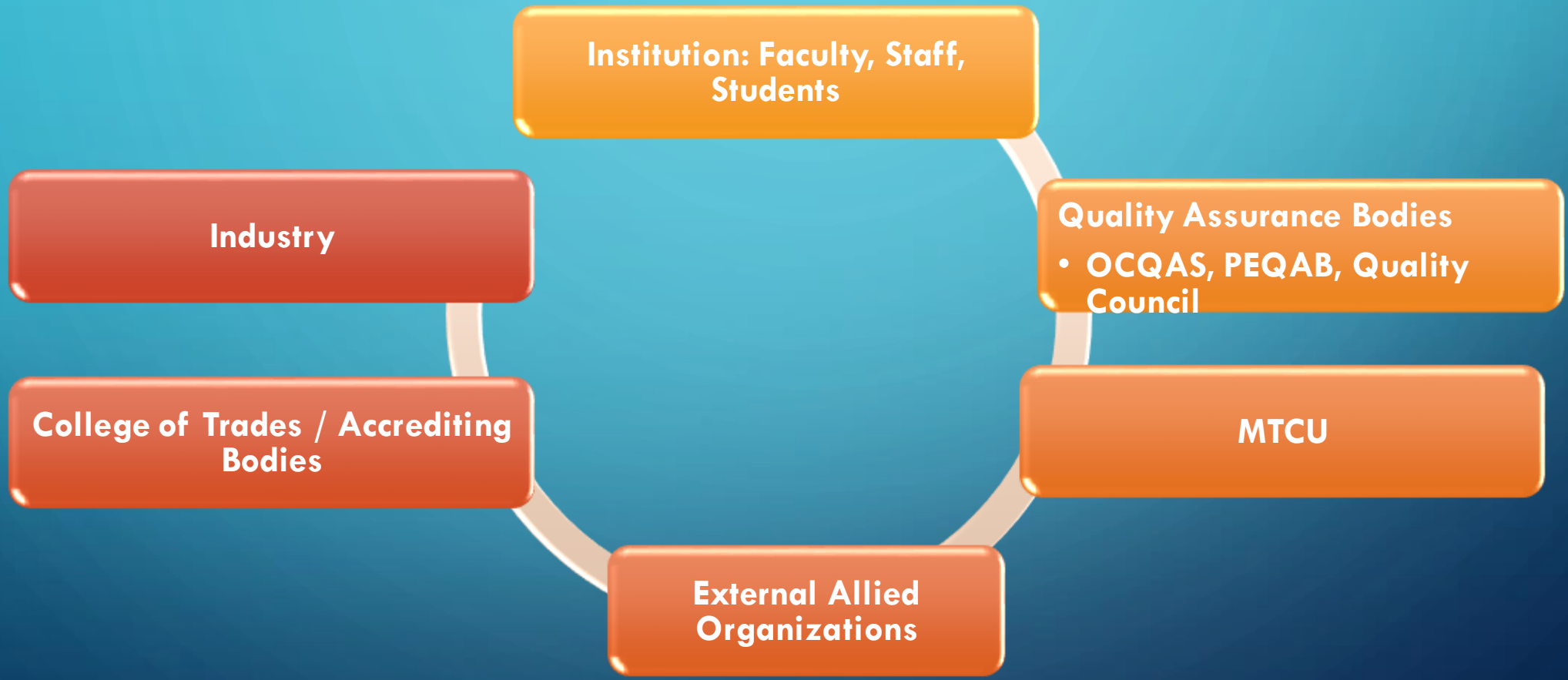
- Discipline focus: core principle – college and university
- Industry engagement – colleges
- Environmental scans
- Decanal support

Strategic Institutional Considerations

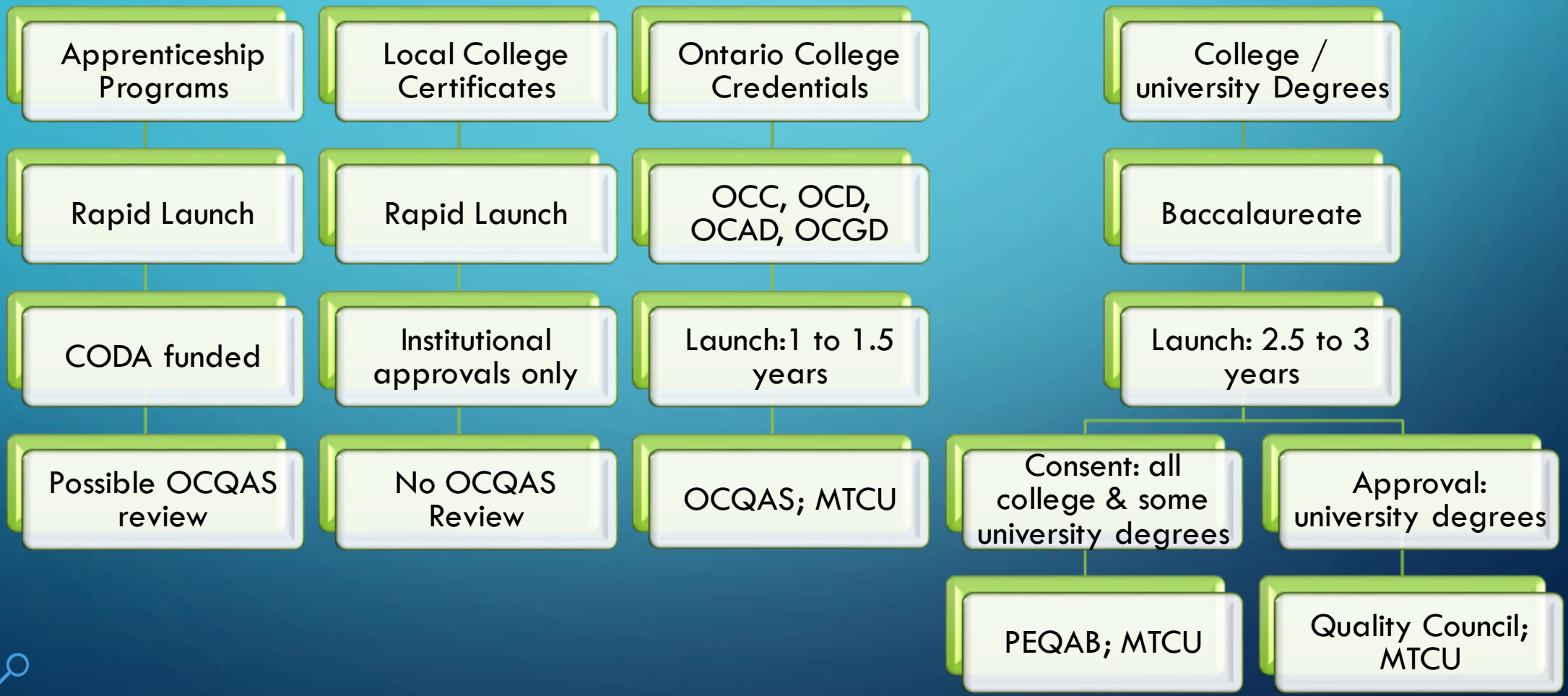
Curriculum, Teaching, Research and Related Resource Needs

