2015

PROGRAM LIFE CYCLE POLICY MANUAL

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Program Life Cycle

Policies and Procedures

Originator: Centre for Teaching Excellence, Innovation and Research (TEIR)
Approver: Senior Academic Committee (SAC)
Effective:
Replaces: Policy A13 – New Academic Program Approval

Preamble

The purpose of this policy is to establish common principles for the development, revision, review, and retirement of academic programs at Red River College to ensure that programs are relevant, meet standards of high quality, and are responsive to industry and educational needs. In addition, all programs must be in harmony with the College's strategic plan.

In addition to program quality assurance the Program Life Cycle Policy is also intended to facilitate effective and efficient use of college academic resources.

This policy addresses eight phases within the life cycle of a program - from initiation through permanent program cessation - and mandates procedures that apply to each phase.

Definitions

Academic credentials: Please refer to Policy A12
http://www.rrc.ca/files/File/policies/new/A12%20%20Issuing%20of%20College%20Diplomas%20and%20 0Certificates.pdf

Authentic assessment: an evaluation method that requires a student to perform the intended outcome.

Course: a unit of curriculum offered through a variety of delivery modes and combining faculty-facilitated learning and student activity without direct supervision by faculty together with authentic assessment of learning outcomes.

Credit hour: one hour per week for an academic semester.

Curriculum: refers to the learning outcomes, activities, resources and assessments that make up a course or program.

Outcome(s): refers to statements identifying the knowledge, skills and attitudes students are expected to acquire as a result of the learning process. Outcomes can be identified at a lesson, module/unit, course, program and college-wide level.

Program: a formal grouping of courses that leads to an approved credential.

Program life cycle: the evolution of a program over time, from development through delivery, review, revision, and permanent program cessation.

Semester: a minimum of 12 weeks.

Policy

This policy applies to all certificate, diploma, and degree programs in which academic credit is accrued.

 The Program Life Cycle Policy is informed by Red River College's vision, mission, goals, values, strategic plan and academic plan.

This policy recognizes that there are eight phases within the life cycle of an academic program. These are program initiation, program design, program development, course content development, program delivery, program evaluation, program Cessation (temporary) and program permanent program cessation.

The principles that guide this policy are:

1. All procedures associated with the program life cycle must be approved by the Senior Academic Committee (SAC).

2. All proposals for new programs and program revisions must follow a standardized and systematic development process.

3. All curriculum must be based on learning outcomes evaluated through authentic assessment.

4. Approved College-Wide Learning Outcomes must be integrated into program curriculum.

5. Programs must make appropriate practice-based experience available to their students.

6. Programs must undertake an annual self-assessment by faculty in an approved process that includes consultation with all appropriate stakeholders.

7. Programs must be evaluated regularly according to a standardized review process.

8. Decisions regarding program cessation (temporary) and/or permanent program cessation must follow the approved process.

Decision Factors

Decisions in each phase of the Program Life Cycle must be made in consideration of the following factors:
- ➢ Industry demand
- ➢ Student demand
- ➢ Labour market studies
- ➢ Stakeholder advice
- ➢ Cost effectiveness
- ➢ Budget
- ➢ Full-time equivalents (FTE)
- ➢ Institutional capacity to deliver the program (space, equipment, staffing)
- ➢ Alignment with institutional priorities and mandate
- ➢ Government directive

Other factors may apply at different phases of a program's life cycle.

Program Initiation

Academic schools, under the leadership of the school Dean, are responsible for initiating new programs. Deans may delegate responsibility for initiation of specific programs to Chairs or Program Managers.

The key components of program initiation include:

➢ Needs and feasibility analysis based on *Decision Factors* listed above
➢ Letter of Intent
➢ Consultation with other areas e.g. Library, Language Training Centre, School of Indigenous Education
➢ Approvals at appropriate levels

If analysis is triggered by a program cessation (temporary) recommended from the program evaluation process, the report should clearly recommend either re-instatement or permanent program cessation of the program with supporting documentation.

Procedures, processes, and workflow employed in program initiation are outlined in *Procedure: PLC-Program Initiation*.

