# Icon Description automatically generated with low confidenceUsing A Program Audit Form For Academic AdvisingIcon Description automatically generated with low confidence

## Coordinators commonly meet with students for academic advising. Formalized Education Plans address the needs of students who require accommodations and the forms are emailed to you by the Accessible Education Services counsellor to be finalized with your students. However, students that do not have accommodations require academic and course planning at times as well. Examples of situations where this occurs involve: when students are unsuccessful in one or more courses and need to readjust their timetable moving forward; when they are going to be *taking courses in more than one semester at the same time; when they wish to pick up courses in the Spring/Summer semester; when they require full-time status, but do not have enough courses or hours in a semester to maintain it; when a student is requesting part-time status; when a student has exemptions that leave too much space in their timetable; when a student returns to Fleming after an absence of at least a semester up to five years to complete a program; etc.*

*Provided below is the purpose and benefits, guidelines for completing the form, and an example of the Program Audit Form developed to assist students with the above academic issues. If helpful to you in your Coordinator role, please feel free to adapt for your program and/or discipline/subject area.*

## The Purpose and Benefits of the Program Audit Form

## The Program Audit Form (originally called Grade Audit) was designed by the Social Service Worker program in 2004/2005 to help the Coordinator and students without accommodations work together to better visualize and organize a customized, meaningful academic plan for their time in the program at Fleming College. While it was initially shared and revised between the Coordinator and students as needed, it began to be shared (with consent of the student) with the Registrar’s Office, Counselling Services, Accessible Education Services, and Tutoring supports, to inform and help make any system(timetable)/record/service changes resulting from revisions made. In addition, several benefits for the Coordinator and students were derived from both the process of completing the form and the information contained in the form including:

## Greater rapport between the Coordinator and students because of the opportunities to meet and work together to make a meaningful academic plan.

## Increased communication and coordinated responses about student academic needs between the Coordinator, students, and on-campus service areas.

## A document that calculated and documented the number of courses and hours by semester so when possible, students could retain full-time status and/or continue to receive full-time funding;

## Increased retention and hope for students who mistakenly believed they would not be able to complete their program;

## Greater student awareness of how all courses fit together and the consequences of not passing courses;

* Greater student awareness of missing courses and courses with pre-requisites;
* Increased student empowerment and accountability for their academic choices and date for completion of their program;
* A written record of student achievement;
* Opportunities to revise the plan if circumstances changed for students;
* Information about equivalent Fleming College courses across programs and Ontario Learn courses; and
* Information about Non-Academic Requirements and how to go about applying for course exemptions and/or Prior Learning Assessment and Recognition (PLAR) for courses.

## A Guide for Using the Program Audit Form

Complete the contact information about the student and the Coordinator and date of completion of the form at the top. If any revisions need to be made, Coordinators have a record that they can access of any previous plans as well as who collaborated with the student. For example, this happens when Coordinators go on holidays or leave the position.

Document which courses have been completed by the student per semester by recording them in the Timeframe column. It is suggested that Coordinators type or write in “pass” for courses successfully completed and “exempt” for courses that the student has been given prior credit. Include also the semester and year of the completed courses. To save time, Coordinators could fill out completed courses on the form ahead of the meeting with student by looking at their grade history in the Student Services Centre section in Evolve (Goto MyCAMPUS>on the left side black column click More Applications>click Student Services Centre>type in the student’s first and last name or student #>click on Other Academic…>find Grades>click on the arrow beside Grades>select All Terms>click Continue)

Discuss and identify with the student which courses still need to be completed per semester by recording them in the Timeframe column. If a student is going to be taking courses in more than one semester at the same time, it is recommended that Coordinators select a colour for each semester and year and then highlight them on the form to make it easier to read and understand. The discussion with the student is key as there may be things about particular courses (pre-requisites, heavy course work, best order of courses, courses that are only offered in the Fall and/or Winter) that influence their choices.

Make sure to look at other courses (use the learning outcomes as a way to make a comparison) that may be equivalent across like programs at Fleming College or from Ontario Learn (online). When the course a student wants to take is not offered or is full, these options may help with retention, funding, and full-time status. Please be aware that there are additional processing fees applied when they take an Ontario Learn course.

Compare what 66.6% of the total number of courses in a semester as well as 70% of the total number of hours in a semester are to ensure that students maintain a full-time status and/or full-time funding through the Ontario Student Assistance Program (OSAP).

Use whichever number works (courses or hours) out better for the student and consult with a [Records Specialist](https://department.flemingcollege.ca/ro/records/) at the Registrar’s Office. Both can be calculated by adding up the total number of courses in a semester and multiplying it by .666 and by adding the total number of hours in a semester and multiplying it by .70.

Be aware that not always can students register in the courses they wish if they are not offered every semester, there are no equivalences, and/or if there are pre-requisites that still need to obtained. As a result, this may reduce students to a part-time status for a semester which means that funding could be impacted and in the next semester, they will not be registered into courses until after the first 5 days. Reminder - Students with accommodations will have a formal Education Plan through [Accessibility Education Services](https://department.flemingcollege.ca/aes/) and in order to maintain full-time status and funding, they need to meet minimally 40% (.40) of the total number of hours in a semester).

Save copies of the Program Audit Form.

Print out and send copies of the form by email attachment using a Fleming account to students and with student consent, possibly the Registrar’s Office, Counselling Services, Tutoring etc.

Encourage students to keep their copies. It provides: proof of a meeting particularly when requesting timetable changes at the Registrar’s Office; record of the advising that’s been done so that other service areas are aware and can make any changes to address student needs; and a record of academic goals and plans which students can reference anytime.

