
TITLE: PROGRAM DEVELOPMENT AND REDEVELOPMENT FOR CREDIT PROGRAMS

POLICY STATEMENT:

Red Deer College is responsible for offering programs that meet or exceed national, provincial and professional standards. The College uses a systematic, staged process for developing and redeveloping programs to insure a) consideration of important aspects, b) suitable consultation with stakeholders, c) resource allocation and d) transparent decision making. New/redeveloped programs are accessible, affordable, accountable, of high quality and align with student, community and regional needs and with Red Deer College's Strategic Plan.. The process includes consultation with internal and external community, alignment with governance processes, implementation planning, formative evaluation and interaction with Alberta Advanced Education and Technology for approvals

PURPOSE:

This policy provides a process that guides investment and decision-making in program development and appropriately takes into account community and regional directions, College strategic directions, capacity, relative risk, implementation and initial quality of program. It also provides guidelines for documentation and decision making for initiators and developers.

SCOPE:

The policy applies to all credit programs approved by the Public Institutions Branch, Alberta Advanced Education and Technology. Apprenticeship and Industrial Training (AIT), Alberta Advanced Education make decisions regarding new program development related to their own sources of data. Therefore, proposals for new apprenticeship programs and their curricula follow AIT processes. Continuing Education programs are not included in this policy.

The policy applies to the development of new programs that involve credentials (or transfer programs) not previously offered by RDC. The policy also applies to major redevelopment of an existing program including: change of credential name, change in major or concentration, substantial change in program outcomes, design and/or length. Program Chairpersons consult with appropriate Dean (s) to determine relevant sections of the policy, depending on the nature and extent of the program redevelopment.

PRINCIPLES:

1. A systematic staged process with clear decision points insures consideration of important aspects, suitable consultation with stakeholders, and resource allocation.
2. Resources needed for each stage of development are clearly identified.
3. New/redeveloped programs are accessible, affordable, accountable, of high quality and align with community and regional needs.
4. All new program development/redevelopment shall consider: potential student demand, economic demand (employment market, further education prospects), financial viability, relationship to RDC Strategic Plan, relationship to Alberta post-secondary system, and College capacity.
5. Board Ends are a key consideration in all new/redeveloped programs.
6. Implementation of new programs is coordinated with appropriate College departments to maximize success.

7. New programs undergo a formative evaluation to monitor initial quality and make adjustments.
8. Development processes and decision making align with the administrative and academic governance process of the College.
9. Depending on the nature of the redevelopment, the requirements of each stage are modified to eliminate those that are not applicable.

PROCEDURE:

Stage 1: Pre-development

Program ideas and suggestions may come from Department Councils, advisory committees, faculty, staff, students, continuing education, administration, environmental scanning and community members. If there is a resource requirement to complete this stage, the department/developer consults the Dean.

Stage 1 Includes initial consideration of:

- Nature of the program (length, type of credential)
- Relationship to Strategic Plan
- Potential Student Demand
- Economic Demand (market/prospects for graduates)
- Relationship to current RDC programs
- Initial and/or anticipated stakeholder support

The extent of initial consideration may vary considerably. A brief discussion may result in a quick decision to move forward if information is immediately available and issues are straightforward. On the other hand, a major exploration effort, including consultation with College resources, like the Center for Teaching and Learning, may be required if extensive information gathering is needed, issues are complex, and the implications for RDC are significant; e.g. Initial consideration of degree granting.

Decision: To proceed to Stage 2 Concept Proposal with appropriate planning resources and direction of a Dean.

Recommending authority: Department Council

Advising authority: Dean's Council

Principal authority: Executive Vice President Academic (EVPA)

Stage 2: Concept Proposal

The foci of the Concept Proposal are the overall description of the program and the expected feasibility and sustainability. See Appendix 1 for required documentation.

Decision: To proceed to Stage 3 Full Proposal Development with appropriate planning resources and the direction of a Dean.

Recommending authority: Department Council

Advising authority: Dean's Council

Principal authority: EVPA

Stage 3: Full Proposal

This stage includes detailed development of the proposal for Red Deer College and Alberta Advanced Education and Technology approvals (including Campus Alberta Quality Council for degrees). In some cases, this stage primarily requires ‘fine tuning’ of the Concept Proposal. In others, extensive system consultation, program outcome development, curriculum development and community consultation may be necessary. All development at Stage 3 includes a Program Advisory Committee.

