

GLOSSARY OF TERMS PROGRAM AND COURSE NOMENCLATURE

Please note that not all definitions are listed in alpha order. We have chosen to list many items by “categories” to provide a better understanding of the framework within which we work.

ADVANCED STANDING

Educational recognition provided to a student upon admission which enables direct entry to the second or higher level of a program. (In some institutions, advanced standing may refer to credit granted for one or more courses.) *(See Direct Entry)*

APPLIED DEGREE *(See Program Categories, Bachelor’s Degree in Applied Studies)*

APS NUMBER (Approved Program Sequence)

The APS number is a unique five-digit number assigned to an approved program of instruction by the Credentials Validation Service (CVS) and used for enrolment reporting to the ministry. The assigning of the APS number indicates to a college and to other relevant parties that the program has been validated, i.e., program outcomes are consistent with the credential being proposed and with the Credentials Framework, and that the proposed title is consistent with approved nomenclature/titling principles and practices in the college system.

APPRENTICESHIP PROGRAM *(See Program Categories)*

ARTICULATION AGREEMENT

A formal agreement between one or more colleges and one or more educational institutions or boards of education that recognizes learning achievement, facilitates student progress, minimizes curriculum duplication, and eases the transition from one institution to the other. Examples: a direct-entry, degree-completion program in which learners proceed from a two-year diploma program with a specific GPA to the third year of a degree program in a related field based on a specific set of conditions which must be met; a credit transfer agreement whereby graduates of a two year diploma program will be granted five credits towards a bachelor of arts degree at partnering universities.

CANCELLED PROGRAM OF INSTRUCTION *(See Program Status)*

A program a college is no longer offering and in which no students are enrolled. A program that has been cancelled will not be re-activated. The program will be treated as a new program proposal requiring CVS validation and approval for funding from the Ministry.

CERTIFICATE (College Approved) *(See Credential)*

COLLEGE APPROVED CUSTOMIZED PROGRAM *(See Program Categories)*

COLLEGE APPROVED STANDARD PROGRAM (FULL-TIME) *(See Program Categories)*

COLLEGE APPROVED STANDARD PROGRAM (PART-TIME) *(See Program Categories)*

COLLEGE COMMUNITY

The students and employers served by a college of applied arts and technology, which may be defined in local, regional, provincial, national, or international terms.

COLLABORATIVE PROGRAM/AGREEMENT

A collaborative program is a generic term used to describe academic or vocational programs that have been developed cooperatively by university and college partners to facilitate learners' efficient progression towards one or two credentials for which the learning has been achieved at both a college and a university. Collaborative programs ensure that learning that has already been achieved will be recognized by the receiving institution according to the terms outlined in the agreement.

COURSE OUTLINE MAPPING AND MANAGEMENT SYSTEM (COMMS)

COMMS is a web-based application that allows faculty and staff at Algonquin College to create, edit, approve, and store course outlines. The application also enables users to map course curriculum to program outcomes and provides reports in the form of curriculum maps.

COMPRESSED PROGRAM *(See Program Delivery Modes, Non-semestered Diploma Program (NSDP))*

COOPERATIVE DIPLOMA APPRENTICESHIP PROGRAM *(See Program Diploma Modes)*

COOPERATIVE EDUCATION WORK PLACEMENT (Co-op) *(See Instructional Settings)*

COREQUISITE COURSE

There are two types of corequisites:

- a. a true corequisite where a second course must be taken at the same time as the course naming it as a corequisite. In this case, both courses name the other as a corequisite.
- b. a variation where the course named as corequisite can be taken either concurrently or previously.

Corequisites are published with the course descriptions in the Calendar and monographs.

CORPORATE CONTRACT

A contract with the private sector, hospitals, municipalities, associations or non-profit organizations. (Budget Principle 3.03)

COST-RECOVERY COURSE

A course for which the College does not report enrolment for funding through the general purpose operating grant. The purchaser pays the full cost of the course. The course costs should not exceed 70% of the tuition fee charged.

COST-RECOVERY PROGRAM

A program for which the College does not report enrolment for funding through the general operating grant and for which the purchaser pays the full cost of the program. The program costs should not exceed 70% of the fee charged.

COURSE

A unit of study identified by a course name and number, with specific course learning requirements and evaluation criteria.

COURSE FUNDING CATEGORIES

Funded Status for Ministry Programs:

The funding category is automatically assigned by GeneSIS for courses linked to Ontario College, tuition short and apprenticeship programs. The course information is approved as part of the Program Approval Process as overseen by the Curriculum Review Committee.

Funded / Non-Funded Status for Stand-alone Courses and Courses linked to College Programs:

When creating a course, the department (course owner) must decide whether the course is to be funded or non-funded. This will depend on how the course is offered, how much revenue is generated by the course, and who the target audience is.

Funded: If the course is to be submitted for funding approval, then the Ministry tuition fee for the academic year applies. See Funding Categories below.