- Marketing/ Recruitment
- Registrarial/ Academic Support
- Student Retention/ Student Success
- Facilities, Staffing, etc.

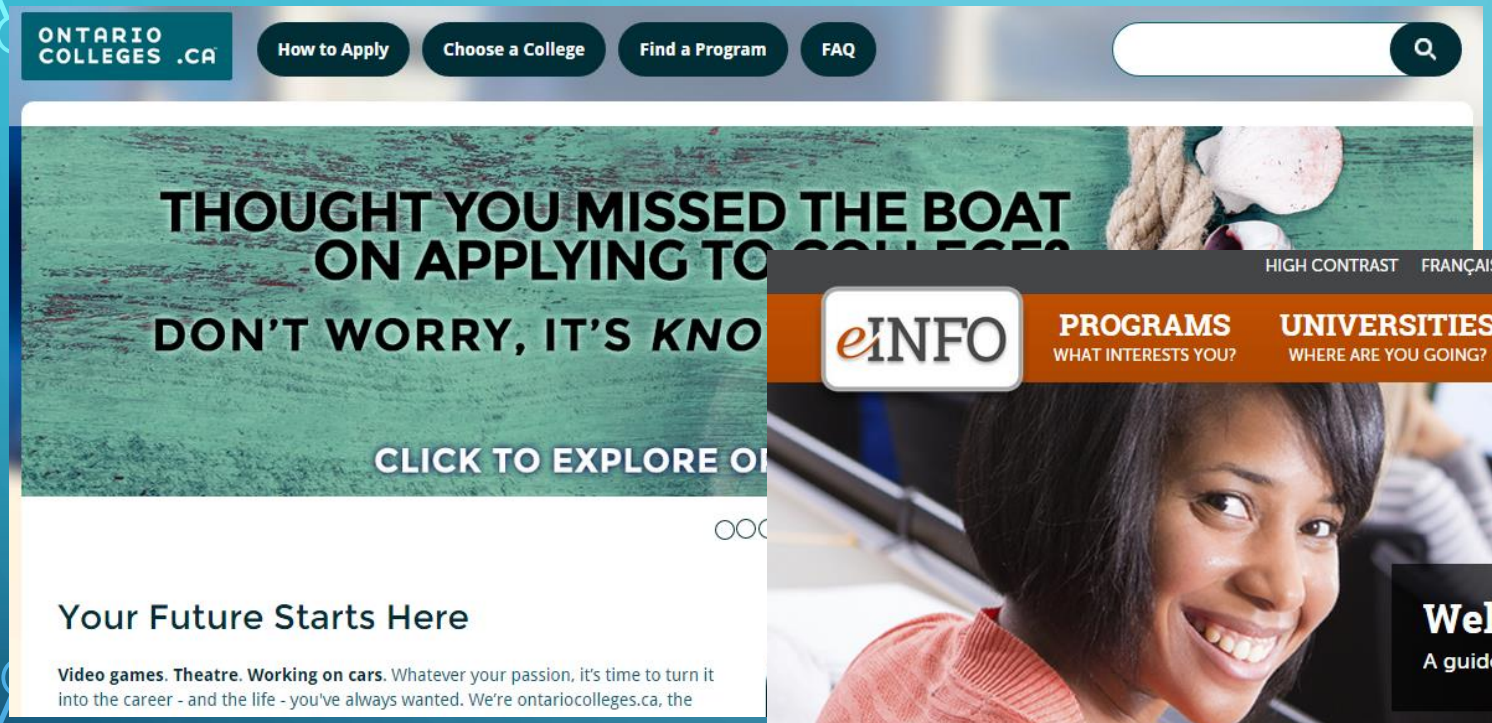
POTENTIAL STAKEHOLDERS INVOLVED IN NEW PROGRAM CREATION, APPROVAL, AND LAUNCH



TYPICAL TYPOLOGIES



ADDITIONAL CONSIDERATIONS - LAUNCH



June, July, August

- Featuring new programs in marketing materials used for fall recruitment season

By mid-August

- Marketing materials to key influencers

By end of September/October

- Student recruitment fair presence

Fall

- Marketing to high school guidence counsellors, adult learning centres, …etc.