Program Design

Program design will apply to both new programs and existing programs under review. Design is the responsibility of the Program Chair or Manager (or designate) with assistance from the Centre for Teaching Excellence, Innovation and Research (TEIR).

The key components of program design include:

➢ Occupational analysis
➢ Graduate skills and abilities analysis including gap analysis if existing program is under review
➢ Integration of College-Wide Learning Outcomes
➢ Graduate profile (program outcomes)
➢ Learning outcomes at the course level
➢ Course creation (coordinated with the Registrar's Office)
➢ Program and course descriptions (coordinated with the Registrar's Office)
➢ Program map

Procedures, processes, and workflow employed in program design are outlined in *Procedure: PLC-Program Design*.

Program Development

Program development will apply to development of new courses and revisions to existing courses. Development is the responsibility of the Program Chair or Manager (or designate) with assistance from resources within the Centre for Teaching Excellence, Innovation and Research (TEIR).

Key components of program development are:

➢ Identification of course content that addresses program and course outcomes
➢ Identification of pre-requisites
➢ Identification and selection of appropriate teaching strategies, learning activities and authentic assessments that complement skills and skill levels identified in learning outcomes
➢ Identification, selection and/or preparation of reference materials and media
➢ Planning for Strategic Enrolment Management (SEM)
➢ Acquisition and scheduling of facilities and other physical resources
➢ Preparation of course outlines or syllabi and uploading to the Course Outline Repository
➢ Creation of course shells, formatting and loading of course content into an approved learning management system

Procedures, processes, and workflow employed in program development are outlined in *Procedure: PLC-Program Development*.

Program Delivery

Program delivery is the provision of mediated learning opportunities to registered students. It consists of instruction, reflection and skill practice, authentic assessment and awarding of marks or credits for student success. Program and/or courses may be delivered to cohorts of students or on an individualized basis. Delivery may be classroom and lab based, online or network-based, distance based, workplace based, or a hybrid of delivery modes. The purpose of delivery is to facilitate student learning wherein successful students are awarded credits leading to a credential (e.g., certificate, diploma, degree).

Key components of program delivery are:

➢ Marketing and student recruitment
➢ Student registration
➢ Faculty assignment and preparation (may require professional development)
➢ Acquisition of appropriate resources
➢ Scheduling (classrooms, labs, media)
➢ Lesson preparation
➢ Instruction (lectures, labs, projects, and other learning activities)
➢ Incorporation of SEM best practices
➢ Student assessment (tests, exams, assignments and other forms of authentic evaluation)
➢ Awarding and recording of grades, certificates, diplomas, and degrees

Procedures, processes, and workflow employed in program delivery are outlined in *Procedure: PLC-Program Delivery*.

Program Evaluation

Program evaluation is a continuous process led by academic Deans and Chairs with assistance from faculty, advisory committees, and the Centre for Teaching Excellence, Innovation and Research (TEIR) and the Department of Research and Planning. Program evaluation relies on both quantitative data and qualitative information collected through a variety of instruments and processes including:

- ➢ Quality Assurance Management Checklist (QAMS)
- ➢ Student Evaluation of Instruction surveys (SEI)
- ➢ Student Mid-Course Feedback surveys
- ➢ Student Evaluation of Program surveys
- ➢ Graduate Satisfaction and Employment surveys
- ➢ Program Advisory Committee minutes
- ➢ Other stakeholder consultation processes as deemed appropriate by academic Deans or Chairs

Academic Deans, in consultation with Program Chairs or Managers, will review quantitative and qualitative evaluation data and information annually within the context of the *Decision Factors* listed earlier in this policy. Based on this review, academic Deans will determine the future status of a given program using the following categories:

1. ***Program is healthy:*** the program is sustainable and continues to meet the needs of students and all stakeholders with only minor or no adjustment required.
2. ***Program is vulnerable:*** the program is sustainable but has some areas of concern which warrant a consultation with TEIR.
3. ***Program is at risk:*** because of ongoing low enrolments, changing labour market demand or other factors and requires program renewal.
4. ***Program Cessation (temporary):*** the program is no longer meeting the needs for which it was originally intended. It is not sustainable in its present form and should be placed in cessation (temporary) while it undergoes *a needs and feasibility analysis* as described earlier in this policy. The analysis will lead to either permanent program cessation or redesign of the program. SAC must approve temporary cessation of a program.
5. ***Program Cessation (permanent):*** the program is no longer sustainable. Program evaluation has shown that its original need has been met and existing resources should be re-allocated to serve higher priority needs. SAC must approve the permanent cessation of a program.