For new programs other than degrees offered by RDC, use the New Program Proposal Template developed by Alberta Advanced Education and Technology. (Appendix 2)
For redevelopment of programs offered by RDC, use the Change Program Proposal Template developed by Alberta Advanced Education and Technology. (Appendix 3)
For degree proposals, use the Degree Program Proposal Checklist – Resident Alberta Institutions (Campus Alberta Quality Council) (Appendix 4)

Decision: To submit the proposal to the Minister of Alberta Advanced Education for program approval (and funding if required). In some cases of redevelopment, Alberta Advanced Education approval is not required.

Recommending authority: Department Council (where appropriate)

Advising authority: EVPA, Dean’s Council

Recommending authority: Curriculum Committee of Academic Council

Recommending authority: Academic Council:

Principal authority: President (Board of Governors)

*Normally EVPA signs off on Minister of Alberta Advanced Education proposal submission

Note: Degree proposals undergo a two-stage approval process, with Alberta Advanced Education completing the system review and then forwarding the proposal to Campus Alberta Quality Council for quality review and recommendation to the Minister.

Stage 4: Implementation and Detailed Course Development

Implementation and detailed course development planning normally begin following a decision by Alberta Advanced Education to approve the program and, additionally, to approve funding if required. The Dean may authorize proceeding to some aspects of Stage 4 in advance of approvals, especially in the case of program redevelopment.

See Appendix 5 for Checklist.

Decisions:

Recommending authority: Department Council for finalized program details and implementation planning

Recommending authority: Academic Council for finalized calendar copy and supporting curriculum documentation

Principal authority: EVPA for overall budget

Principal authority: Dean for implementation planning, LT members for areas of responsibility (e.g. Marketing)

Stage 5: Formative Program Implementation Evaluation

Formative evaluation is aimed primarily at identifying program strengths and need for change, in this case, during early implementation. At least one formative evaluation is completed for new or re-developed programs, preferably one year following the graduation of the first class. If the

evaluation results in extensive changes to the program, another formative evaluation is recommended following implementation of changes. Dean and program staff may gather monitoring data in addition to the formative evaluation during initial implementation and make necessary program adjustments, but should be mindful of the impact of these activities on the formative evaluation.

See Appendix 6 for minimum and optional formative evaluation components.

Note: See Campus Alberta Quality Council document Monitoring of Approved Degree Programs for comprehensive evaluation and subsequent evaluation requirements.

RESPONSIBILITY: Executive Vice President Academic

CONSULTATION FOR REVIEW: Dean's Council, Academic Policy Committee, Academic Council

POLICY REVIEW DATE: June 2013

EFFECTIVE DATE: July 1, 2008

REVISED DATE:

RELATED POLICIES:

- E-2 Workforce Knowledge and Skills Foundation
- E-3 Knowledge and Skills Foundation-For Further Post-Secondary Education
- E-4 Life-Long Learning
- EL-D2 Program Changes
- [Academic Credit Assignment to Courses Policy](#)
- [Program External Liaison Standard Practice](#)
- [Course Outline Policy](#)

Stage 2 Concept Proposal Checklist

*Not all points necessarily required for re-development

1. Program Description: (Consult with Center for Teaching and Learning)
 - a. Nature of credential and length of program
 - b. General program learning outcomes
 - c. Anticipated outcomes related to further education and work force participation
 - d. Relationship to RDC Strategic Plan
 - e. General structure of the program (courses, teaching/learning methods), admission requirements
 - f. Relationship to similar program in system (include transfer in and out)
2. Anticipated Student Demand and Enrollment (Consult with Research Services)
 - a. Rough enrollment projections (FLEs and headcount) including phase in and steady state
 - b. Student demand and demographic analysis
 - c. Student demand influencers (system capacity, economic environment, credential credibility, RDC initiatives)
3. Economic Demand (Consult with Research Services)
 - a. Regional/provincial demand for graduates in workforce
 - b. Regional/provincial potential related to further education
 - c. Economic demand influencers (system capacity, economic environment, acceptance of credential)
4. Evidence of Support (Consult with external community)
 - a. Professional/regulatory bodies
 - b. Industry/employers
 - c. Receiving institutions – transfer or further credentials
 - d. High Schools
5. Budget and Funding Sources Estimate(consult with Finance)
 - a. Revenue and expenses during phase in and steady state
 - b. One time implementation expenses
 - c. Sources of Revenue
 - d. Impact on internal resources
6. Institutional Capacity
 - a. Experience with type and level of program, faculty preparation and experience
 - b. Existing development resources
 - c. Additional development resources required and potential sources (partnerships, donations, College funds)
 - d. Long term capacity and needed development of College resources
 - e. Short and long term impact on College community
 - f. Commitment to development (faculty, support services)

New Program Proposal Template

Directions: Complete each section. Cells will expand as you type.