Non-funded: If the course is to be non-funded, then it is a cost-recovery course and the department determines the tuition fee, which ideally should be set at a level to ensure direct costs do not exceed 70% of corresponding revenues. See Non-funded Categories below.

Funding Categories are as follows:

Category 8 - OMDP Course: A course that is a component of the Ontario Management Development Program; a sub-category of the Special Approval category courses.

Category 11 – Occupational Certification: A course that is designed and offered specifically in response to the occupational or licensing requirements of external bodies (in fields other than health sciences).

Category 12 - Other Vocational: A course that is vocationally oriented but does not meet the definition of an occupational certification course or postsecondary elective.

Category 13 - Basic Communication, Mathematics, and Science Skills Course: A course that is designed to teach basic communication, mathematics, and science skills, below or up to a level equivalent to the Ontario Secondary School Diploma level, and that is not part of a tuition short or postsecondary program of instruction.

Category 15 – Portfolio Development Course: A course in which students develop a portfolio for subsequent assessment for prior learning assessment and recognition purposes.

Category 27 - Career Planning or Life Skills Course: A course that is designed to teach career planning, life skills or courses to students with disabilities.

Non-funded Categories are as follows:

Category 17 - Other – Vocational: A course with vocational content (job related skills) offered on a cost-recovery basis.

Category 18 - Other - General Interest: A course of general interest pursuits (hobbies, sports, games, etc.) offered on a cost-recovery basis.

COURSE DESCRIPTION

Outlines the general aims of the course and provides both an overview of topics to be addressed and the teaching-learning activities planned. The description should be written with the student reader in mind.

COURSE LEARNING REQUIREMENTS

Clear statements of the required learning that is to be achieved and demonstrated in order to successfully complete the course. They describe significant learning that contributes to the achievement of program learning outcomes.

COURSE INSTRUCTION MODE (CIM) (*Under Review*)

Courses may be offered in a variety of course instruction modes:

Standard (Face-to Face/Traditional): The instruction mode is such that the course is delivered in a classroom or lab setting. The learning environment includes group work, projects, lessons and hands-on practice. It can also include online collaboration and assignments. All courses are expected to use Blackboard for communication with students. (CIM Code on GeneSIS = 1)

Online: The instruction mode is such that the course is delivered solely online via Blackboard, the College's Learning Management System (LMS). Course may require booking of space at the beginning of the semester and/or for tests and exams. (CIM Code on GeneSIS = 8)

Hybrid: The instruction mode is such that the course is delivered with a combination of scheduled time in the classroom and online on a weekly basis for the duration of the term, i.e. 2 hours in-class and 1 hour online every week for 15 weeks. (CIM Code on GeneSIS = 9)

COURSE OUTLINE

Course outlines are an essential component of all courses. They document the curriculum at the course level. Course outlines also support the learning process by identifying the learning requirements, the evaluation methods to assess student achievement, the learning activities, and the required resources.

CREDENTIAL

The credential denotes the document acknowledging completion of a program of study. Credentials in Ontario's postsecondary system include Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate, and Applied Degree. Credentials granted by the College include Certificate (College Approved) and Statement of Achievement.

Ontario College Certificate (OCC): Document of recognition awarded by the Board of Governors to a student who has successfully completed the program of study/instruction requirements. Upon completion, graduates will have the breadth, depth and complexity of knowledge to be able to apply learned skills in routine activities and procedures with some

accountability for the quality of outcomes.

Typically, the duration to achieve this credential is two academic semesters or approximately 600 to 700 equivalent instructional hours.

Ontario College Diploma (OCD): Document of recognition awarded by the Board of Governors to a student who has successfully completed the program of study/instruction requirements. Upon completion, graduates will have the breadth, depth and complexity of knowledge to be able to apply learned skills across a broad range of technical and/or administrative procedures, coordination and evaluation as well as being involved with personal responsibility and independence in performing complex technical operations or organizing others.

Typically, the duration to achieve this credential is four academic semesters or approximately 1200 to 1400 equivalent instructional hours.

Ontario College Advanced Diploma (OCAD): Document of recognition awarded by the Board of Governors to a student who has successfully completed the program of study/instruction requirements. Upon completion, graduates will have the breadth, depth and complexity of knowledge to be able to apply learned skills across a broad range of technical and/or management functions and to perform significant range of skills associated with fundamental principles and complex techniques. Application of skill and knowledge will involve considerable contribution to the development of functions related to products, services or procedures as well as accountability for self and others in achieving outcomes.

Typically, the duration to achieve this credential is six academic semesters or approximately 1800 to 2100 equivalent instructional hours.