Procedures, processes, and workflow employed in program evaluation are outlined in *Procedure: PLC-Program Evaluation*.

Program Renewal

Program renewal is a process used to perform a review in order to plan and carry out major revisions to a program. The need for a program review is identified by an academic Dean when ongoing evaluation processes indicate that the feasibility of an existing program may be in question. Once identified, program renewals are carried out on a project basis in partnership with the Centre for Teaching Excellence, Innovation and Research (TEIR).

Components of program renewal may include, but are not limited to:
- ➢ An environmental scan
- ➢ An occupational analysis
- ➢ Analysis of required physical and human resources
- ➢ Identification of graduate skills and abilities including College-Wide Learning Outcomes
- ➢ A gap analysis between new (revised) graduate skills and abilities and what is taught in the program
- ➢ Development of a graduate profile (list of program outcomes)
- ➢ Consultation with relevant stakeholders (e.g., focused discussions with employers, community representatives, advisory committees, other departments within the College, etc.)
- ➢ Development of a multi-year program renewal plan
- ➢ Revision of course level learning outcomes and re-alignment or re-configuration of courses based on revised outcomes
- ➢ Writing of course descriptions

Procedures, processes, and workflow employed in program delivery are outlined in *Procedure: PLC-Program Renewal*.

Program Cessation (temporary)

When evaluation processes indicate that a program is no longer meeting the needs for which it was originally intended and is not sustainable in its present form, the academic Dean responsible for the program will, subject to the approval of the Senior Academic Committee (SAC), place the program into a period of temporary cessation for not longer than three years. During this period of temporary cessation no new students will be admitted into the program while existing students will be provided with opportunity to complete it.

The purpose of temporary program cessation is to provide time and opportunity to perform the analyses necessary to determine future feasibility of the program. Future feasibility will be determined on the basis of the *Decision Factors* listed earlier in this policy document.
Based on analyses of future feasibility, the Dean responsible for the program will recommend to SAC that:
- a) The temporary cessation of the program end, subject to necessary revisions and provision of resources needed to re-establish program feasibility; or,
- b) The program be deemed to be in a state of permanent cessation after all commitments to existing students and other stakeholders have been met.

Procedures, processes, and workflow employed in program delivery are outlined in *Procedure: PLC-Program Cessation (temporary)*.

Program Cessation (permanent)

Upon receipt of a recommendation from the academic Dean that a program be placed in permanent cessation, SAC will determine whether a continued commitment to the program or its permanent cessation is in the best interests of the college given its mission, vision, goals, and strategic plan. Should the decision be to permanently cease the program all commitments to existing students and other stakeholders must be met.

Procedures, processes, and workflow employed in working through this decision are outlined in *Procedure: PLC-Program Cessation (Permanent).*

Procedures

- ➢ PLC-Program Initiation
- ➢ PLC-Program Design
- ➢ PLC-Program Development
- ➢ PLC-Program Delivery
- ➢ PLC-Program Evaluation
- ➢ PLC-Program Renewal
- ➢ PLC-Program Cessation (temporary)
- ➢ PLC-Program Cessation (permanent)

Responsibilities
Responsibilities are reflected in the procedures sections.