By end of October

- Programs set up at application centres
- Managing process; data

Starting in November

- Students apply for next September entry
- Institutions begin making offers

Early spring/summer (varies by sector, target audience, and school)

- Students confirm offers for September entry

Typical Program Launch Timeline – George Granger

GOVERNMENT LEGISLATION, REGULATIONS AND BINDING POLICY DIRECTIVES

THE CONTEXT

MTCU

- Oversight for programs requesting funding approval and OSAP eligibility and for those requiring consent
- Ministry of Training, Colleges and Universities Act
- Post-secondary Education Choice and Excellence Act, 2000 (PSECE Act)

  Governs degree granting/right to operate as a university; PEQAB's mandate; right of colleges to offer degrees; PEQAB's role related to quality assurance for these credentials
- Ontario Colleges of Applied Arts and Technology Act, 2002 (OCAATA) – Ministerial mandate and reach over colleges
- Ontario Colleges of Trades and Apprenticeship Act, 2009
- Individual university statutes and Royal Charter (right to grant degrees, diplomas, certificates)

REGULATIONS

- 279/02 – tied to the PSECE Act; speaks to consent

  http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_020279_e.htm

- 391/11 – as above (2011); addresses referral to quality assurance bodies, types of consent decisions, appeal process, etc.

  http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11391_e.htm

MTCU CAAT EXTRANET SITE

- For legislation, regulations, Minister's Binding Policy Directives, Operating Procedures): **http://caat.edu.gov.on.ca/**

  User name: caatsite Password: 900Mowat (case sensitive)

  - College Diploma and Certificate Program Standards - http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/intro.html
  - Degree Authority in Ontario - http://www.tcu.gov.on.ca/pepg/programs/degreeauthority/
  - Minister's Binding Policy Directive (MBPD) Framework for Programs of Instruction http://www.tcu.gov.on.ca/pepg/publications/PolicyFramework_PostSec.pdf
  - Minister's Binding Policy Directive (MBPD) Funding Approval of Programs of Instruction
  - Minister's Operating Procedure Funding Approval of Programs of Instruction Procedures

CONSIDERATION EXAMPLES

- Ontario's Differentiation Policy Framework for Postsecondary Education

  http://www.tcu.gov.on.ca/pepg/publications/vision/

- Signed Strategic Mandate Agreements (SMAs)
  - Universities - http://www.tcu.gov.on.ca/pepg/publications/vision/universities.html
  - Colleges - http://www.tcu.gov.on.ca/pepg/publications/vision/colleges.html

CREDENTIAL FRAMEWORKS

QUALITY ASSURANCE

OVERARCHING NATIONAL CREDENTIALS FRAMEWORK

- Canadian Degree Qualifications Framework (pg. 2)

http://www.cicic.ca/docs/cmec/QA-Statement-2007.en.pdf

ONTARIO QUALIFICATIONS FRAMEWORK

- Underpins all credentials

http://www.tcu.gov.on.ca/pepg/programs/oqf/

ONTARIO QUALIFICATIONS FRAMEWORK

Certificates 1 & 2	
Certificate of Apprenticeship & Certificate of Qualification	– CODA Funded Programs
Certificate III	– Ontario College Certificate
Diploma 1 – Not included: Private College	
Diploma 2	– Ontario College Diploma
Advanced Diploma	– Ontario College Advanced Diploma
Post-Diploma Certificate	– Ontario College Graduate Certificate
Baccalaureate/Bachelor's Degree	- University
Baccalaureate/Bachelor's Degree – Honours	– College and University
Master's Degree	
Doctoral Degree	

http://www.tcu.gov.on.ca/pepg/programs/oqf/

CORE FRAMEWORKS

- For PEQAB – the Ontario Qualifications Framework PEQAB.CA
- For universities - Ontario Universities Council on Quality Assurance – Quality Assurance Framework OUCQA.CA

  http://oucqa.ca/resources-publications/quality-assurance-framework/

  http://oucqa.ca/resources-publications/guide-to-quality-assurance-processes/
- For college certificates and diplomas - Minister's Binding Policy Directive (MBPD) Framework for Programs of Instruction
  - – Credentials Framework (pg. 8) OCQAS.ORG

  http://www.accc.ca/wp-content/uploads/archive/es-ce/MTCUCollegeFramework.pdf

COLLEGE CERTIFICATES AND DIPLOMAS

OCQAS

ONTARIO COLLEGE QUALITY ASSURANCE SERVICE (OCQAS)

- "[E]stablished to provide efficient tools that ensure specific quality and consistency standards are met by the Colleges of Applied Arts and Technol" (OCQAS. 2015)
- Achieves this through two primary services: the Credential Validation Service (CVS) which focuses on program level quality assurance and the Program Quality Assurance Process Audit (PQAPA) which focuses on institutional-level quality assurance (K. Belfer, OCQAS, 2014)