Ontario College Graduate Certificate (OCGC): Document of recognition awarded by the Board of Governors to a student who has successfully completed all requirements of an approved post-diploma program. Graduate certificates are intended for students who have successfully completed a certificate, diploma or degree and wish to enhance their skills and knowledge. Upon completion graduates will have the breadth, depth and complexity of knowledge to be able to apply learned skills in an enhanced manner in performing a range of specialized activities most of which would be complex and/or non-routine. Application of skill and knowledge may involve individual responsibility or independence and/or leadership and guidance for others as part of a team. The qualification may broaden the skills individuals have already gained in a postsecondary program of instruction/study, or develop vocational knowledge and skills in a new professional area.

Typically, the duration to achieve this credential is two academic semesters or approximately 600 to 700 equivalent instructional hours.

Certificate (College Approved): The document of recognition awarded by the College to a student who has completed a college approved program of study consisting of a series of courses.

Statement of Achievement: The document awarded to students who have completed non-credit courses or programs. The student is expected to have attended eighty percent of classes to qualify for this form of recognition.

CREDENTIALS FRAMEWORK

Contained within the Minister's Binding Policy Directive – Framework for Programs of Instruction. The policy states that “a college is to award credentials at the successful completion of programs of instruction/study consistent with the Credentials Framework.” Certification is primarily determined by the complexity of knowledge and vocational outcomes of the program, as well as, by the number of years required to complete a program.

CREDENTIALS VALIDATION SERVICE (CVS)

The mandate of the CVS as clearly defined in the Binding Policy Directive is to:

- Provide reasonable assurance that all postsecondary programs of instruction leading to one of the following credentials – Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate - offered by the colleges, regardless of funding source, conform to the Credentials Framework and are consistent with accepted college system nomenclature/program titling principles.
- Maintain the integrity of the credentials offered by the system and protect the interests of students and employers who require a reasonable guarantee of consistency and quality in postsecondary programs of instruction offered by the colleges of applied arts and technology in Ontario.

CURRENCY

The period of time during which the course content and course learning requirements are valid, accepted or in force, as relevant to the appropriate vocation or discipline.

CURRICULUM REVIEW PROCESS (also called Annual Curriculum Review)

The curriculum review process is an annual event. This is the opportunity to make program of study changes on GeneSIS for the upcoming academic year. Following the Curriculum Rollover, GeneSIS is opened for revision and updating of program/course information including retroactive changes to previous program of study versions.

CURRICULUM ROLLOVER

The Curriculum Rollover is the copying forward to the next academic year of all programs, program offerings, and narrative information. This activity takes place at the end of September each year. Programs with a status of “Active” or “Suspended” roll forward to the next academic year. Programs with a status of “Cancelled” or “Pending Cancellation” do not roll forward. Program offerings with the “Copy POS Forward” flag tagged ‘Y’ will roll forward to the next academic year and those tagged ‘N’ will not.

DIRECT ENTRY

Admission to a higher level of a program based on recognition of previous educational achievements. (*See Advanced Standing*)

The term “direct entry” is also used in reference to students coming directly from high school.

DORMANT PROGRAM

A program approved for funding that has not been delivered for more than five years and has not been reported to the ministry as cancelled. Not being in operation for five years will lead to automatic cancellation and will require re-approval if the program is to be re-instated.

ELECTIVE

A course that forms part of the curriculum of a postsecondary program of instruction eligible for funding through the general purpose operating grant and is one of a limited number of courses from which a student must choose.

ENROLMENT PROJECTION

The enrolment projection for a program is the anticipated number of students that will still be registered in the program at audit date; November 1st for the Fall term, March 1st for the Winter term, and June 30th for the summer term. This number is based on the anticipated enrolment on Day One of the semester less the anticipated withdrawals for the period between Day One and audit date. The withdrawal projection is based on the historic withdrawal rate if known or an estimate based on rates in similar programs or the average for the department.

EQUIVALENT COURSE

An equivalent course allows students to achieve the same learning outcomes they would have achieved by taking the original course. They are posted on an internal equivalency table on GeneSIS and are provided alternate recognition on a program of study. The equivalent relationship must be established prior to registration; otherwise, the course will not be counted in the full-time/part-time calculation. A non-funded course cannot be made equivalent to a funded course. Enrolment Audit rules do not allow for a non-funded course to be included in a student's course load. However, an exemption can be granted based on the non-funded course if the learning outcomes are the same.

Equivalencies are not published with the course descriptions in the Calendar and monographs.

ESSENTIAL EMPLOYABILITY SKILLS (EES) *(See Program Standard)***EXEMPTION**

Waiver of an obligation to complete a course on the basis of a transfer of credit from other recognized institutions.

FULL-TIME STUDENT

An individual who is enrolled in a college program of instruction for at least 70 per cent of the student contact hours or 66 and 2/3 per cent of the courses required for the program of instruction in a given semester or reporting period. A student granted advanced standing or an exemption from a course is not considered to be enrolled in the course.