Basics

Program name			
Proposed program ID			

Program type Select one.	New program	<input checked="" type="checkbox"/>	Provider contact		
	Program change	<input type="checkbox"/>		Phone	
	Applied degree	<input type="checkbox"/>		Fax	

Credential Select one.	No credential/not applicable	<input checked="" type="checkbox"/>	Diploma—Post-Degree	<input checked="" type="checkbox"/>
	Certificate	<input type="checkbox"/>	Degree—Applied	<input type="checkbox"/>
	Certificate—Journeyman	<input type="checkbox"/>	Degree—Bachelor	<input type="checkbox"/>
	Certificate—Post-Basic	<input type="checkbox"/>	Degree—Master	<input type="checkbox"/>
	Certificate—Post-Degree	<input type="checkbox"/>	Degree—Doctoral	<input type="checkbox"/>
	Diploma	<input type="checkbox"/>	University Transfer	<input type="checkbox"/>
	Diploma—Post-Basic	<input type="checkbox"/>		<input type="checkbox"/>

Nature of proposal Select one.	New	<input checked="" type="checkbox"/>	Suspension	<input checked="" type="checkbox"/>
	Expansion	<input type="checkbox"/>	Extension	<input type="checkbox"/>
	Termination	<input type="checkbox"/>	Reactivation	<input type="checkbox"/>
	Downsizing	<input type="checkbox"/>	Other	<input type="checkbox"/>

Primary funding source Select one (optional).	AL—base grant	<input checked="" type="checkbox"/>	Other public sources	<input checked="" type="checkbox"/>
	AL—new funds	<input type="checkbox"/>	Student sources	<input type="checkbox"/>
	Other Alberta source	<input type="checkbox"/>	Private sources	<input type="checkbox"/>
	Other government source	<input type="checkbox"/>	Other sources	<input type="checkbox"/>

Program length—years	
Program synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	
Provider comments Include information about brokering arrangements, status of program accreditation or approval by an outside body, etc.	

Details

Section B: Detailed System Coordination Analysis

<p>Fit with mandate and business plan How does the proposed program fit with the institution's mandate and business plan?</p>	
<p>Relationship to existing programs at the institution How does the proposed program fit with other programs at the institution, in terms of program type, student mix, and instructional expertise? What are the anticipated impacts (positive or negative) on existing programs?</p>	
<p>Similarity or relationship to other programs (in the region, province, country) How does the program fit within Alberta's post-secondary system? Which programs does it complement/compete with? If there is duplication, how is it warranted? What are the laddering opportunities to/from the program? What features make the program unique?</p>	
<p>Consultation with other Alberta institutions offering similar programs What consultations have taken place with institutions that offer similar programs or that may be affected by the implementation of the program? What are the potential student transfer arrangements?</p>	
<p>What alternatives exist and why is this proposal the best strategy for the system? Why is a new program being developed rather than brokering or expanding an existing program? How will the system benefit from establishing the proposed program?</p>	

Section C: Marketability Assessment

<p>Results of student demand analysis What steps have been taken to assess student demand (Application Submission Initiative data; student inquiries, surveys, wait lists, etc.)? What are the qualitative/quantitative results? What is the institution's plan for student recruitment and selection?</p>	
<p>Results of economic demand analysis What steps have been taken to assess regional, provincial, and national labour market demand (employer surveys, job ads, labour market statistics, etc.)? What are the qualitative/ quantitative results? If the program does not lead directly to employment, what are the long-term economic benefits for graduates?</p>	

<p>Evidence of support from industry, employers, professional organizations, other institutions</p> <p>Which employers, professional associations, regulatory bodies, and institutions were consulted, and which of them will be submitting letters in support of the program? If work experience is part of the program, which employers are willing to provide placements?</p>	
<p>Employability outcomes</p> <p>What are the expected outcomes of the program in terms of employment, self-employment, or further education? What is the targeted employment and/or further education rate? How will this program fit into a student's career path or lifelong learning plan?</p>	

