Appendix A – CVS New Program Proposal Checklist

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| **PROPOSED PROGRAM TITLE** |  | | |
| **CREDENTIAL** | Choose an item. | | |
| **ALIGNED WITH MTCU CODE(S)** |  | PROGRAM STANDARD? | Choose an item. |

## BASIC INFORMATION

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| **Program Title:** | **Yes/No** | **Comments and Resources** |
| If using a Provincial Program Standard: | | |
| The program title is the same as the published Program Standard. |  | [**In Focus Resource**](https://www.ocqas.org/wp-content/uploads/2023/12/En-Titling-Digital-FA.pdf) |
| If using a Program Description: | | |
| The program title does not describe a specific job or role. |  |  |
| The program title is reflective of the program focus and would be understood by students, employers and the general public. |  |  |
| The program title is similar to other programs aligned with the same MTCU code. |  |  |
| If using a title modifier: | | |
| The title modifier is appropriate and would be understood by students, employers and the general public. |  |  |
| There are at least 2 additional program Vocational Learning Outcomes (VLOs) to support the modifier. |  |  |
| CIP Code: | | |
| The Classification of Instructional Programs (CIP) code and title need to be identified for the program of study. |  |  |

## PROGRAM OVERVIEW

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| **Program Purpose** | **Yes/No** | **Comments** |
| The program is clearly described for students. |  |  |
| References to the program title match the title in the **Basic Information** section. |  |  |
| The information in this section is representative and aligns with the other areas of the application. |  |  |

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| **Admission Requirements** | **Yes/No** | **Comments** |
| Admission Requirements retain the language from the [Minister’s](http://www.tcu.gov.on.ca/pepg/programs/oqf/) Binding Policy Directive – Admissions Criteria for the chosen credential. (This is specifically detailed under the in the [CVS AA Tool](https://cvs.ocqas.org/).) |  |  |
| Program specific criteria are added to the existing system level requirements. |  |  |
| Are there any language requirements for this program? |  |  |

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| **Occupational Areas** | **Yes/No** | **Comments** |
| Occupational Areas clearly define the field of practice. |  |  |
| The information in this section includes expectations for graduates to gain employment including 2021 NOC codes and labour market information. |  |  |

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| **Laddering Opportunities** | **Yes/No** | **Comments** |
| List the programs in your college students could ladder from. |  |  |
| List the programs in your college (or other higher education institutions) graduates could ladder to. |  |  |

## PROGRAM VOCATIONAL LEARNING OUTCOMES

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| **Program VLOs** | **Yes/No** | **Comments and Resources** |
| If using a Program Standard | | |
| The VLOs are the same as the published Program Standard. (if using a Program Standard to develop a new unique program, **please add a comment to your Submission to this effect**). |  |  |
| If using a Program Description | | |
| The VLOs are mapped to similar program currently in the system. |  |  |
| The VLOs are mapped and aligned by theme/dimension. |  |  |
| The VLO language begins with a verb to follow the phrase/stem “The graduate has reliably demonstrated the ability to . . .” |  |  |
| The following verbs are not measurable and have been avoided:   * Learn * Demonstrate * Understand * Read |  | **See** [**VLO Bot**](https://cvs.ocqas.org/vlobot/) **for inspiration** |
| VLOs are vocational – they are written similarly to how an employer would ask the graduate to perform in the workplace. |  |  |
| VLOs are measurable – they describe what the graduate will know or be able to do by the end of the program. |  |  |
| VLOs are current and relevant to the field of practice. |  |  |
| VLOs have three parts: 1. Action Verb 2. Learning/Product and 3. Context/Condition/Criteria. These three parts together read well and make sense. There is a connection between the activity (Action Verb), the task performed (Learning/Product) and the outcome (Context/Condition/Criteria). |  | [**In Focus Resource**](https://www.ocqas.org/wp-content/uploads/2023/12/En-VLO-Digital-FA-1.pdf) |
| VLOs are not to be too specific to ensure that the references do not become obsolete. |  |  |
| VLOs are written at the same or a higher level than the credential that is being sought. |  |  |
| If there is a specific reason to have an EES outcome in the VLOs, the vocational or situational application is specified, i.e., a “communication” outcome is needed as reference to the use of language and / or terminology relevant to the field. |  |  |
| Have not used VLOs indicated with an ‘\*’ (These are institutional learning outcomes and are not part of the VLOs of the Program Standard or Description) |  |  |
| New VLOs, are not addressing a theme/dimension that is currently covered by an existing VLOs. |  |  |

## PROGRAM CURRICULUM

### PROGRAM DURATION – The Ontario Qualifications Framework stipulates the following credential hour ranges:

* Local Board Certificate = 240 – 500 hours
* Ontario College Certificate = 600 – 700 hours
* Ontario College Diploma = 1,200 – 1,400 hours
* Ontario College Advanced Diplomas = 1,800 – 2,100 hours
* Ontario College Graduate Certificate = 600 – 700 hours

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| **Program Curriculum** | **Yes/No** | **Comments** |
| All courses have a unique Course Code. |  |  |
| The number of semesters is the same as the other programs already under this MTCU code. |  |  |
| The program hours are not less than 10% below the minimum requirement in the Minister’s Binding Policy Directive – Framework for Programs of Instruction. |  |  |
| The program hours are not more than 10% above the maximum requirement in the Minister’s Binding Policy Directive – Framework for Programs of Instruction |  |  |
| **General Education Courses** | | |
| There are at minimum three General Education courses in all OCD and OCAD programs. These are identified in the checkbox. |  |  |
| Elective General Education courses are identified by the Elective course checkbox. |  |  |
| **Experiential Learning Course** | | |
| There is at least one course identified as the Experiential Learning Course, selecting the checkbox and appropriate type of learning. |  | [Experiential Learning Resource](https://www.ocqas.org/wp-content/uploads/2023/06/MAESD-Guidelines-on-Experiencial-Learning.pdf) |

## VLO MAPPING

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| **VLO Mapping** | **Yes/No** | **Comments** |
| All core courses are mapped to a minimum of 1 VLO. |  |  |
| Each VLO is mapped against at least 2 courses to ensure that the learner has multiple opportunities to demonstrate that they have met the outcome. |  |  |
| There is consistency between VLOs and the course descriptions that are mapped to that specific outcome. |  |  |

## ESSENTIAL EMPLOYABILITY SKILLS (EES) MAPPING

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| **EES Mapping** | **Yes/No** | **Comments** |
| There is reasonable assurance that the EES is taught and assessed more than once over the course of the program so the program reliably demonstrates that the graduate will have the ability to achieve the EES outcomes (This does not mean that all courses need to be mapped to an EES). Select only the courses in which the EES are explicitly taught and assessed. |  |  |

## CERTIFICATION

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| **Certification** | **Yes/No** | **Comments** |
| If there is a legislative requirement or a voluntary opportunity for certification for entry to practice in this field, provide details. |  |  |