GENERAL EDUCATION *(See Program Standard)***GENERAL PURPOSE OPERATING GRANT (GPOG)**

The portion of the provincial operating grant for colleges that is distributed among colleges on the basis of each college's share of enrolment in courses and programs of instruction eligible for funding.

GOVERNMENT CONTRACT

Includes all provincial and federal government contracts and programs such as Job Connect, LINC, Literacy and Basic Skills, Part-time Apprenticeship, Summer Job Services and MTCU Alternative Delivery Projects. (Budget Principles 3.03)

HIGH DEMAND PROGRAM (formerly *Additional Cost-Recovery*)

A program of instruction eligible for the general purpose operating grant for which colleges have the discretion to charge fees above the maximum permitted for regular-fee programs. This discretion is allowed for applied degree, post-basic (also referred to as post-diploma or graduate certificate) or Baccalaureate of Nursing programs and/or for basic programs which have been determined to meet each of the following criteria: 1) there is a high demand for instructional space; 2) graduates have above average prospects for employment; and 3) graduates have the potential to earn an above-average income.

All post-basic (also referred to as post-diploma or graduate certificate), applied degree and Baccalaureate of Nursing programs are automatically considered high demand. Basic programs are considered high demand if they satisfy the above three criteria.

INSTRUCTIONAL SETTINGS

The settings to which colleges are to refer when completing the Program Delivery Information to Calculate Funding Parameters form.

Classroom instruction: instruction that may be provided in a setting in which individuals do not require access to equipment, except as listed below:

- Situations in which microcomputer labs are used for instruction in standard word processing, spreadsheet, and database software packages.
- “Traditional” classrooms and lecture halls.
- “Virtual” classrooms used in online learning.
- Situations in which laboratories and workshops may be used for convenience.

Clinical placement: scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting; this instructional setting is characterized by:

- Activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program.
- Activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

Cooperative education work placement: A Cooperative Education program formally integrates a student’s academic studies with work experience. Usually the student alternates periods of experience in career-related fields according to the following criteria:

- Each work situation is approved by the Co-operative Education institution as a suitable learning situation.
- The student is engaged in productive work rather than merely observing.
- The student receives remuneration for the work performed.
- Student’s progress on the job is monitored by the Co-operative Education institution.
- The student’s performance on the job is supervised and evaluated by the student’s employer.
- Time spent in periods of work experience must be at least 30 percent of the time spent in academic study.

Field placement/work placement: scheduled hours of activities intended to give student hands-on experience in the workplace and for which the students do not typically receive a regular salary or wage from the employer; this instructional setting is characterized by:

- Activities that are an integral component of the curriculum of the program and are necessary for the completion of the program.
- Activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:
 - Make periodic site visits.
 - Ensure that assignments given to students and the work being done by students are suitable for the program.
 - Monitor the students' progress in the field placement activity.
 - Help address problems encountered by students in the field or work placement activity.
 - Evaluate student's performance in the field or work placement activity.

Independent (self-paced) learning: student-directed learning in which contact with college staff is limited to situations in which advice or solutions to specific problems are sought; usually online learning.

Laboratories/workshops/fieldwork: scheduled hours of activities intended to give students hands-on experience; this instructional setting is characterized by:

- Activities in which students are provided with instruction and are directly supervised by college staff.
- Settings either inside college facilities (e.g. laboratories, workshops,) or outside college facilities (e.g., fieldwork) in which individual students are required to use instructional equipment and/or supplies. These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet, and database software packages or situations in which laboratories and workshops are used for convenience.

One-on-one instruction: those exceptional situations in which college academic staff can provide instruction to only one student at a time, e.g. in a flight simulator or on top of an electrical tower.

Small group tutorial: instructional activity that must occur in small group settings (usually 5-10 students) and in which individual students do not require access to equipment except as indicated below:

- Situations in which microcomputer labs are used for the instruction of standard word processing, spreadsheet, and database software packages.
- Situations in which laboratories and workshops are used for convenience.

INTEGRATED PROGRAM

Two or more distinct, approved, free-standing programs of instruction, in one or more institutions, amalgamated into one program of instruction for enrolment, curricula, examination, and administrative purposes and for which the eligible enrolment is reported on the basis of the institution-of-registration. The program of instruction is planned, maintained, and delivered by one or more institutions from each sector and culminates in one credential, normally a baccalaureate degree (e.g. Bachelor of Nursing).

INTENSIVE PROGRAM (ACCELERATED) *(See Program Delivery Modes)*

LEARNING OUTCOMES

Statements of performance that can readily be demonstrated by a student indicating that certain learning has been completed. Learning outcomes focus on the terminal performance of the essential knowledge, skill and attitude, and not on what the learning is or where and how learning occurs. Learning outcomes describe essential knowledge, skill and attitude in the vocational, essential employability and general education areas and are expressed at a program level and at a course level.

MINISTRY-FUNDED PROGRAM

Program of instruction approved by the Ministry of Training, Colleges and Universities for funding through the general purpose operating grant.