Related Policies

- *A1 – Application and Admission to College Programs*
- *A3 – Auditing Courses*
- *A4 – Certification of External Programs and Courses*
- *A5 – Course Outlines*
- *A6 – Co-operative education*
- *A7 – Entrance Scholarships*
- *A8 – Faculty Academic Advising*
- *A10 – Intellectual Property and Copyright*
- *A11 – International Education*
- *A12 - Issuing of College Diplomas and Certificates*
- *A14 – Recognition of Prior Learning*
- *A15 – Transfer of Credit Between RRC Programs*
- *A16 – Transfer of Credits to RRC Programs From Other Post-Secondary Institutions*
- *A17 – Assessment of External Courses From Non-Post-Secondary Institutions for College Credit*
- *A18 – Program Advisory Committees*
- *A19 – Program Review*
- *A20 – Requirements for Graduation*
- *A21 – Security of Academic Records*
- *A22 – Academic Standards*
- *A23 – Student Evaluation of Instruction*
- *A24 – Student Evaluation of Program*
- *A25 – Student Mid-Course Feedback on Instruction*
- *A29 – Research and Scholarly Activity*
- *A30 – Instructional and Academic Staff Selection*
- *A31 – Academic Credentials and Designations for Instructional Positions*
- *G3 – Freedom of Information and Protection Privacy*
- *H1 – Discrimination and Harassment*
- *H10 – Learning and Development*
- *S1 – Student Code of Rights and Responsibilities*
- *S2 – Student Discipline*
- *S3 – Student Appeals*
- *S4 – Academic Integrity*

Related Legislation

- C.C.S.M. c. R31   The Red River College Act
- C.C.S.M. c. A6.3 The Advanced Education Administration Act: Programs of Study Regulation
- Collective Agreement between The Board of Governors of Red River College and Manitoba Government and General Employees' Union

Program Life Cycle Procedures

See Program Life Cycle Flowchart - Overview

NOTE: The flowcharts that accompany the procedural tables are intended to illustrate an ideal flow through a program life cycle. In the real world, there will most likely be a less than ideal process with some activities occurring in parallel, or in a different sequence within one of the described phases, while some activities may be repeated several times. No attempt has been made to represent all the permutations and variations that may occur.

The decision points in each flowchart are the most important features and represent critical checkpoints to ensure that all aspects have been considered before moving on to the next phase. Decision points are represented in the flowcharts by the diamond shapes.

The process may be halted at any point should circumstances dictate but decision points should not be omitted.

All decisions **_must_** be made in consideration of the decision factors listed on page 2.

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Procedure: PLC-Program Initiation

Steps	Workflow	Responsibility	Deliverable	Approval
Description of anticipated program or program request	• Variety of sources	Chair/Program manager	• Statement with rationale	Dean
Needs and feasibility analysis based on decision factors, including an analysis of required human and physical resources necessary for successful program delivery	• Work through Decision Factors • Refer to QAMS • Engage in appropriate consultation with internal and external stakeholders	Chair/Program Manager	• Report • Recommendation	Dean
Letter of Intent	• Prepare Letter of Intent with supporting documents	Dean	• Written recommendation • Letter of Intent • (supporting documents)	SAC
Funded Program: submission to external agency	• Follow processes determined by external funding agency and where applicable accrediting body	VP Academic or President		
Cost Recovery Program:	Moves to Program Design	Chair/Program Manager		Dean

Replaces: Policy A13 - New Academic Program Approval
Related: Policy A11 – International Education

See Program Initiation Flowchart

Procedure: PLC-Program Design

Steps	Workflow	Responsibility	Deliverable	Approval
Occupational analysis	Consult with P&CD Perform analysis in consultation with external stakeholders	Chair	Occupational Analysis	P&CD
Graduate Skills & Abilities and gap analysis	Faculty team with support from P&CD Perform analysis	Team	Graduate Skills & Abilities Chart	Chair & P&CD
Resource analysis	Analysis on required human and physical resources necessary for successful program delivery	Chair	Resource analysis	Dean
Integration of College-Wide Learning Outcomes	Faculty team with support from P&CD Perform integration	Team	CWLO Map	Chair & P&CD
Graduate Profile (Program Outcomes)	Faculty team with support from P&CD Create Profile	Team	Graduate Profile document	Chair & P&CD
Learning outcomes at the course level	Faculty team with support from P&CD if required	Team	Course level learning outcomes list	Chair
Course creation	Faculty team in coordination with Registrar's Office	Team	Courses list with assigned course codes	Chair
Program & course descriptions	Faculty team in coordination with Registrar's Office	Team	Program & course descriptions	Chair
Identification of pre-requisites	Faculty	Faculty	Course sequencing	Chair
Program map	Faculty team with support from P&CD	Team	Program Map	Chair