Section D: Demonstration of Financial Viability

<p>Annual budget and funding sources</p> <p>Provide detailed budget information in the Funding section. If necessary, use this section to include additional information.</p>	
<p>Anticipated impact on internal resources</p> <p>If institutional resources will be a source of revenue, what is the source of funding (e.g.: fundraising, re-allocation)? What will the impact be on other programs and service areas (e.g.: student services, library, facilities)?</p>	
<p>Anticipated financial impact on students and Students Finance</p> <p>How does the tuition fee compare with similar programs at the institution and across the system? What is the anticipated percentage of students who will seek SF support?</p>	

Section E: Evaluation Plan

<p>Procedures for evaluation</p> <p>What are the institution's procedures for program evaluation?</p>	
<p>Performance measures and expected outcomes or performance targets</p> <p>What key performance indicators/targets will be used to measure success of the program?</p>	

Appendices

<p>Appendix A—curriculum and program structure</p> <p>List course names, numbers, credits/hours; practicum credits/hours; course descriptions; and total instructional hours.</p>	
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Appendix B—other Include any additional information in support of the proposal.	
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Enrolment

List proposed enrolment data. If program implementation will occur over a number of years, provide data for each year up to full implementation. If part-time students are anticipated, convert part-time enrolments and include in full-time enrolment projections.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Ongoing
Total full-time							
Full-time year 1							
Full-time year 2							
Full-time year 3							
Full-time year 4							
Full-time year 5							
Full-time year 6							
Total FLE number							
FLE year 1							
FLE year 2							
FLE year 3							
FLE year 4							
FLE year 5							
FLE year 6							
Number of graduates							
Provider comments Provide clarification of or additional information about the data in the enrolment table.							

Funding

Provide the program budget, including the applicable sources of revenue in the following categories. If program implementation will occur over a number of years, provide data for each year up to full implementation.

	Year 1	Year 2	Year 3	Ongoing
Annual budget amount <i>(projected expenditures)</i>				
Institute resource amount <i>(institutional financial contribution)</i>				
Tuition revenue amount <i>(total anticipated amount)</i>				
Partner contributions amount <i>(corporate, employer, or foundation support)</i>				
Other amount <i>(EPE, AIT, EII, or federal funding)</i>				
Student tuition rate <i>(per student/FLE tuition)</i>				
Historical funding amount <i>(inactive)</i>				
Revised funding amount <i>(inactive)</i>				
Provider comments Provide a brief explanation of the budget information included in the funding table. Identify anticipated in-kind contributions by the institution or by corporations/employers.				

Specialization

Specialization name	
Specialization code	

Nature of change	New
Implementation date	dd-mmm-yyyy

Specialization Load/Length

Instructional hours/credits	
Practicum hours/credits	
Work experience factor	
Actual weeks	
Adjusted actual weeks	

Instructional load	
Practicum load	
Actual load	
Adjusted actual load	
Full load	
Full load equivalent (FLE)	

Providers

Leading institution	
Collaborating providers	
Specialization name	
Specialization code	

Institution Review and Approval

Program Chair:	Date:
Comments:	

Dean:	Date:
Comments:	

Vice President Academic:	Date:
Comments:	

Academic Council	Date:
Comments:	

Change Program Proposal Template

Directions: Complete each section. Cells will expand as you type.

Basics

Program name			
Proposed program ID			

Program type Select one.	New program	<input checked="" type="checkbox"/>	Provider contact		
	Program change	<input type="checkbox"/>		Phone	
	Applied degree	<input type="checkbox"/>		Fax	

Credential Select one.	No credential/not applicable	<input checked="" type="checkbox"/>	Diploma—Post-Degree	<input type="checkbox"/>
	Certificate	<input type="checkbox"/>	Degree—Applied	<input type="checkbox"/>
	Certificate—Journeyman	<input type="checkbox"/>	Degree—Bachelor	<input type="checkbox"/>
	Certificate—Post-Basic	<input type="checkbox"/>	Degree—Master	<input type="checkbox"/>
	Certificate—Post-Degree	<input type="checkbox"/>	Degree—Doctoral	<input type="checkbox"/>
	Diploma	<input type="checkbox"/>	University Transfer	<input type="checkbox"/>
	Diploma—Post-Basic	<input type="checkbox"/>		<input type="checkbox"/>