MTCU CODE

A five-digit number assigned by the Ministry of Training, Colleges and Universities (MTCU) to approved postsecondary programs and used to identify the provincial program category to which programs that are broadly similar in their vocational objectives and titles have been assigned.

Classification codes:

- 4xxxx Ontario College Certificates
- 5xxxx Ontario College Diplomas
- 6xxxx Ontario College Advanced Diplomas
- 7xxxx Ontario College Graduate Certificates
- 8xxxx Baccalaureate Degrees in Applied Areas of Study

Family: The last four digits of the MTCU code groups programs by vocational cluster. Programs with the adjacent family codes tend to be for similar occupation groups, independent of program length.

MODIFICATION OF PROGRAM CONTENT

Modifications to programs of instructions for the purpose of ensuring that programs are current and relevant are not required to receive CVS validation; these changes are part of the Annual Curriculum Review. Whereas, significant changes to the content of the program that results in a different program focus requires the College to submit a new program proposal to the Credential Validation Services (CVS) for validation as it would likely result in a different title and a different credential.

MODIFICATION OF PROGRAM TITLE

Proposal for a modification to a program title must be done in keeping with the systems titling and nomenclature principles. The CVS is responsible for considering requests for program title modifications and ensuring that the titling conforms to system-wide nomenclature/titling principles and policies.

NON-SEMESTERED DIPLOMA PROGRAM (NSDP) (See *Program Delivery Mode*)

ONTARIO COLLEGE APPLICATION SERVICES (OCAS) (See *ontariocolleges.ca*)

ONTARIOCOLLEGES.CA (formerly *Ontario College Application Services (OCAS)*)

Located in Guelph, Ontario, *ontariocolleges.ca* provides administrative systems and application processing services for Ontario's 24 Colleges of Applied Arts and Technology,

three Agricultural Colleges and The Michener Institute for Applied Health Sciences.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

A credential of recognition granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided they have earned a minimum of 14 credits (7 compulsory and 7 optional).

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

A provincially recognized credential of recognition earned on successful completion of secondary school requirements established by the Ministry of Education and known as an Ontario Secondary School Diploma (OSSD), a Secondary School Graduation Diploma (SSGD), or a Secondary School Honours Graduation Diploma (SSHGD).

ON-THE JOB TRAINING (Co-op)

Scheduled hours of activities which are not an integral component of the curriculum of the program, but which are intended to give students hands-on experience in the work-place, and for which they receive a regular salary or wage from the employer.

OSSD EQUIVALENT

A secondary school graduation diploma from another jurisdiction, or documentation such as the General Education Development (GED) Certificate or the Academic and Career Entrance (ACE) Certificate, as determined by the College, that supports the applicant's claim of having completed the learning outcomes of an OSSD.

OVERSUBSCRIBED PROGRAM

A program of instruction for which the number of eligible applicants exceed the number of applicants required to fill the program.

PART-TIME STUDENT

An individual who is enrolled in one or more courses or in less than 70 per cent of the student contact hours or 66 and 2/3 per cent of the courses required for a full-time program of instruction in a given semester or reporting period.

PENDING APPROVAL COURSE

A course for which the College is seeking approval from the Ministry of Training, Colleges and Universities for full funding.

PORTFOLIO DEVELOPMENT COURSE (*See Course Funding Categories*)

POSTSECONDARY PROGRAM OF INSTRUCTION

Collectively, basic postsecondary and post-basic programs of instruction, as defined below.

Basic postsecondary program: a program of instruction that conforms to the levels of learning articulated in the Credentials Framework) see Minister's Binding Policy Directive on Framework for Programs of Instruction; Appendix A) and leads to the awarding of the following credentials: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or applied degree. Basic postsecondary programs also include joint college-university programs that lead to the awarding of a degree by the university.

Post-basic program: a program of instruction that conforms to the levels of learning articulated in the Credentials Framework (see the Minister's Binding Policy Directive on Framework for Programs of Instruction: Appendix A) and leads to the awarding of an Ontario College Graduate Certificate.

PREREQUISITE COURSE

A prerequisite course must be successfully completed prior to registration in a course(s) which names it as a prerequisite.

Prerequisites are published with the course description in the Calendar and monographs.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

A process that uses a variety of tools to help learners reflect on, identify, articulate, and demonstrate past learning. Prior learning can be acquired through study, work and other life experiences that are not recognized through formal transfer of credit mechanisms.

Challenge process: a method of assessment, other than portfolio assessment, developed and evaluated by subject-expert faculty to measure an individual's achievement against course learning outcomes. The process measures demonstrated learning through a variety of written and non-written evaluation methods for the purpose of awarding credit without requiring enrolment in a course.