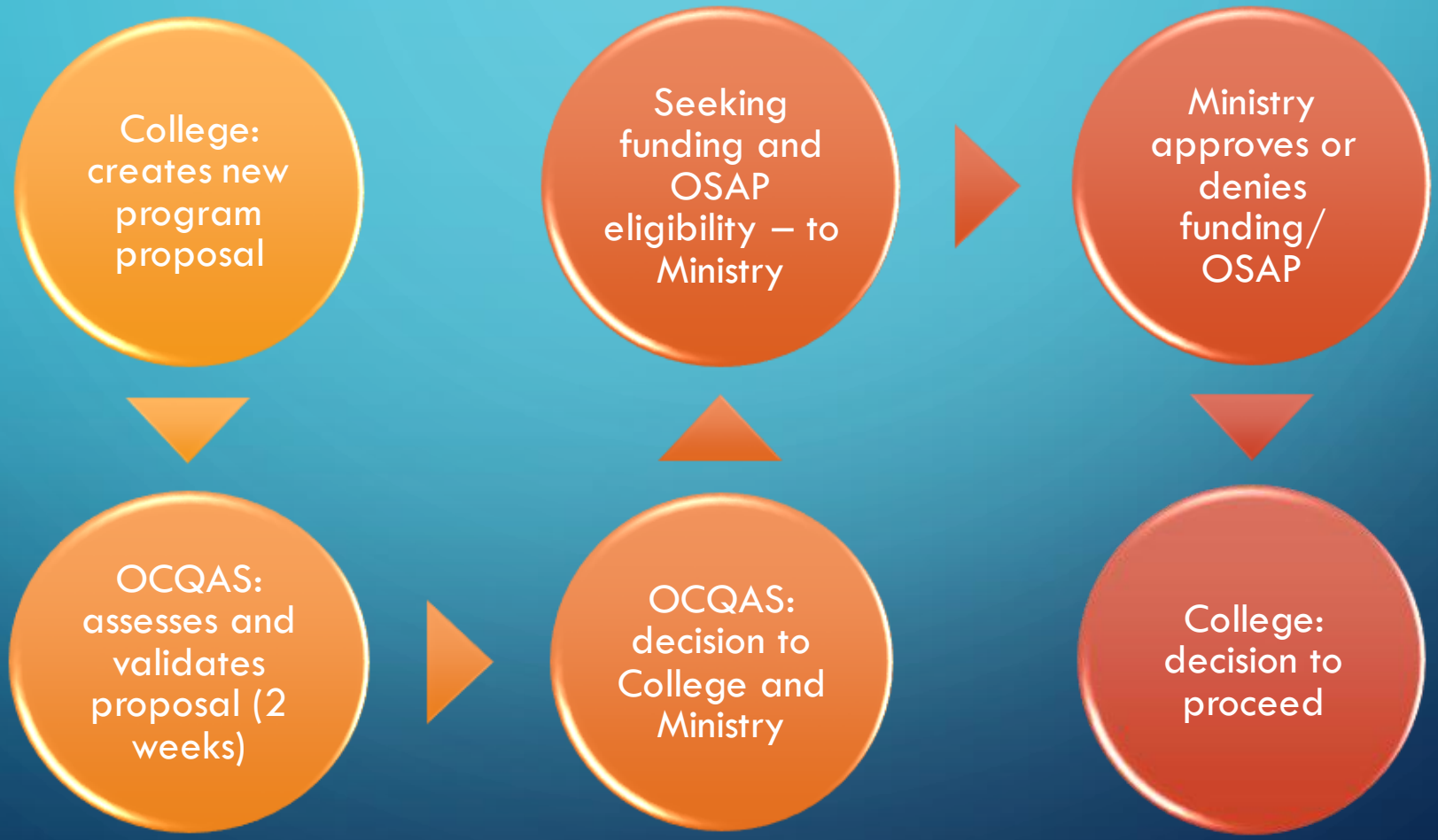
CREDENTIAL VALIDATION SERVICE (CVS)

- Responsible for reviewing new and existing programs that result in one of the following credentials: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, and the Ontario College Graduate Certificate.
- OCQAS (through the CVS) is to "provide reasonable assurance that all postsecondary programs of instruction ….regardless of funding source, conform to the Credentials Framework and are consistent with accepted college system nomenclature/program titling principles" (MTCU, April 2005, pp. 3-4).

MTCU EXPECTATIONS

- *Minister's Binding Policy Directive (MBPD) Framework for Programs of Instruction* and the embedded *Ontario Credentials Framework*
- MTCU: requires adherence to specific program standards (where applicable) when developing new program proposals, when delivering new programs, and when executing the program review process (MTCU, 2015b).
- "[P]rogram standards apply to all similar programs of instruction offered by colleges across the province" and established programs; at this time, these include the following elements: "vocationally specific learning outcomes…essential employability skills learning outcomes [and a]…general education requirement" (2015b).
- http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/index.html

CERTIFICATE AND DIPLOMA PROCESS



MTCU COLLEGES UNIT, POSTSECONDARY ACCOUNTABILITIES BRANCH

- Consider: alignment with the SMAs, responsiveness to labour market demands, status of regulatory or accreditation approval
- Conduct: policy review, confirm adherence and alignment to Binding Policy Directives, and consider other government policy components.
- Funding review: examines total number of hours included in the program, what constitutes those hours, and how these map back to existing programs.
- Timeframe: depends very much on the completeness of the college proposal, the response time of the college to any question that may arise (technical or otherwise), and the submission and review of any additional requested information.

CENTENNIAL COLLEGE EXAMPLE

- Gina Marshall, Director of Academic Quality, Centennial College of Applied Arts and Technology ("Centennial College")

EXPANDED ROLE FOR OCQAS

- Becoming a formal accreditation body
- Focus: "moving to an institutional-level accreditation process," which will replace the PQAPA quality assurance audit (OCQAS, 2015d).
- OCQAS management board: approved *Accreditation Standards* many of which touch on program approval practices, demonstration of achieving expected learning outcomes, academic quality, student learning, and more (will fall under the *College Quality Assurance Audit Process* - CQAAP). (http://ocqas.org/?page_id=9272)
- http://ocqas.org/wp-content/uploads/2015/01/CQAAP-Standards-2015-Revised-January-13-2015.pdf