Nature of proposal Select one.	New	<input checked="" type="checkbox"/>	Suspension	<input type="checkbox"/>
	Expansion	<input type="checkbox"/>	Extension	<input type="checkbox"/>
	Termination	<input type="checkbox"/>	Reactivation	<input type="checkbox"/>
	Downsizing	<input type="checkbox"/>	Other	<input type="checkbox"/>

Primary funding source Select one (optional).	AL—base grant	<input checked="" type="checkbox"/>	Other public sources	<input type="checkbox"/>
	AL—new funds	<input type="checkbox"/>	Student sources	<input type="checkbox"/>
	Other Alberta source	<input type="checkbox"/>	Private sources	<input type="checkbox"/>
	Other government source	<input type="checkbox"/>	Other sources	<input type="checkbox"/>

Program length—years	
Program synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	
Provider comments Describe the proposed program change in detail.	

Details

Section B: Rationale for and Implications of the Proposed Change

Note: A new specialization is, in essence, a new program. When directed, refer to the following sections in the *New Program Proposal Template* for the information required for a proposed new specialization:

- Marketability assessment
- Demonstration of financial viability
- Detailed system coordination analysis

<p>Rationale for program change Provide a detailed rationale for the proposed change. For a new specialization, provide results of a marketability assessment (student and economic demand, evidence of industry support, employability outcomes).</p>	
<p>Resource implications Identify the resource implications of the change, such as re-allocation of resources and resulting implications. For a new specialization, provide evidence of financial viability (annual budget; impact on internal resources, students, and Students Finance).</p>	
<p>Implications of program change for the system Identify the implications of the change for programs at other institutions. For a new specialization, provide evidence of system coordination analysis (fit with mandate and business plan, relationship to programs at the institution and in the region, consultation with institutions offering similar programs).</p>	

Appendices

<p>Appendix A—curriculum and program structure List course names, numbers, credits/hours; practicum credits/hours; course descriptions; and total instructional hours.</p>	
<p>Appendix B—other Include any additional information in support of the proposal.</p>	

Enrolment

If the proposed change will increase or decrease enrolment, provide enrolment data. If the change (such as adding a new specialization) will take place over a number of years, provide data for each year up to full implementation. If part-time students are anticipated, convert part-time enrolments and include in full-time enrolment projections.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Ongoing
Total full-time							
Full-time year 1							
Full-time year 2							
Full-time year 3							
Full-time year 4							
Full-time year 5							
Full-time year 6							
Total FLE number							
FLE year 1							
FLE year 2							
FLE year 3							
FLE year 4							
FLE year 5							
FLE year 6							
Number of graduates							
Provider comments Provide clarification of or additional information about the data in the enrolment table.							

Funding

If the proposed change will impact funding, provide the program budget, including the applicable sources of revenue in the following categories. If the change (such as adding a new specialization) will take place over a number of years, provide data for each year up to full implementation.

	Year 1	Year 2	Year 3	Ongoing
Annual budget amount <i>(projected expenditures)</i>				
Institute resource amount <i>(institutional financial contribution)</i>				
Tuition revenue amount <i>(total anticipated amount)</i>				
Partner contributions amount <i>(corporate, employer, or foundation support)</i>				
Other amount <i>(EPE, AIT, EII, or federal funding)</i>				
Student tuition rate <i>(per student/FLE tuition)</i>				
Historical funding amount <i>(inactive)</i>				
Revised funding amount <i>(inactive)</i>				
Provider comments Provide a brief explanation of the budget information included in the funding table. Identify anticipated in-kind contributions by the institution or by corporations/employers.				

Specialization

Complete this section if the proposed change relates to a new or an existing specialization.

Specialization name		Implementation date	dd-mmm- yyyy
Specialization code			

		X		X
Nature of change Select one.	New		Suspension	
	Expansion		Extension	
	Termination		Reactivation	
	Downsizing		Other	

Specialization Load/Length

Complete this section if the proposed change is to add a new specialization or to change the load and/or length of an existing specialization.