Portfolio assessment: a method of assessment that involves the evaluation of an organized collection of materials developed by a learner that records learning achievement and relates them to personal, educational, or occupational goals, in this case, achievement of stated learning outcomes of college course or programs.

PROGRAM CATEGORIES

Apprenticeship Program: Defined for the purposes of the ministry's policies and procedures as the in-school component of preparation for a trade regulated under the *Trades Qualification and Apprenticeship Act* and *The Apprenticeship Certification Act*.

Bachelor's Degree in Applied Studies: A prescribed set of courses/studies and work related experiences oriented to a field of practice that culminates in mastery of the bodies of knowledge and skills appropriate to the baccalaureate degree level in an applied field of study and necessary to be an effective practitioner on graduation and to remain professionally current thereafter. Colleges may be granted consent to offer baccalaureate degree programs of instruction in an applied field of study by the Minister of Training, College and Universities according to the Postsecondary Education Choice and Excellence Act, 2000.

Degree programs offered by colleges on the basis of a ministerial consent under the Postsecondary Education Choice and Excellence Act, 2000 are required to follow the program structure requirements and definitions for co-op programs outlined by the Postsecondary Education Quality Assessment Board in its *Handbook for Ontario Colleges* (i.e., minimum of eight semesters of on-campus studies and at least one separate, paid full-time work term of no less than fourteen consecutive weeks).

College Approved Customized Program: A full-time or part-time program designed to meet the requirements of an external client through a combination of existing and/or new courses. The program must have two or more courses and the total duration must not be less

than 100 hours. A full-time college approved customized program is offered on a cost-recovery basis, as it does not qualify for ministry funding. The program of study may be a mix of existing and/or new courses. The program is recommended by the Curriculum Review Committee for final approval by Deans Council

College Approved Standard Program (Full-time): A group of related courses designed for a specific career goal. The program must have two or more courses and the total duration must not be less than one hundred (100) hours. The program of study may be a mix of existing and/or new courses. A full-time college approved program is offered on a cost-recovery basis, as it does not qualify for ministry funding. The program is recommended by the Curriculum Review Committee for final approval by Deans Council.

College Approved Standard Program (Part-time): A series of courses (SOC) designed for a specific career goal. The program must have two or more courses and the total duration must not be less than one hundred (100) hours. The program of study may be a mix of existing and/or new courses, funded or non-funded. The program is recommended by the Curriculum Review Committee for final approval by the Deans Council.

Cooperative Diploma Apprenticeship Program: A program of instruction that combines the elements of an Ontario College Diploma and an apprenticeship trade program and leads to the awarding of an Ontario College Diploma and Certificate Qualification for a specific trade. This integrated program includes both in-school training as well as on-the-job training based on ministry-approved standards.

Postsecondary Program: A program of instruction that conforms to the levels of learning articulated on the Credentials Framework (see Minister's Binding Policy Directive on Framework for Programs of Instruction: Appendix A) and leads to the awarding of one of the following credentials: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or applied degree. Basic postsecondary programs also include joint college-university (collaborative) programs that lead to the awarding of a degree by the university partner.

Post-basic Program: A program of instruction that conforms to the levels of learning articulated in the Credentials Framework (see Minister's Binding Policy Directive on Framework for Programs of Instruction: Appendix A) and leads to the awarding of an Ontario College Graduate Certificate. (Also referred to as Post-diploma or Graduate Certificate.)

Tuition-Short Program (adult training): A program that is generally less than 52 weeks in duration, is designed to prepare students for employment or career advancement or to provide vocational updating or academic upgrading, and is normally completed by the awarding of a certificate as defined in the Credentials Framework.

PROGRAM DELIVERY INFORMATION (PDI) FORM

A form used to calculate program funding parameters, total hours are required per student.

PROGRAM DELIVERY MODES (*Under Review*)

Standard – AAL (GeneSIS Code 01)

Standard – Course (GeneSIS Code 02)

Standard – Coop (GeneSIS Code 03)

Non-semestered Diploma Program (NSDP) (GeneSIS Code 04)

An NSDP program is a regular college program which is offered within a shorter timeframe than the Standard – AAL two or three –year program, usually by foregoing the normal vacation semester(s) and by increasing the curriculum hours per week. The total program hours must be the same as the standard program offering. The usual college admission requirements and the same program standards (learning outcomes) apply to the NSDP program as to the standard diploma program.

Intensive (Accelerated) (GeneSIS Code 05)

An intensive or accelerated program is a distinct stream for the delivery of a program. It maintains the same learning outcomes standards as the comparable regular stream program, but has learning opportunities specifically designed for students who already have achieved a related postsecondary credential, i.e. who are entering with a higher level of preparation. The curriculum for the intensive stream is specifically designed to meet the needs of such students who have achieved some of the basic introductory learning involved in the program, some/all of the essential employability skills and general education requirements and who may be able to cover some program material more quickly due to their previous learning experiences. An intensive program may also be referred to as an accelerated program which fast-tracks university or college graduates with a degree or diploma in a related field so that they may complete the learning requirements of a college diploma more efficiently and in ways which recognize relevant learning already achieved. Usually, these programs are of a one year duration and they culminate in a regular college diploma.