Related policies:

- *A4 – Certification of External Programs and Courses*
- *A12 - Issuing of College Diplomas and Certificates*
- *A29 – Research and Scholarly Activity*
- *A30 – Instructional and Academic Staff Selection*

See Program Design Flowchart

Procedure: PLC-Program Development

Steps	Workflow	Responsibility	Deliverables	Approval
Course content	Subject matter expert (SME) identifies course content that addresses program and course outcomes with consultation as required	SME	Course content document and generic course outline	Chair/Program Manager
Instructional strategies	Identify and select appropriate teaching strategies, learning activities and authentic assessments that complement skills and skill levels as identified in learning outcomes	Instructor	Syllabus updated including course outline	Chair
Address SEM	early alert, "assess early assess often", incorporate LEARN strategies	Instructor	Updated course outline	Chair
Upload course outline to repository		Instructor	Updated course repository	
Identification, selection and acquisition of resource materials	Textbooks Reference materials Media	Instructor	Updated resource list based on consultation with Library	
Facilities and physical resources	Ensure space allocation, lab outfitting and provision of other needed physical resources	Chair	Appropriate physical space and resources	Appropriate authority

Related policies:
- *A5 – Course Outlines*
- *A6 – Co-operative education*

See Program Development Flowchart

Procedure: PLC-Program Delivery

Steps	Workflow	Responsibility	Deliverables	Approval
Marketing and Recruitment	Material preparation and promotional venues Distribution of materials and response to prospective students	College Relations Student Recruitment Aboriginal Liaison Registrar's Office Academic Departments	Brochures Advertisements Calendar Videos Attendance at promotional venues	Applicable managers
Admission and Registration	Admitted students registered	Enrolment Services	Completed registration process for each student	Registrar
Faculty assignment and preparation	Faculty assigned based on expertise, workload, and Collective Agreement Faculty preparation (PD) as required	Chair	Instructor assignments	Chair
Scheduling	Chair and Scheduling Manager collaborate to determine delivery times and locations	Chair & Scheduling Manager	Schedule with no conflicts	Scheduling Manager
Lesson preparation		Faculty	Lesson plan	Faculty
Student assessments	Faculty design and implement a variety of authentic assessments related to learning outcomes	Faculty	Meaningful assessments	Faculty
Awarding of grades and credentials	Credentials are earned as program requirements are met	Faculty (grades)	Grades entered into Colleague	Chair

Related Policies*:*

- *A1 – Application and Admission to College Programs*
- *A3 – Auditing Courses*
- *A7 – Entrance Scholarships*
- *A8 – Faculty Academic Advising*
- *A10 – Intellectual Property and Copyright*
- *A14 – Recognition of Prior Learning*
- *A15 – Transfer of Credit Between RRC Programs*
- *A16 – Transfer of Credits to RRC Programs From Other Post-Secondary Institutions*
- *A17 – Assessment of External Courses From Non-Post-Secondary Institutions for College Credit*
- *A20 – Requirements for Graduation*
- *A21 – Security of Academic Records*
- *A22 – Academic Standards*
- *A31 – Academic Credentials and Designations for Instructional Positions*
- *G3 – Freedom of Information and Protection Privacy*
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- *H10 – Learning and Development*
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- *S3 – Student Appeals*
- *S4 – Academic Integrity*