COLLEGE DEGREES

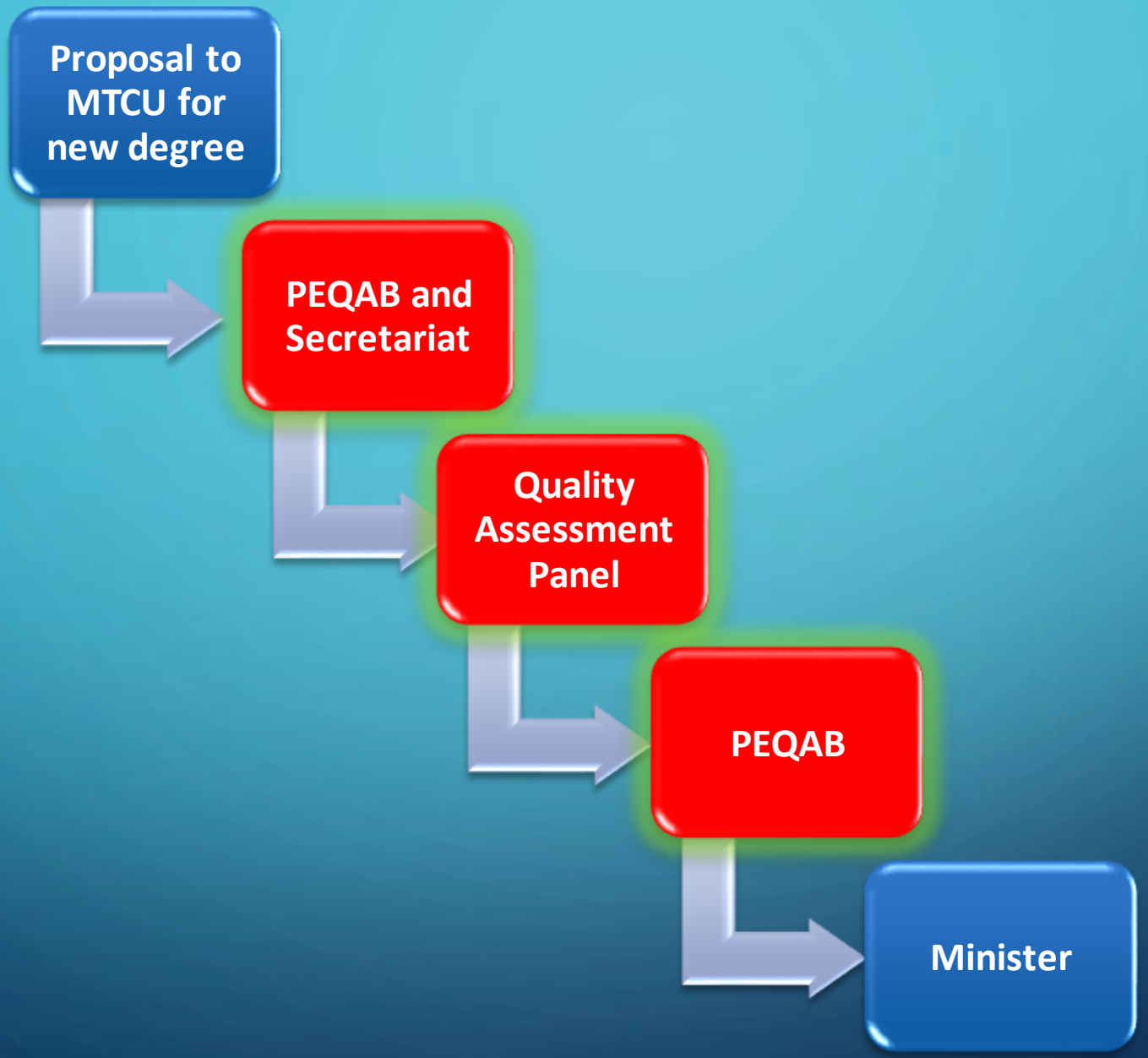
PEQAB

POSTSECONDARY EDUCATION QUALITY ASSESSMENT BOARD (PEQAB)

- Arms-length, advisory agency for MTCU
- Makes recommendations to the Minister regarding "applications for ministerial consent" and other related matters in accordance with the *Post-secondary Education Choice and Excellence Act, 2000* (PSECE Act) (PEQAB, 2009).
- Scope of authority includes reviewing for quality assurance any type of undergraduate or graduate postsecondary program (public or private) offered by those colleges, universities, and other institutions not otherwise empowered by an act of the provincial legislature to offer a particular degree program in Ontario (J. Brown, personal communications, March 2015).

