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| **Thunderbird_Red_HighRes** | **Revised Program Template** | **AUwordmark_Red_HighRes** |

**Algoma University**

**Revised Program Template**

\*\*\*An electronic copy of this form must be approved by the Department and Division and then sent to the Curriculum Committee Representative from your Division\*\*\*

♦If any new courses are being created or revised for this program, please attach a New Course Template and/or Revised Course Template for each one.

♦For minor modifications, once the revised program is approved by CurrCom it will then be forwarded to Senate for information.

♦For major modifications, the revised program proceeds through CurrCom, AppCom, and to Senate for final approval.

♦Text with red font is directional text to assist you in completing the template.

**Section One**

**Section One** must be completed for all program revisions.

**Description of Change**

**Change from:**

**Change to:**

**Classification of Change**

Is the proposed change being introduced to a program that was approved with Ministerial consent through PEQAB? [double click on appropriate box]

Yes

No

If yes, please consult with Dawn Elmore, Manager, Academic Development & Quality [dawn.elmore@algomau.ca or ext. 4372]. If no, please proceed to the next question.

A major modification of a program includes:

1. Requirements for the program that differ significantly from those existing at the time of the previous cyclical review
2. The merger of two or more programs;
3. New bridging options for college diploma graduates;
4. Major changes to courses comprising a significant proportion of the program;
5. The admission, promotion, and graduation requirements for the program;
6. The deletion or addition of a field, concentration, or minor;
7. The length of the program;
8. The introduction or deletion of a work experience requirement.
9. Significant changes to the learning outcomes
10. Changes to program content, other than those listed in a) above, that affect the learning outcomes, but do not meet the threshold for a new program.
11. Significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery.
12. The mode of delivery such that a majority of required course credits in the program will be delivered using the new mode;
13. Changes to the faculty delivering the program: e.g. a large proportion of the faculty retires or new hires alter the areas of research and teaching interests;
14. A change in the language of program delivery;
15. The establishment of an existing degree program at another institution or location;
16. Change to full- or part-time program options, or vice versa;
17. Changes to the essential resources, where these changes impair the delivery of the approved program.

Using the definition of major modification outlined above, is the proposed change a major modification to the program?

Yes

No

**In cases where it is unclear whether a proposed significant change in a program is a major modification, a determination is made by AppCom. The decision of AppCom is binding.**

**IMPORTANT NOTE: IF YOU CHECK “YES” TO THE PROPOSED CHANGE BEING A MAJOR MODIFICATION, SECTION TWO OF THIS TEMPLATE MUST BE COMPLETED.**

**Why is this program being revised?** [double click on appropriate box(es)]

Admission Requirement

Calendar Description

Academic Requirements – Number of credits necessary

List of required courses with course credits

List of course options

Program Review

Learning Outcomes

Delivery Methods

Establishment of existing degree program at a new location

**Will any other programs in the calendar be affected by the proposed revision to the program?** [double click on appropriate box]

Yes

No

i) If yes, identify the modifications that must be made in the calendar to keep it consistent throughout.

ii) If yes, describe the consultation you undertook with the other department.

**Section Two**

**Section Two** must be completed for major modifications only.

**Provide a rationale for the proposed change.**

**Describe the application of the relevant evaluative criteria outlined in Section 1.3 of the IQAP to the program revision by filling in the sections below using the guidelines provided in italics (see Appendix A for full evaluative criteria). If a section is not applicable or not relevant to this program change, please indicate this in the box.**

**Evaluative Criteria #1: Nomenclature**

*Describe how the program name and degree designation are appropriate to program content and consistent with current usage in the discipline and practices at Algoma University.*

**Evaluative Criteria #2: Objectives**

*Describe how the program is consistent with the vision, special mission, strategic objectives of the university, and with the academic principles of the 5-Year Academic Plan. Describe how the program fits into the broader array of program offerings, particularly in areas of teaching and research strength.*

*Describe how the program requirements and associated learning outcomes are consistent with Algoma University’s expression of the undergraduate degree level expectations (Appendix A of the IQAP).*

**Evaluative Criteria #3: Societal Context**

*Provide evidence of student demand for the program.*

*Demonstrate how students were engaged in the development process.*

*Explain how program does not directly duplicate that offered by another Ontario university, or provide evidence of justification of the duplication based on student demand and/or societal need.*

*Provide convincing evidence that graduates of the program are needed in specifically identified fields (academic, public, and/or private sector).*

*For professional programs, describe how current regulatory requirements of the profession were considered, and how the regulatory body was involved in the development process.*

**Evaluative Criteria #4: Admissions**

*Describe how the admission requirements are appropriate for the learning outcomes established for completion of the program.*

*Provide sufficient explanation of alternative requirements, including special degree completion arrangements and bridge programs for college transfer students.*

*For transfer arrangements and bridge programs proposing more than the standard level of transfer credits, provide a gap analysis based on learning outcomes.*

**Evaluative Criteria #5: Structure**

*Describe how a program’s structure and regulations are appropriate to facilitate meeting specified program-level learning outcomes and degree level expectations.*

*For programs involving work experience or a placement component, describe: a) the learning outcomes of the work experience; and, b) the supports the university will extend to students in order to develop and maintain placement opportunities.*

