# X

**Major Modification PROGRAM CHANGES Template**

**INSTRUCTIONS:**

* A proposal brief must accompany a major modification Curriculum Navigator entry.
* All required elements are bolded in the template; the regular font, in parenthesis, provides instructions, which can be deleted.
* Please fill in each section, even if there is no change, to clearly aid the committees in understanding the proposed changes.
* If there are associated transfer pathway degrees, please remember to consult with the partnering College to make them aware of the planned changes; in addition, review the associated Articulation Agreements - contact the AVP(Academic) for assistance.
* If you have any questions, please contact the Deputy Provost for assistance.
* **SPECIAL NOTE: Changing Mode of Delivery** (see section 4.2.2 of the IQAP)

When changing the mode of delivery of a program to online (asynchronous, hybrid or zoom) for all or a significant portion of a program that was previously delivered in-person, the following criteria is required as part of the Proposal Brief:

a) Maintenance of and/or changes to the program objectives and program-level learning outcomes

b) Adequacy of the technological platform and tools

c) Sufficiency of support services and training for teaching staff

d) Sufficiency and type of support for students in the new learning environment

e) Access

A specific template has been developed for this type of major modification.

* Delete this instruction section prior to submission.

**Major Modification:** Title of Change

**Submitting Academic Unit and Faculty:**

**Proposal Brief Author:**

**Date of Submission:**

**1. An Introduction and Rationale for the Proposed Program Change**

(Provide a very brief overview of the existing program(s), indicate what the proposed change(s) is/are, and provide a clear rationale for the change.)

**2. Program Objectives and Learning Outcomes (PLO’s)**

1. **Program Objectives**

(Clear and concise statements that describe the goals of the program. Program objectives explain the potential applications of the knowledge and skills acquired in the program; seek to help students connect learning across various contexts; situate the particular program in the context of the discipline as a whole; and are broader in scope than the program-level learning outcomes that they help to generate. Indicate how the program objectives are differentiated between the current and proposed programs. Please see the [Quality Council Guide](file:///C%3A%5CUsers%5Crkoster%5CDesktop%5CIQAP%202022%5CDrafts%5CTemplate%20Drafts%5CQuality%20Council%20Guide) for assistance.)

1. **Program Learning Outcomes**

(A set of Program Learning Outcomes for the current and the proposed program [Table 1] Clearly identify where there are differences - a different font colour works well).

**Table 1: Program Learning Outcomes (PLO’s)**

|  |  |
| --- | --- |
| **Current** | **Proposed** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**3. Admission Requirements and Regulations**

(Please review the current requirements and identify if there are any changes. If there are no changes required, indicate that is the case and provide the link to the admissions/regulations as found in the university calendar. If there are changes, provide them in the appropriate table below. Clearly identify where there are differences – using ~~strike through~~ for what is being removed from the Current program, and a different font colour for what is new in the Proposed program, works well. Please note, any changes to admissions or regulations must be submitted on a separate Curriculum Navigator form)

1. **Admission Requirements**

|  |  |
| --- | --- |
| **Current** | **Proposed** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. **Regulations**

|  |  |
| --- | --- |
| **Current** | **Proposed** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**4. Structure of Program**

(A detailed description of the program structure, by year or term as appropriate, as would appear in the calendar – Table 2)

**Table 2: Program structure – current and proposed**

(Be sure to highlight where appropriate the differences between the current and proposed program – a different font colour works well. Please restructure as appropriate for Graduate programs.)

|  |  |
| --- | --- |
| **Current Program** | **Proposed Program** |
| **First Year:** | First Year: |
| **Second Year:** | Second Year: |
| **Third Year:** | Third Year |
| Fourth Year: | Fourth Year: |

**5. Program Content**

1. **A description of the curriculum (refer to Table 2) and how it addresses the current state of the discipline or area of study.**
2. **List any new courses, their learning outcomes, identify if they are elective or required, and who (faculty or sessional) will teach them (Table 3)** (please note, any new courses must be submitted on a separate Curriculum Navigator form)

**Table 3: Proposed New Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| **Proposed New Course (title and year level)** | **Learning Outcomes** | **Elective or Required** | **Faculty or Sessional** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **A table mapping the connections between course learning outcomes and PLO’s (Table 4).**

**Table 4: Mapping of Course Learning Outcomes to PLOs**

(It is anticipated that a course may meet more than one PLO. Provide only the required courses for the program, not the elective choices students can make)

|  |  |  |
| --- | --- | --- |
| **Program Learning Outcomes** | **Course No. and Title** | **Course Learning Outcomes** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**6. Mode of Delivery**

1. **A description of all mode(s) of delivery to be employed and a discussion on the appropriateness of the proposed mode(s) of delivery to meet the intended PLO’s and DLE’s**.

**7. Assessment of Teaching and Learning**

1. **A description of the way in which student learning assessment will be embedded in the curriculum.**
2. **Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations**
3. **Identify the plans the unit has to monitor and assess:**

(NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see the Quality Council’s [Guidance on Assessment of Teaching and Learning](https://oucqa.ca/guide/assessment-of-teaching-and-learning-2-1-4-1-and-5-1-3-1-4/).)

### How the overall quality of the program will be monitored and assessed

### Whether the program continues to achieve in practice its objectives

### Whether its students are achieving the program-level learning outcomes

### How the resulting information will be documented and subsequently used to inform continuous program improvement

**8. Student Impact**

1. **Student Experience**

(Indicate how the major modification will improve the student experience, see [QC Guidance](https://oucqa.ca/guide/involving-students-in-quality-assurance-processes/))

1. **Student Input**

Indicate how input from current students and/or recent graduates of the program were considered as part of the development of the Proposal Brief

**9. Transition Plan**

(Outline your transition plan for supporting students enrolled in the current program through to graduation, while launching the new version of the program, if required.)

**10. Resources for Program**

(Identify any additional resources [instructors, faculty, technicians, library, TSC, student supports etc.] required to support the modifications to the program. If there are new/additional resources required with budgetary implications, please contact the Deputy Provost. A budget template will be provided by, and is to be completed with input from, Institutional Planning and Analysis and Finance. Additionally, a supporting memo from the Dean should accompany major modifications that require additional resources).