## Example - Program Audit Form for SSW Students

Name: Name: Student Number: Telephone Number:

Email: E Email: Date: Faculty:

|  |  |  |
| --- | --- | --- |
| **Semester 1** | **Hours** | **Timeframe** |
| Communications I COMM201 **- Ontario Learn equivalents** | 45 | Exempt |
| Introduction to Indigenous Studies INDG49 | 45 | Pass Fall 2022 |
| Across the Lifespan SOCI233 | 45 | Pass Fall 2022 |
| Counselling Interventions I COUN55 | 45 | Pass Fall 2022 |
| Foundations in Human Services COUN117 **– show volunteer record, Ontario Learn equivalent** | 45 | Pass Fall 2022 |
| Power Privilege and Oppression SOCI165 **– Ontario Learn equivalent** | 45 | Pass Fall 2022 |
| Mental Health & Recovery COUN118 | 45 | Pass Fall 2022 |
| ***(66.6% of Total Courses for Semester 1 = 5 Courses) Total Hours for Semester 1 =*** | ***315 (at 70% = 221)*** |  |
| **Semester 2** | **Hours** | **Timeframe** |
| Documentation and Record Keeping in Human Services COUN119  Pre-requisite: COUN117 Co-requisite: COUN 121 | 45 | Pass Winter 2023 |
| Counselling Interventions II COUN123  Pre-requisite: COUN55 | 45 | Pass Winter 2023 |
| Ethics and Professional Practice COUN122  Pre-requisite: SOCI165 | 45 | Pass Winter 2023 |
| Introduction to Social Welfare COUN031 – **Ontario Learn equivalent**  Pre-requisite: COUN117 | 45 | Pass Winter 2023 |
| Professional Practice I COUN120**– volunteer record and course audit verified**  Pre-requisite: COUN117, COUN118, SOCI165 | 45 | Pass Winter 2023 |
| Prevention and Health Promotion COUN124  Pre-requisite: COUN117 | 45 | Pass Winter 2023 |
| Case Management and Service Coordination COUN121  Pre-requisite: COUN117 Co-requisite: COUN119 | 45 | Pass Winter 2023 |
| ***(66.6% of Total Courses for Semester 2 = 5 Courses) Total Hours for Semester 2 =*** | ***315 (at 70% = 221)*** |  |
| **Semester 3** | **Hours** | **Timeframe** |
| Group Theory: Models and Dynamics COUN128  Pre-requisite or Co-requisite: COUN123 | 45 | Fall 2023 |
| Building Capacities in Communities COUN129  Pre-requisite: COUN124 | 45 | Fall 2023 |
| Professional Practice II COUN126 **– volunteer record, NARs, and course audit verified**  Pre-requisite: COUN120, COUN122 | 45 | Fall 2023 |
| Intergenerational Trauma INDG125  Pre-requisite: SOCI165 | 45 | Fall 2023 |
| Counselling Interventions III COUN127  Pre-requisite: COUN123 (COUN 55) | 45 | Fall 2023 |
| Working with the Older Adult COUN113  Pre-requisite: COUN122 | 45 | Fall 2023 |
| General Education Elective GNED - **those obtaining Indigenous designation must take INDG128** | 45 | Fall 2023 |
| ***(66.6% of Total Courses for Semester 3 = 5 Courses) Total Hours for Semester 3 =*** | ***315 (at 70% = 221)*** |  |
| **Semester 4** | **Hours** | **Timeframe** |
| Block Placement FLPL212  **Pre-requisite: Completion of all Semester 1 ,2, 3 courses; NARs, and 30 hours of volunteering** |  | Winter 2024 |
| ***Total Hours for Semester 4 =*** | ***525*** |  |

***This document is not a replacement for official Education Plans organized by Accessibility Education Services***

**(Contd. Example 1) Additional Items of Importance**

**Non-Academic Requirements**:

* + NARs requirements include an immunization record**,** criminal record check and vulnerable sector screening. Students will be expected to have their **NARs completed by Week 10 of semester 3 in the course, Professional Practice II (COUN 126)**.
  + Students must have the immunization record **NARs Office** <http://flemingcollege.ca/services/health-services#immunization> filled out and signed by a physician, stamped by Health Services at Fleming then verified by **the School of Health & Community Services**
  + Students must have a **criminal record check and vulnerable sector screening within 6 months of beginning placement**. Please contact the **NARs office** to obtain the letter requesting these items to take to your local police station or obtain the letter from the Professional Practice I or II course page on D2L.
  + Those who have not completed their NARs **will not** be eligible for placement. Please see <https://department.flemingcollege.ca/school-jcd/non-academic-requirements/>for information about how to obtain these items and how to have them verified by the **School of Justice & Community Development**.

**30 Hours of Volunteering**:

* + The **Volunteer Service Verification Form** with your hours of completion will be handed in with your portfolio in the courses, Professional Practice I (COUN 120) and Professional Practice II (COUN 126). Those that do not complete and document the 30 hours of volunteer service prior to the end of semester 3 **will not** be eligible for placement.

**Prior Learning Assessment and Recognition /Transfer Credit Requests:**

* + Seats for courses are pending availability. Students need to follow-up with faculty members for Prior Learning Assessments and coordinators for transfer credits. Contact the **School of General Arts and Sciences**, which includes: Communication, Computers and General Education courses. If all PLARs or transfer credits are not granted, your audit and plan needs to be adjusted.