**Evaluative Criteria #6: Program Content**

*Provide a summary of membership and document how a representative program development advisory committee played a central role in ensuring community input to the curriculum and ensuring the curriculum addresses the current and future state of the discipline or area of study.*

*Describe the ways in which the curriculum addresses the current state of the discipline or area of study.*

*Describe any unique curriculum, program innovation, or creative component that adds to the strength of the program.*

*Demonstrate how the learning outcomes of the program are developed in a logical and progressive manner through the core and elective course content.*

**Evaluative Criteria #7: Mode of Delivery**

*Describe why the proposed mode of delivery is appropriate to the intended program learning outcomes and undergraduate degree level expectations.*

*Summarize the expertise and resources available to support the proposed mode of delivery and to ensure its effectiveness*.

**Evaluative Criteria #8: Assessment of Teaching and Learning**

*Describe the proposed methods for assessment of student achievement and how they are appropriate to the program-level learning outcomes and the undergraduate degree level expectations.*

*Describe plans for documenting and demonstrating the level of performance of students, consistent with Algoma University’s statement of its degree level expectations (Appendix A of IQAP).*

**Evaluative Criteria #9: Resources for all Programs**

*Describe planned utilization of existing human, physical, and financial resources, and any institutional commitment to supplement these resources. Provide a faculty hiring schedule (full- and part-time) and anticipated enrolment and class sizes.*

*Describe the resources that will be used to sustain the quality of scholarship produced by undergraduate students, including library support, information technology support, and laboratory access (if applicable).*

**Evaluative Criteria #10: Quality**

*Describe how the program provides a learning environment that meets-or-exceeds disciplinary standards and prepares graduates for further study, employment, and community engagement.*

*Provide indicators of faculty quality (e.g. qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).*

*Describe how program structure and research activity of faculty creates an environment that will ensure the intellectual quality of the student experience.*

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| **Departmental Approval** |  |  | **Divisional Approval** |  |

**Appendix A**

**1.3 Evaluative Criteria**

New programs are evaluated against the following criteria:

Nomenclature

The program name and degree designation are appropriate to program content and consistent with current usage in the discipline and practices at Algoma University.

Objectives

The program is consistent with the vision, special mission, strategic objectives of the university, and with the academic principles of the 5-Year Academic Plan. The program fits into the broader array of program offerings, particularly in areas of teaching and research strength.

The program requirements and associated learning outcomes are consistent with Algoma University’s expression of the undergraduate degree level expectations (Appendix A).

Societal Context

There is convincing evidence of student demand for the program.

The proposal clearly demonstrates how students were engaged in the development process.

The program does not directly duplicate that offered by another Ontario university, unless there is evidence of justification of the duplication based on student demand and/or societal need.

The proposal presents convincing evidence that graduates of the program are needed in specifically identified fields (academic, public, and/or private sector).

For professional programs, the proposal ensures congruence with current regulatory requirements of the profession and demonstrates how the regulatory body was involved in the development process.

Admissions

The admission requirements are appropriate for the learning outcomes established for completion of the program.

Sufficient explanation of alternative requirements, including special degree completion arrangements and bridge programs for college transfer students, is provided.

For transfer arrangements and bridge programs proposing more than the standard level of transfer credits, a gap analysis based on learning outcomes has been completed and presented.

Structure

The program’s structure and regulations are appropriate to facilitate meeting specified program-level learning outcomes and degree level expectations.

For programs involving work experience or a placement component, the Department will describe: a) the learning outcomes of the work experience; and, b) the supports the university will extend to students in order to develop and maintain placement opportunities.

Program Content

A representative program development advisory committee played a central role in ensuring community input to the curriculum and that the curriculum addresses the current and future state of the discipline or area of study.

The ways in which the curriculum addresses the current state of the discipline or area of study are described.

The program includes some unique curriculum, program innovation, or creative component that adds to the strength of the program.

The learning outcomes of the program are developed in a logical and progressive manner through the core and elective course content.

Mode of Delivery

The proposed mode of delivery is appropriate to the intended program learning outcomes and undergraduate degree level expectations.

The university has the expertise and resources to support the proposed mode of delivery and to ensure its effectiveness.

Assessment of Teaching and Learning

The proposed methods for assessment of student achievement are appropriate to the program-level learning outcomes and the undergraduate degree level expectations.

Completeness of plans for documenting and demonstrating the level of performance of students, consistent with Algoma University’s statement of its degree level expectations (Appendix A).

Resources for all Programs

The planned utilization of existing human, physical, and financial resources, and any institutional commitment to supplement these resources, is adequate to deliver the program. The planned faculty hiring schedule is of a sufficient number and quality to create a faculty complement that is competent to teach and/or supervise in the program.

There are adequate resources to sustain the quality of scholarship produced by undergraduate students, including library support, information technology support, and laboratory access (if applicable).

There is evidence of planning and adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and part-time faculty.

Quality

The program provides a learning environment that meets-or-exceeds disciplinary standards and prepares graduates for further study, employment, and community engagement.

The proposal defines and uses indicators that provide evidence of quality of the faculty (e.g. qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).

The program structure and research activity of faculty creates an environment that will ensure the intellectual quality of the student experience.