Instructional hours/credits	
Practicum hours/credits	
Work experience factor	
Actual weeks	
Adjusted actual weeks	

Instructional load	
Practicum load	
Actual load	
Adjusted actual load	
Full load	
Full load equivalent (FLE)	

Providers

Leading institution	
Collaborating providers	
Specialization name	
Specialization code	

Institution Review and Approval

Program Chair:	Date:
Comments:	

Dean:	Date:
Comments:	

Vice President Academic:	Date:
Comments:	

**DEGREE PROGRAM PROPOSAL CHECKLIST – RESIDENT
ALBERTA INSTITUTIONS**

All proposals for new degree programs are to be submitted to the Minister of Advanced Education. Initially, this proposal will be forwarded to the Public Institutions Branch for a system coordination review. Once that review is completed, the Minister may forward the proposal to the Campus Alberta Quality Council for its review.

The following checklist identifies the elements which should be included in the program proposal submitted for system coordination review, followed by the additional proposal information that is needed for a quality assurance review by Council.

CONTENTS**Part A**

System Coordination Review - The fundamental question addressed in the system coordination review is the need for the program in the Alberta post-secondary system. The proposal will be considered in relation to the institution's mandate as approved by the Minister. The institution's rationale for the program will be reviewed in the context of current program offerings in the system. The proposal must contain documented evidence of student demand, employer demand, and opportunities for further education. Consideration will be given to the institution's financial plan for the program including the impact of the new program on institutional resources and its implications for students and system funding.

Overview

1. The institution
2. The title of the program and length of program (in years or semesters)
3. The credential to be awarded and the rationale for its use
4. Contact person
 - a. Name
 - b. Phone
 - c. E-mail
5. The proposed start date
6. Provide an overview of the program structure including a description of the goals of the proposed program. Indicate the distinctive features of the program and its relationship to the mandate of the institution. Include calendar level information about program requirements (e.g., core, general education and electives), specializations as well as course titles.

7. Outline the expected outcomes of the program in terms of employment, self-employment or further education and provide the data upon which this assessment is based. What is the targeted employment and/or further education rate?
8. Provide the enrolment plan for the program, identifying full-time, part-time and work experience enrolment, along with total FLE and anticipated number of graduates per year. Indicate the minimum viable enrolment. Include explanatory notes if needed.

Enrolment Table

Proposed Enrolment	2009-10	2010-11	2011-2012	2012-2013	Annual Ongoing
• Total Full-Time head count	0	0	0	0	0
• Full-Time Year 1					
• Full-Time Year 2					
• Full-Time Year 3					
• Full-Time Year 4					
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Total FLE	0	0	0	0	0
• FLE Year 1					
• FLE Year 2					
• FLE Year 3					
• FLE Year 4					
• Anticipated No. of Graduates					

Institutional and System Issues

9. Describe the relationship between this proposed program and the approved mandate of the institution.
10. Describe how this initiative is reflected in the institution's current strategic plan, business plan, and accessibility plan.
11. Outline the institution's demonstrated expertise and capacity in this or related program areas.
12. Describe the proposed program's impact on and relationship to existing programs at the institution. What are the anticipated impacts, positive or negative, on other programs?

13. Outline the institutional development and academic approval processes that were followed in developing the proposal, including program advisory bodies formed by the institution.
14. Describe how the proposed program fits within the broader post-secondary system. Is it unique to the region, province, country? Does it compete with or complement other programs in the system? If the program is similar to or duplicates an existing program, is the duplication warranted? How does this program advance Campus Alberta?
15. Describe the consultation that has occurred with other institutions offering similar programs. Provide evidence of support. What opportunities for collaboration exist?
16. State what transfer arrangements have been identified for students who want to transfer from this program to other degree programs in Alberta. What transfer arrangements have been identified for students to transfer into the proposed program from existing programs within the same institution, and from existing programs at other institutions?
17. Describe how this program advances the province's social and economic priorities. (E.g., Increased post-secondary participation rates, Aboriginal Policy Initiative, Rural Development Strategy)
18. Describe how this program will benefit the Alberta post-secondary system (e.g., students, the institutions, the department). Are there any negative implications for the system?