See **Program Delivery Flowchart**

Procedure: PLC-Program Evaluation

Steps	Workflow	Responsibility	Deliverables	Approval
Student Evaluation of Instruction	Online access for all students in all course sections	Research & Planning	Summary and analysis	
Student Mid-course feedback	Faculty design and administer	Faculty	Summary and analysis	Chair
Student Evaluation of Program	Research & Planning design and administer	Research & Planning	Report	
Graduate Satisfaction & Employment	Research & Planning design and administer	Research & Planning	Report	
Program Advisory Committee	Active Advisory Committee that meets twice a year	Chair	Advice on program relevance	Chair
Student Appeals (formal & informal) and other expressions of concern	Document	Student Appeals per policy; Other feedback by department		Chair and/or Dean
Other Stakeholders	Consultation processes as deemed appropriate both internal and external	Dean or Chair	Summary and analysis	Dean or Chair
Quality assurance management	Use Quality Assurance Management (QAMS) Checklist a) Self-assessment b) Formal Review with P&CD	Chair	Completed checklist with recommendations for continuous improvement	a) Chair b)Dean
Determine program status	Review and analysis of QAMS	Chair	Status report	Dean

- QAMS Checklist located at

Related policies:
- A18 – Program Advisory Committees
- A19 – Program Review
- A23 – Student Evaluation of Instruction
- A24 – Student Evaluation of Program
- A25 – Student Mid-Course Feedback on Instruction

See Program Evaluation Flowchart

Procedure: PLC-Program Renewal

Steps	Workflow	Responsibility	Deliverables	Approval
Environmental scan	Comparison of similar programs at other institutions using template approved by P&CD	Chair/Faculty/SME	Scan document and analysis	P&CD
Occupational analysis	Workshop (or similar process) with practitioners	Chair initiates, P&CD facilitates	Analysis identifying general areas of competence and related skill requirements necessary to perform successfully in that occupation	P&CD
Resource analysis	Analysis on required human and physical resources necessary for successful program delivery	Chair	Re-evaluation resource analysis	Dean
Revise Graduate Skills & Abilities and CWLO integration	Faculty workshop facilitated by P&CD	Faculty Committee	GSA Chart showing outcomes (skills & abilities) for successful graduates	Chair
Revise GAP analysis	Faculty workshop facilitated by P&CD	Faculty Committee	Analysis chart showing gaps between what is taught in existing program and what has been proposed in the GSA Chart	Chair

Procedure: PLC-Program Renewal (cont.)

Steps	Workflow	Responsibility	Deliverables	Approval
Revise Graduate Profile	Faculty workshop facilitated by P&CD	Faculty Committee	Graduate Profile document identifying high level outcomes at the program level	Chair
Stakeholder consultation	Consultation with relevant stakeholders as deemed necessary (e.g., focused discussions with employers, community representatives, former students, other college departments and support areas, etc.)	Chair	Report	Chair
Program Renewal Plan	Create multi-year program renewal plan: a) Vision & goals b) Multi-year plan with action items	a) Faculty committee workshop facilitated by P&CD b) Chair	Renewal Plan	Dean

Related policies:

> *A19 – Program Review*

See Program Renewal Flowchart

Procedure: PLC-Program Cessation (temporary)

Steps	Workflow	Responsibility	Deliverables	Approval
Review the recommendation for program cessation	Conduct needs and feasibility analysis	Dean	Decision	SAC
Remedial action for the program	Initiate program renewal	Chair	Renewal plan	Dean
Temporary cessation of program	Academic department procedures; other department procedures: * notify Registrar * notify applicants * notify registered students * adjust calendar * adjust website * notify recruiters	Chair, Registrar, Student Services, Other managers	Completed procedures	Appropriate managers
Review temporary cessation	At end of cessation period, review program and make a decision to reinstate or permanently cease the program	Dean	Decision	SAC

See Program Cessation (temporary) Flowchart

Procedure: PLC-Program Cessation (permanent)

Steps	Workflow	Responsibility	Deliverables	Approval
Recommendation to terminate	Review decision and documentation	Dean	Decision for approval	SAC
Permanent program cessation	Academic department procedures; other department procedures: * notify Registrar * notify applicants * notify registered students * adjust calendar * adjust website * notify recruiters	Dean	Program end dated and all related commitments to current students and stakeholders satisfied	SAC

See **Program Cessation (permanent) Flowchart**