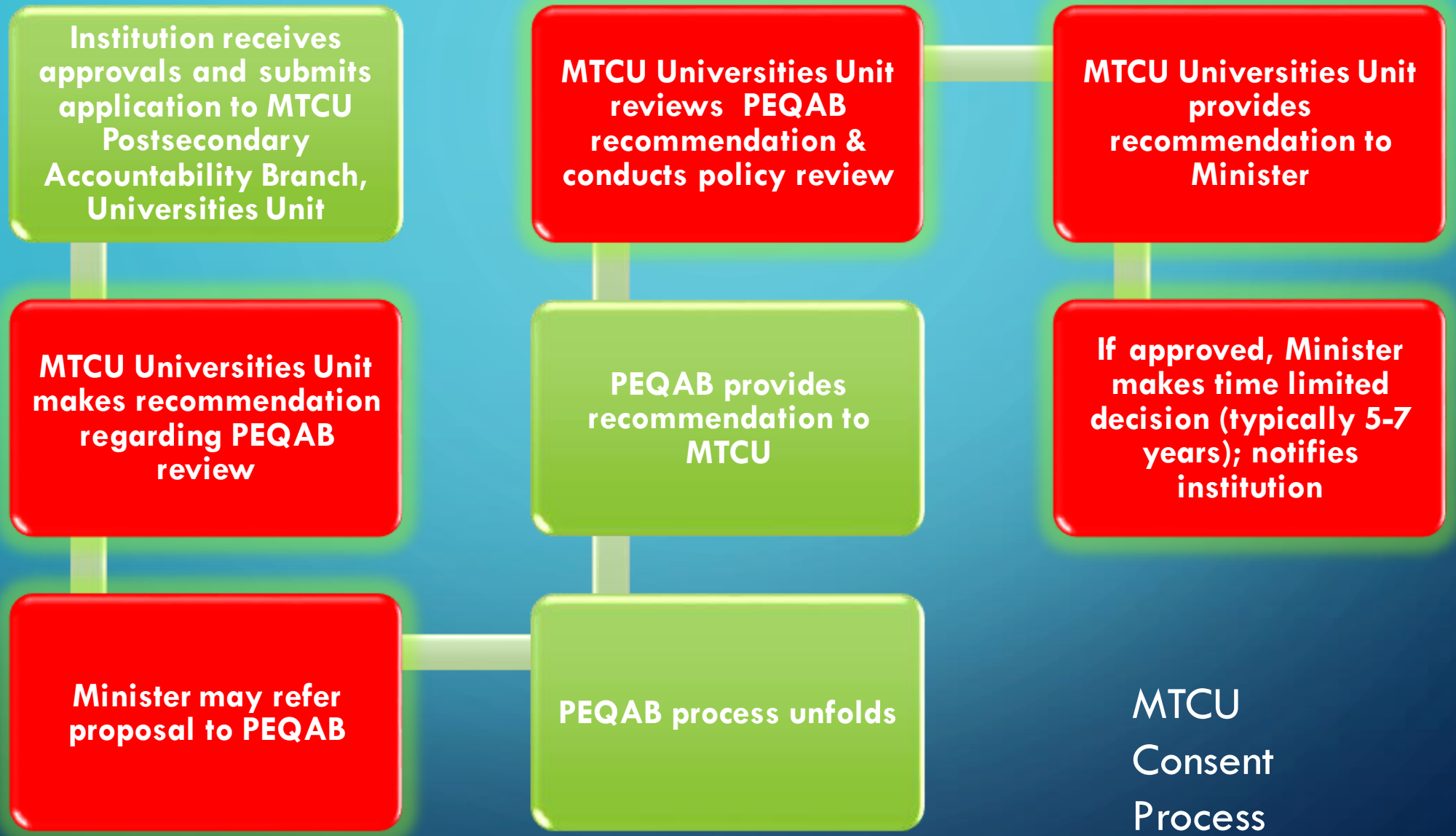
PEQAB

- Private institutions: two reviews – organizational and program
- 2000: Minister authorized publicly funded Ontario colleges to offer applied bachelor's degrees (MTCU, 2000) – program review for new degree programs and those existing degree programs subject to renewal
- Organizational review: focused on ascertaining an organization's resource and policy framework, financial robustness, and academic capacity, and its attention to the overall care of students
- Minister: may send college proposals for PEQAB review prior to consideration of consent


Proposal to MTCU for new degree
PEQAB and Secretariat
Quality Assessment Panel
PEQAB
Minister

PEQAB HANDBOOK FOR ONTARIO COLLEGES (NEW PROGRAMS)

- Review and assessment: program structure; degree level; admission, promotion, and graduation; program content; program delivery; capacity to deliver; credential recognition; regulation and accreditation; nomenclature; program evaluation; academic freedom and integrity; student protection; economic need; non-duplication of programs; adherence to the government's *Ontario Qualifications Framework for Honours Bachelor Degrees*
- *College has 90 days to respond; recommendation to MTCU from PEQAB*



MTCU Consent Process

CONESTOGA – CREATING A NEW DEGREE

- Sacha Burrows, Degree Programs and Academic Pathways Consultant, Conestoga College Institute of Technology and Advanced Learning ("Conestoga College")

UNIVERSITY DEGREES

QUALITY COUNCIL AND MTCU

University of Windsor Example

Mar-Apr – Approval in principle

Apr – "New Program Notice of Intent" to QA Office

Jun – Provostial approval; consultation plan

Sep – "New Program Proposal Brief" / MTCU Approval Form

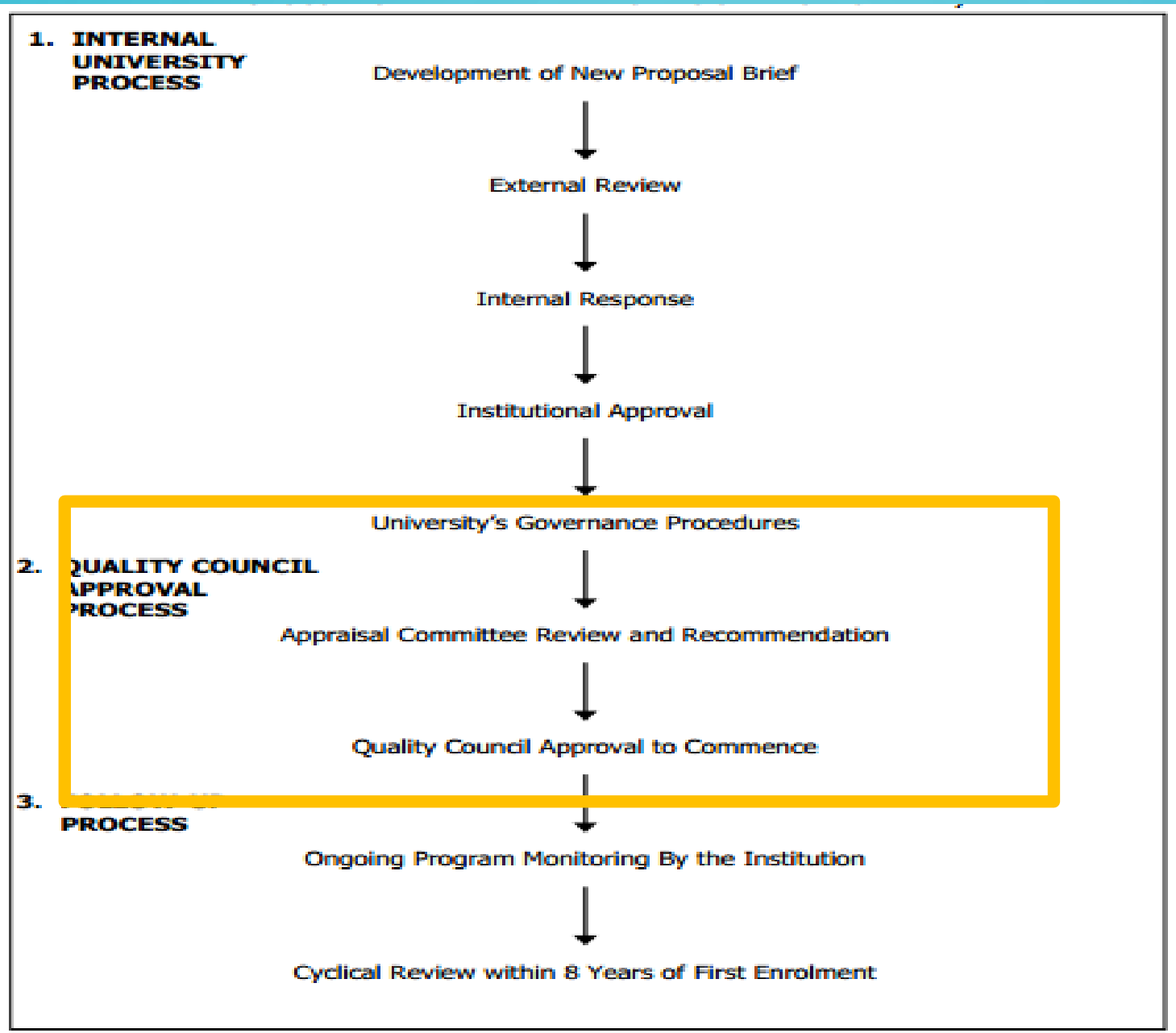
Oct-Apr – External Review + Report + Refinements