Marketability Assessment

19. Describe what student demand currently exists and can be anticipated for this program. How has student demand been assessed? The demand analysis should be supported with relevant data and should be placed in the context of the post-secondary system. Some examples of demand data include surveys of existing students, surveys of high school students, ratio of applicants to admitted students in similar programs at the institution or elsewhere in the system, application patterns for similar programs at other institutions, and unsolicited student inquiries.
20. Describe the economic demand for this program. What steps were taken to assess economic demand for the program? How will this program address the needs of employers? The demand analysis should be supported with relevant data at the regional, provincial and national level as appropriate. Some examples of demand data include labour force projections from industry and professional associations, demographic analysis, graduate employment from similar programs at other institutions, employer surveys.
21. Explain the level and kind of support that will be provided by professional organizations, regulatory bodies, employers, and industry. Provide evidence of consultation and support.
22. Present evidence that employers will provide sufficient placements to support the clinical, coop and work experience requirements of the program.
23. Describe the opportunities graduates will have for progression to further study in this field or in professional fields? Provide evidence of consultation.

Financial Viability

24. Outline the fiscal plan for implementation (projected revenue and costs in each year from launch to maturity). Include costs for new faculty and support staff hires (if applicable), expected sources of revenue and tuition rates and other fees to be charged. Include the assumptions being made and a risk analysis (internal and external threats to program viability) and the institution's contingency plans.

Financial Table

	Yr 1	Yr 2	Yr 3	Yr 4	Annual Ongoing
Revenue					
Institutional Resource Amount:	\$	\$	\$	\$	\$
Tuition Revenue Amount	\$	\$	\$	\$	\$
Indicate per Student Tuition Charge	\$	\$	\$	\$	\$
Partner Contributions Amount (Identify):	\$	\$	\$	\$	\$
Other Amount (Identify Source):	\$	\$	\$	\$	\$
Total Revenue:	\$	\$	\$	\$	\$
Expenditures					
Faculty and Staff	\$	\$	\$	\$	\$
Student/Institutional support services	\$	\$	\$	\$	\$
Supplies	\$	\$	\$	\$	\$
Other	\$	\$	\$	\$	\$
Total Expenditures	\$	\$	\$	\$	\$

25. Identify any one-time costs associated with implementing this program. Provide a detailed budget.
26. Outline the impact this program initiative will have on the institution's resources and capacity. Will funds be re-allocated from existing programs and services? If so, which ones?
27. Indicate if the institution will require new funds to offer this program. Identify the sources of new funds (e.g., cost recovery tuition, Enrolment Planning Envelope, industry or foundation support).
28. Outline the financial impact on students. Compare the proposed tuition with tuition levels for comparable programs. What percentage of students may seek support from the Students Finance Board?

Part B

Campus Alberta Quality Council Program Review - The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards, and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. Program proposals should demonstrate how their unique

dimensions set them apart from similar programs offered elsewhere, and thus provide new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the system coordination review. It is important that it be up-to-date and complete before it is forwarded to Council. In addition to the information provided in Part A, the program proposal that is sent to Council should contain the following additional information.

Program Specifics

29. Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, a sample student program by year of program, and a summary description of the curriculum, including course calendar descriptions and prerequisites. Course outlines must be available for reviewers but are NOT to be included with the proposal.
30. Where appropriate, indicate the method of establishing and a description of the competency profile that students are expected to attain in the program, and how this achievement will be evaluated. Providing a mapping of the courses to the competency profile, particularly in professional programs, is helpful.
31. Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with other similar programs offered elsewhere (especially in Alberta and Canada).
32. Outline the admission criteria, residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme.
33. Provide a brief description of delivery methods including a description of the teaching/learning approach to be used as well as a description of the rationale for using the approach and delivery method. Provide evidence of adequate support for the approach and delivery method(s).
34. Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.).

Implementation and Resources

35. Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new faculty hires (if applicable), courses, minors). If a current program is being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.
36. Provide a staffing plan that outlines the faculty and support staff at launch and at maturity of the program and how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (see Part A #6 above). Include brief explanations of faculty categories (e.g., continuing, sessional, term) and faculty workload expectations. Include CVs of faculty teaching in the program as well as key administrators (see standard CV template). Be sure their permission has been given.

37. Provide a description of plans for supporting scholarly activities and professional development of faculty teaching in the proposed program.
38. For programs involving clinical or practicum placements, provide evidence that adequate liability insurance coverage will be arranged for by the applicant institution.
39. Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.
40. Provide an inventory and analysis of library holdings to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.