Extended (GeneSIS Code 06)

Distance Education (GeneSIS Code 07)

Cooperative/Diploma/Apprenticeship (GeneSIS Code 08)

A program of instruction that combines the elements of an Ontario College Diploma and an apprenticeship trade program and leads to the awarding of an Ontario College Diploma and a Certificate of Qualification for a specific trade. This integrated program includes both in-school training, as well as, on-the-job training based on ministry-approved standards.

Online (GeneSIS Code 09)

Non-semestered Diploma Co-op (GeneSIS Code 10)

PROGRAM DESCRIPTION

The program description should be two or three paragraphs providing an overview of the program, including a rationale for the program, key learning and graduate abilities as well as occupational areas for which the program is preparing graduates. It is included in monographs (hard copy and web) and in the College Calendar.

PROGRAM DURATION

The total planned instructional time required to demonstrate the program outcomes, including

both in-school academic and practical experience components that are a mandatory part of the program.

PROGRAM FUNDING PARAMETERS

Wt.: Program *Weight* for funding purposes. This is a measure of the special expenses that the program requires (such as specialized equipment or additional staff resources). A typical Business program has a weight of 1.0 and all other programs are measured relative to the Business program. All programs in an MTCU code have the same weight.

FU: Program *Funding Units* for funding purposes. This is a measure of the duration of the program. A typical Business program has 1.0 funding units for each full year of duration and all other programs are measured relative to the Business program. All programs in an MTCU code have the same funding unit.

T.F.: *Tuition Fee Factor* (TFF) determines the maximum tuition fees the college can charge for a Ministry-funded program. Two factors determine the TFF – the number of semesters and the number of teaching hours of the program. Tuition fees are determined in the Tuition and Ancillary Reporting Operating Procedures.

The Ministry regulates and revises tuition fees annually. The TFF per semester, in general, is as follows: a one-year program would have a TFF of 1.0; a two-year program - 2.0; and a three program - 3.0. So, if the maximum tuition fee for the year is \$1,820, a two-year ministry-funded program with a TFF of 2.0 cannot charge a student more than \$3,640 (\$1,820 x 2.0). Furthermore, TFF per teaching hours, in general, is as follows:

Teaching Hours	Tuition Fee Factor
0-250	0.25
251-524	0.5
525-700	1
701-1050	1.5
1,051-1,400	2

PROGRAM OF INSTRUCTION (also referred to as *Program of Study*)

A group of related courses leading to one of the following credentials: an Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate awarded by the Board of Governors. Successful completion of the required courses entitles students to certification as a graduate of the program.

- All programs of instruction with similar outcomes and credentials are to have the same title.
- Programs of Instruction are to include:
 - Vocational outcomes relevant to the particular industry, field of study, business or profession.
 - Applicable outcomes for essential employability skills and general education as outlined in the Credentials Framework.
- The program must meet all the requirements of the program standard. Where a program of standard does not exist, program descriptions will need to be referenced.
- Programs of instruction, regardless of funding source, must conform to the Credentials Framework and are consistent with accepted college system nomenclature/program titling

principles.

- Prior learning assessment and recognition (PLAR) is to be made available for as many credit courses as possible in programs of instruction in which enrollment is eligible for funding through the general purpose operating grant.
- Protocols must be in place for students regarding grading, advancement, and dispute resolution.

PROGRAM QUALITY REVIEW

Program Quality Review relates to ongoing and cyclical formative and summative evaluation of College programs and courses, and ancillary services that affect academic delivery and support learning. The Program Quality Review model promotes institutional learning and renewal, guides decision-making and promotes accountability. The process is designed to articulate with and support initiatives of the Ontario Quality Assurance Service and the Postsecondary Education Quality Assessment Board.

PROGRAM TITLE

All titles need to comply with the titling principles:

- Titles should reflect a field of study, primarily and not a job title or specific employment related position a graduate may secure.
- Programs with similar outcomes should have similar titles.
- Approved title must appear on the credential conferred by the College.
- Modifiers attached to approved program titles must be supported by appropriate and substantial additional vocational learning outcomes.
- Non-approved titles and other descriptions of programs may be used in the advertising of the program of instruction as long as there is a clear indication of the approved title included.