Apr-Oct – Internal Approvals

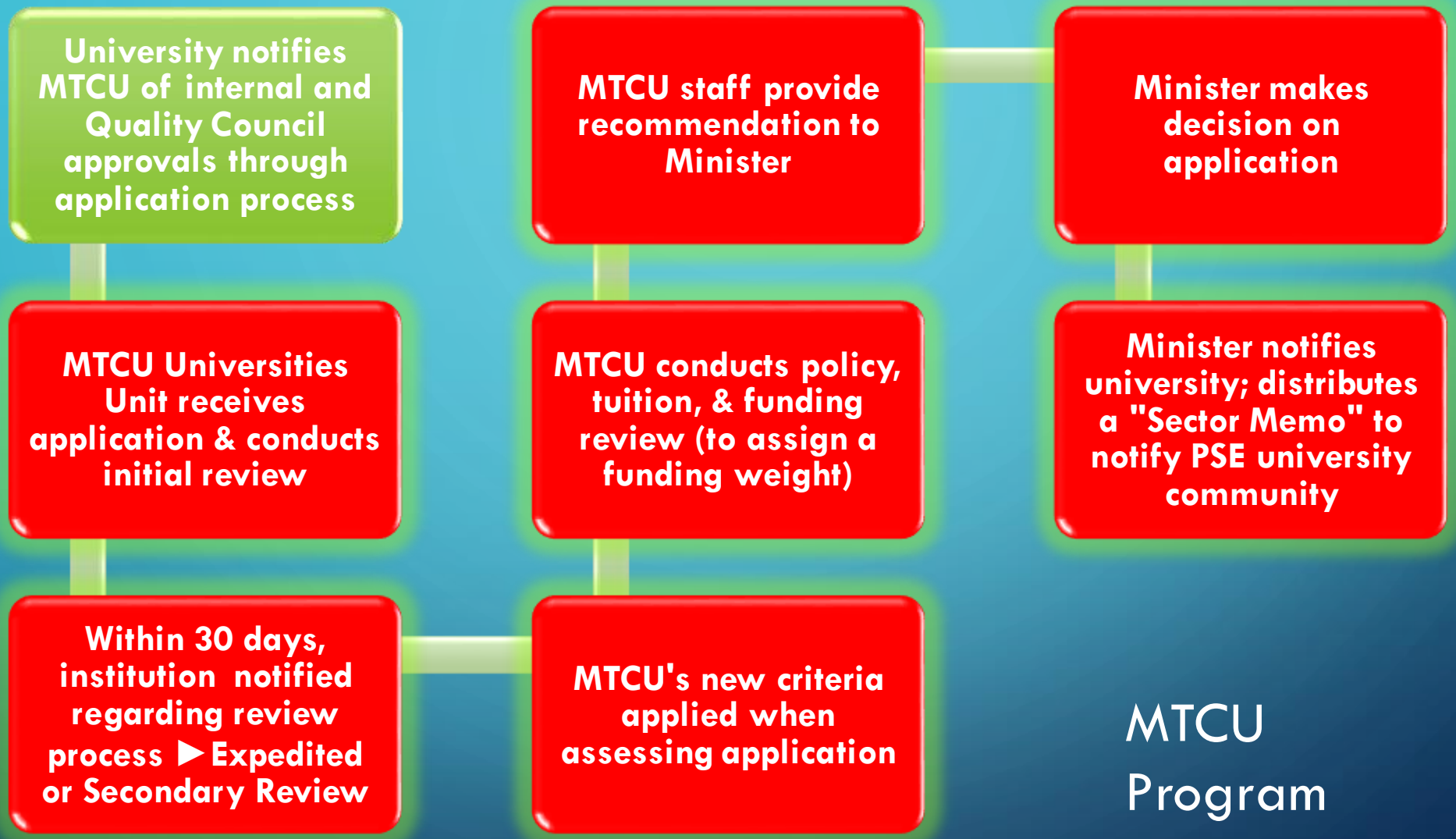
Nov-Dec – Quality Council MTCU

QUALITY COUNCIL

- "[O]versees quality assurance processes for all levels of programs in Ontario's publicly assisted universities, and helps institutions to improve and enhance their programs…" (2015b).
- In particular, the Quality Council ensures the following: "*…the continuing achievement of a defined level of quality in the design and delivery of an institution's programs, with particular emphasis on the desired learning outcomes and Ontario's degree level expectations, as well as on the monitoring of an institution's compliance with its Institutional Quality Assurance Process (IQAP) in its cyclical program reviews (2015b).*"



Quality Council: 45 days if proposal complete and no additional information required

