CVS New Program Proposal Checklist

**CREDENTIAL VALIDATION SERVICE (CVS)****New Program Proposal Checklist**

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| **COLLEGE** |  | | | | |
| **PROGRAM NAME** |  | | | | |
| **CREDENTIAL** | Choose an item. | | | | |
| **MTCU CODE** |  | **APS #** |  | **PROGRAM STANDARD?** | Choose an item. |

**Section A - PROGRAM TITLE CRITERIA**

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| **Section A Criteria** | **Yes/No** | **Comments** |
| 1. Provincial Program Standard: The program title is the same as the published Program Standard. | Choose an item. |  |
| 1. Program Description: The program title does not describe a specific job or role. | Choose an item. |  |
| 1. Program Description: The program title is reflective of the program focus. | Choose an item. |  |
| 1. Program Description: The program title is similar to other programs mapped to the same MTCU code. | Choose an item. |  |
| 1. If the college added a title modifier, the title modifier is appropriate. | Choose an item. |  |
| 1. If the college has added a title modifier, there are at least 2 additional Vocational Learning Outcomes to support the modifier. | Choose an item. |  |

**Section B – PROGRAM PURPOSE**

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| **Section B Criteria** | **Yes/No** | **Comments** |
| 1. The title under the Program Purpose, is the same title than that used for the program is Section A. | Choose an item. |  |
| 1. The information in this section is representative and aligns with the other areas of the application. | Choose an item. |  |

**Section C - ADMISSION REQUIREMENTS**

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| **Section C Criteria** | **Yes/No** | **Comments** |
| 9. Admission Requirements retain the language from the Ministry’s Binding Policy Directive for the chosen credential. Program specific and language criteria is added to the existing system level requirements. | Choose an item. |  |
| 1. Are there any language requirements for this program? | Choose an item. |  |

**Section D - OCCUPATIONAL AREAS**

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| **Section D Criteria** | **Yes/No** | **Comments – If there is an issue with an occupational area, please identify it by its name before giving specific feedback on the concern.** |
| 11. Occupational Areas clearly define the field of practice. | Choose an item. |  |
| 12. Occupational areas include expectations for graduates to gain employment (NOC code stats). | Choose an item. |  |
| 13. Occupational Areas address labour demand. | Choose an item. |  |

**Section E - LADDERING OPPORTUNITIES**

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| **Section E Criteria** | **Yes/No** | **Comments** |
| 14. Laddering Opportunities include pathways **into** the program (especially for OCGCs) | Choose an item. |  |
| 15. Laddering Opportunities include pathways **out of** the program (especially for the OCC, OCD, OCAD). | Choose an item. |  |

**Section F - VOCATIONAL LEARNING OUTCOMES**

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| **Section F Criteria** | **Yes/No** | **Comments – If there is an issue with a particular VLO, please identify it by its number before giving specific feedback on the concern with the VLO.** |
| 16. MTCU code does not have an \*, as this means it is a retired code and should not be used to develop programs. |  |  |
| 17. 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). |  |  |
| 18. VLOs are mapped to an appropriately similar program currently in the system. |  |  |
| 19. Program Description: VLOs are mapped and aligned by theme/dimension. |  |  |
| 1. The VLO language begins with the phrase/stem “The graduate has reliably demonstrated the ability to . . .” |  |  |
| 21. The following verbs are not measurable and have been avoided:   * Learn * Demonstrate * Ensure * Understand * Read |  |  |
| 22. VLOs are vocational. i.e., they describe what an employer would ask the graduate to do in the workplace. |  |  |
| 23. VLOs are measurable, i.e., they describe what the graduate will know or be able to do by the end of the program. |  |  |
| 24. VLOs are current and relevant to the field of practice. |  |  |
| 25. VLOs have three parts: 1. Verb/action/behaviour, 2. Context/learning statement/condition and 3. criteria. These three parts together read well and make sense. There is a connection between the activity (Verb), the Context and the outcome (Criteria). |  |  |
| 26. VLOs are not to be too specific to ensure that the references do not become obsolete. |  |  |
| 27. VLOs are written at the same or a higher level than the credential that is being sought. |  |  |
| 28. 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 in the program outcomes would need some reference to the use of language and / or terminology relevant to the field. |  |  |
| 29. 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) |  |  |
| 30. New VLOs, are not addressing a theme/dimension that is currently covered by an existing VLOs. |  |  |
| 31. All core courses are mapped to a minimum of 2 VLOs. |  |  |
| 32. 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. |  |  |
| 33. There is consistency between VLOs and the course descriptions that are mapped to that specific outcome. |  |  |

**Section G - ESSENTIAL EMPLOYABILITY SKILLS**

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| **Section G Criteria** | **Yes/No** | **Comments – If there is an issue with a particular EES, please identify it by its number before giving specific feedback on the concern with the EES.** |
| 34. 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). |  |  |

**Section H - GENERAL EDUCATION**

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| **Section H Criteria** | **Yes/No** | **Comments – If there is an issue with a particular General Education course, please identify it by clearly before giving specific feedback on the concern.** |
| 35. There are at minimum three General Education courses in all OCD and OCAD programs. |  |  |
| 36. Elective General Education courses are not mapped to the VLOs. |  |  |
| 37. Elective General Education courses are noted as such in the Submission. |  |  |

**Section I – 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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| **Section I Criteria** | **Yes/No** | **Comments** |
| 38. All courses have a unique Course Code. |  |  |
| 39. The number of semesters is the same as the other programs already under this MTCU code. |  |  |
| 40. The program hours are not less than 10% below the minimum requirement in the Ontario Qualifications Framework (OQF). |  |  |
| 41. The program hours are not more than 10% above the maximum requirement in the Ontario Qualifications Framework (OQF) |  |  |