Consultation and assessment

41. 41. Describe the criteria and methods which will be used to evaluate the success of the program, if approved for implementation, and how continuous quality improvement will be achieved. Include the expected outcomes, key performance indicators and performance targets for the program.
42. Outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design, implementation and evaluation? This should include professional associations where appropriate, and prospective employers. If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and status of the review.
43. Include the report(s) of external independent academic experts. Normally, before the proposal is finalized, the applicant institution should consult with independent academic experts it selects from outside the applicant institution regarding all aspects of the program. The applicant institution should provide short résumés of the academic experts involved and a rationale as to why they were selected. Applicants should consider the value of having one of the experts conduct an on-site visit to assess the applicant institution's library holdings and information access arrangements and other physical resources pertaining to the program area. In addition to the reports of these assessors, their brief résumés and reasons for their selection, also include the institution's response to the reports.

Other

44. Disclose any adverse claims or allegations that might affect this application or be of concern to Council.
45. Include a signed Statement of Institutional Integrity (see Council template on web site).
46. Provide any other supporting documents such as course rotation schedules, faculty course assignments, Faculty Handbook, calendar that would add support to the applicant's case and would help reviewers.

Stage 5: Course Implementation and Detailed Course Development Planning Checklist

1. Program and Curriculum Development
 - a. Complete development of program details: Final admission requirements, graduation requirements, course descriptions and curriculum documentation (program outcomes, maps, prototype course outlines) to Academic Council)
 - b. Conclude transfer agreements
 - c. Detailed course by course development (faculty, contract developers, purchase/rent curriculum and adapt, Center for Teaching and Learning)
2. Detailed Budget Development and Approval
(Consult Finance)
3. Orientation of College systems to new program
 - a. Administration
 - b. Student Services
 - c. Related programs
 - d. Finance systems
 - e. Research Services
(Consult Shared Data Task Group)
4. Publicity and Recruitment
 - a. Marketing: launch and publicity
 - b. Student Recruitment: recruitment plan, publications
(Consult Marketing, Student Services)
5. Resources
 - a. Facility and equipment preparation and purchase
(Consult Center for Teaching and Learning, Information Technology Services, Campus Management, Finance)
 - b. Faculty recruitment, hiring and assignments
(Consult Human Resources)
 - c. Non-faculty staff hiring
(Consult Human Resources)
 - d. Faculty development related to new curriculum and teaching methods
(Consult Center for Teaching and Learning)
 - e. Learning resource acquisition
(Consult Information and Learning Resources)

Stage 5: Formative Program Evaluation Checklist

* Some of the data is available through Program and Service Review Advisory Committee

1. Student Demand:
 - a. Number of applications
 - b. Number of inquiries
 - c. Yearly headcounts
 - d. Yearly FLEs
 - e. Retention rates
2. Student Success
 - a. Graduation rate
 - b. Course completion rate
 - c. Grade distributions (also an indirect measure of quality of evaluation)
3. Graduate Success (graduate follow-up survey)
 - a. Employment
 - In related field
 - Other
 - b. Further education
 - Credit education (College, Polytechnic, University)
 - Continuing education
4. Current student satisfaction
 - a. Ratings, strengths and areas for improvement
 - b. Aggregate SFI results
5. Graduate satisfaction
Ratings, strengths and areas for improvement
6. Faculty/instructor satisfaction (include those offering 'support' courses)
Strengths and areas for improvement
7. Academic Administration/College Department satisfaction (e.g. Dean, Academic Advisors, Registrar)
Strengths and areas for improvement
8. Employer satisfaction (if possible)
Ratings, strengths and area for improvement
9. Program Advisory Committee
Strengths and areas for improvement
10. Identification of themes and recommendations (including areas for future evaluation)
Recommendations may include changes to curriculum, resourcing, methodology, scheduling, marketing and recruitment or other.

May be required:

Perception of graduates by receiving transfer institutions (anecdotal, may be too early)
Success of particular teaching/learning and evaluation methods e.g. Capstone projects, visiting lecture series, field trips, oral exams. Perceptions of students/graduates and instructional staff helpful.

Implementation/planning process review: Identify strengths and areas for improvement during implementation e.g. Perceptions of marketing, faculty hiring, learning resources acquisition, etc. Perceptions of providers of services and 'receivers' helpful.

See: Freedom of Information and Protection of Privacy Policy
Human Research Ethics approval requirements