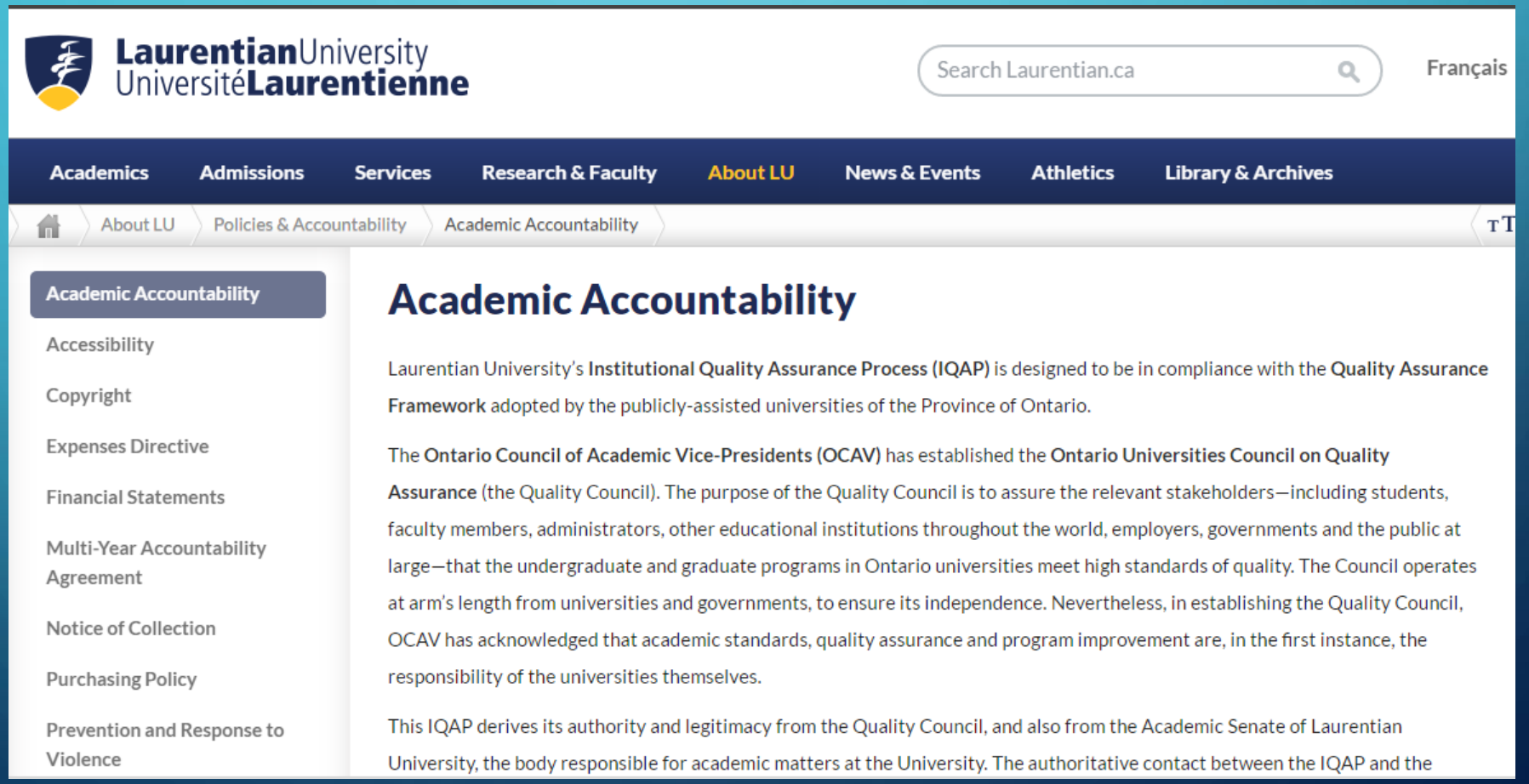


MTCU Program Approval

MTCU UNIVERSITY PROGRAM APPROVAL SUBMISSION GUIDELINES (PAGE 2)

- *Strategic Mandate Agreement alignment;*
- *Proposed tuition fee (including institutional and sector comparators), funding weight, and FORPOS code;*
- *Costs (including program financing considerations and capital cost implications);*
- *Justifiable duplication;*
- *Societal need and labour market demand;*
- *Student demand;*
- *Enrolment planning and graduate allocations;*
- *Experiential learning; and*
- *Program prioritization/program transformation initiatives.*

LAURENTIAN UNIVERSITY – SERGE DEMERS, REGISTRAR, SECRETARY OF SENATE



OTHER JURISDICTIONS AND EXAMPLES

TYPE OF CREDENTIAL AND COMPLEXITIES EXTEND TIMEFRAMES

EXAMPLE OF A MULTI-PARTNER DEGREE

THE SENATES OF THE UNIVERSITY OF BRITISH COLUMBIA, SIMON FRASER UNIVERSITY, EMILY CARR UNIVERSITY OF ART AND DESIGN AND THE EDUCATION COUNCIL OF THE BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY HAVE JOINTLY CONFERRED THE DEGREE OF

MASTER OF DIGITAL MEDIA

ON

ON THE DAY OF MONTH IN THE YEAR TWO THOUSAND AND THIRTEEN

STEPHEN TOOPE, PRESIDENT
UNIVERSITY OF BRITISH COLUMBIA

ANDREW PETTER, PRESIDENT
SIMON FRASER UNIVERSITY

RON BURNETT, PRESIDENT
EMILY CARR UNIVERSITY OF ART AND DESIGN

CHRIS GOLDING ACTING PRESIDENT
BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

RICHARD SMITH, DIRECTOR
MDM PROGRAM, CENTRE FOR DIGITAL MEDIA

SAMPLE

http://bccat.ca/pubs/jointprogramcredentialing_dec2013.pdf

EXAMPLE OF A CREDENTIALING APPROACH

Sample Approach

Dual Degrees

Simon Fraser University[6] with its international partner offers an interesting approach for dual degree programs – while each institution in the partnership distributes its own parchment, the transcript acknowledges pursuit of a dual degree program, features assigned block credit and notes the year of transfer. No grade is assigned for the duration of the study at the partnering institution. The name of the partner institution is also noted. This model, which had a unique degree of transparency, was not apparent in the responses from any other institution. It represents a good example of how institutions might establish a credentialing standard that supports transparency, academic integrity and joint program sustainability.

http://bccat.ca/pubs/jointprogramcredentialing_dec2013.pdf

ADDITIONAL NUANCES

- Breadth and depth of consultation
- Considering the resources needed at every stage – creation, development, refinement, launch
- Apprenticeship
- Unfunded
- Joint programs
- Relying on resident experts

ADDITIONAL QUESTIONS?

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ONCAT.CA (REPORT WILL BE PUBLISHED IN THE RESEARCH SECTION.)