PROGRAM MAPPING

A curriculum map can be used to:

- document curriculum and the inclusion of standards for accrediting/credentialing groups
- identify opportunities in the program for learners to demonstrate learning outcomes at the required level
- serve as a planning tool to ensure that all program standards are developed within the program
- identify areas of redundancy where content is more than adequately covered
- identify paths that learners can follow to meet graduation requirements
- help faculty, learners and others “situate” courses and learning experiences within the larger curriculum
- provide an overview of the curriculum for the total program

In order to map how a course addresses learning outcomes, academics indicate if a learning outcome is taught, if it is assessed, and whether or not there is an opportunity for a culminating performance or demonstration of the learning outcome in the course. Each of these actions is outlined below:

Teach: Learning outcomes are taught in a course when the outcome or embedded skill/ability appears in one or more of the course learning requirements and learning activities are planned that allow the learners to develop identified skills. A significant amount of time must be devoted to the development of the skills and knowledge embedded in the outcome

for it to be considered taught.

Assess: To assess an outcome, there must be evaluation methods and tools that allow the evaluation of student performance of the outcome or some of its elements. Evaluation of student performance must include verification that this particular outcome or significant component of it has been achieved.

Culminating Performance: Tasks or activities designed to assess a learner's ability to demonstrate one or more learning outcome(s) in its totality. While they do not necessarily occur at the end of a program of study, they do evaluate whether a learner is able to integrate and apply their learning to demonstrate the performance described in the learning outcome(s) at the exit level.

PROGRAM OPTION

An area of specialization within an occupational discipline.

PROGRAM STANDARD

A document produced by the ministry that sets out the essential learning that a student must achieve before being deemed ready to graduate. A program standard applies to all postsecondary programs of instruction in an identified category regardless of the funding source and, for most programs, consists of Vocational Standards, Essential Employability Skills and General Education requirements. Prior to graduation, students must achieve all three parts of the program standard.

Vocational Standard: the vocationally specific learning outcomes that apply to each diploma or certificate program. Vocational standards apply to all similar programs offered by colleges across the province.

Not all programs have provincial vocational standards. If this is the case, Program Descriptions are used and are provided by the Curriculum Administrator or Program Quality Assurance Administrator. Program vocational learning outcomes (also referred to as program outcomes) may be viewed on GeneSIS and are loaded into the Course Outline Mapping and Management System (COMMS).

Essential Employability Skills (EES): skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. The following six categories define essential areas where graduates must demonstrate skills and knowledge: Communication, Numeracy, Critical Thinking and Problem Solving, Information Management, Interpersonal Skills, and Personal Skills. EES are expressed as learning outcomes; there are eleven EES learning outcomes that apply to each program. At Algonquin College, the EES outcomes have been levelled for each credential.

General Education Requirement: relates to the requirements for general education courses that provide all learners with choice and breadth of experience beyond the vocational areas. Specific themes for general education courses to cover are: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science and Technology. The General Education requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister's Binding Policy Directive Framework for Programs of Instruction).

PROGRAM STATUS

The status of a program is identified in GeneSIS as listed below.

Pending Gov't Funding Approval: A new program, having received Board of Governor approval and submitted for Ministry funding, is created in GeneSIS with this status. All publications and *ontariocolleges.ca* will have this statement attached to the program until funding has been granted. There is no registration until this approval is received.

Active: A program currently being offered. A program with an active status rolls forward to the upcoming academic year.

Suspended: A program to which Level 01 students are not admitted. Programs are suspended with the approval of the Vice President, Academic. A suspended program offering must roll forward until all students have graduated from the program, e.g. normally two years after the final level has been offered for a two year program. A suspended program can be reinstated at the Ministry level.

Cancelled: A program that is no longer being offered. Ministry funded programs can only be cancelled with the approval of the Vice President Academic. A cancelled program does not roll forward to the upcoming academic year. Once a program is cancelled at the Ministry level, the program cannot be reinstated; a new program proposal needs to be submitted.

Pending Cancellation: Programs that are offered and have not yet been cancelled at the Ministry level. Programs with this status do not roll forward to the upcoming academic year.

REACTIVATED PROGRAM OF INSTRUCTION/STUDY

A program into which a college has decided to resume admitting first year or beginning students.

RESIDENCY REQUIREMENT

The minimum number of credits (or length of time) that must be taken through courses under the direct supervision of faculty of the credential issuing college. The current residency requirement is 25% of hours of instruction as established by the Ministry of Training, Colleges and Universities.

SEMESTERED PROGRAM

A program scheduled for delivery according to traditional academic terms: that is, fall, winter and summer.

STATEMENT OF ACHIEVEMENT (*See Credential*)

SUBSTITUTE COURSE

A course which does not provide the same or similar learning outcomes as the original, but which, in exceptional circumstances, may be approved by the Academic Managers as a substitute and for which a student receives credit. Substitutes are formally communicated to the Registrar prior to registration in the course and before the end of the drop/add period. Course substitutes must have the same normative hours as the course for which they are substituted. For Ontario College credential programs, the course must be also be a credit course.

SUSPENDED PROGRAM OF INSTRUCTION (*See Program Status*)

TUITION SHORT PROGRAM (*See Program Categories*)

VOCATIONAL STANDARD (*See Program Standard*)