

TYPE:	Academic
TITLE:	Course Outlines
NO.:	ACAD-108
RESPONSIBILITY:	Executive Vice President, Academic
APPROVED BY:	Durham College Leadership Team
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1. Introduction

Course outlines are vital communication tools for disseminating academic information to students, employees and external bodies. By clearly documenting each course's learning outcomes, essential employability skills, evaluation criteria, learning resources, intended learning activities and expectations for the classroom environment, Durham College is promoting transparent and predictable delivery of curriculum to its students.

2. Purpose

This policy and procedure provide the framework for the consistent development, revision, management, distribution and retention of course outlines.

3. Definitions

Refer to [Durham College's Standard Definitions](#).

4. Policy statements

- 4.1. Every post-secondary and apprenticeship course at Durham College will have an approved course outline.
- 4.2. Course outlines will be developed in accordance with applicable legislation, ministerial requirements and standards, external accreditation requirements and standards, and the approved program of study.
- 4.3. Developing, reviewing and revising course outlines is a collaborative process between faculty and/or Subject Matter Experts (SME), program teams, and academic administrative staff. As determined by an Executive Dean/Dean/Associate Dean, a course outline's learning outcomes and/or evaluation criteria may be approved for revision during a semester.
- 4.4. Course outlines, excluding courses offered through Ontario Learn, will be available to students prior to the start of class through the Learning Management System (LMS) and the student portal.

- 4.5. Approved course outlines are binding on both students and faculty.
- 4.6. Students are expected to be familiar with the contents of their course outlines and are responsible for seeking clarification from faculty, as needed.
- 4.7. Course outlines will be followed by all faculty members teaching the course in that academic year.
- 4.8. Students should retain copies of their course outlines for future reference and academic consideration.
- 4.9. Course outlines are retained in keeping with the College's framework for records retention.

5. Procedure

5.1. Course Outline Development and Revision

- 5.1.1. Resources to support the course outline development and revision processes are available through the Centre for Teaching and Learning (CTL).
- 5.1.2. Course outlines for new post-secondary and apprenticeship programs are developed by a team, which may include faculty, external SMEs, a Project Lead, and/or curriculum specialists.
- 5.1.3. Course outlines for existing post-secondary and apprenticeship programs are reviewed at least once per academic year.
- 5.1.4. During the review and revision process, faculty teaching the course will be consulted on changes to the course outline, including those made during a semester, as directed by their Executive Dean/Dean/Associate Dean.
- 5.1.5. Revisions to course outlines are supported by, but not limited to:
 - Student and faculty team feedback;
 - Current industry practice and technology;
 - Alignment with accreditation standards, ministry standards and/or degree requirements;
 - Quality criteria; and
 - Program Advisory Committee (PAC) input.
- 5.1.6. All revisions to course outlines must be approved by the appropriate Executive Dean/Dean/Associate Dean or designate through the online course outline template platform and prior to distribution to students.

5.2. Course Outline Management and Distribution

- 5.2.1. Course outlines for post-secondary and apprenticeship programs are documented using a College-approved template and when necessary, a College-approved addendum.
- 5.2.2. Approved post-secondary and apprenticeship course outlines (excluding those in Ontario Learn) are distributed through the College's learning management system and posted on the student portal in advance of class commencement.
- 5.2.3. For synchronous courses, faculty will review the course outline with students in their first class.
- 5.2.4. All affected faculty will notify students enrolled in their courses of any revisions to the course outline's evaluation criteria and/or learning outcomes during the semester. Notification will be provided verbally at the next scheduled class (for synchronous courses) and in writing through an addendum posted on the LMS and the student portal.

5.3. Course Outline Retention

- 5.3.1. Approved course outlines, including approved addenda noting revisions during a semester, are retained electronically by academic schools on the College's shared network drive.

6. Roles and responsibilities

- 6.1. It is the responsibility of the Executive Vice President, Academic to ensure this policy and procedure is fully implemented.
- 6.2. It is the responsibility of the Executive Dean/Dean/Associate Dean or designate to approve and retain course outlines and addenda to course outlines.
- 6.3. It is the responsibility of faculty and/or SMEs and program teams to comply with the expectations of course outline development, review and revision.
- 6.4. It is the responsibility of faculty to ensure approved changes to evaluation criteria and/or learning outcomes are communicated to students.
- 6.5. It is the responsibility of students to be familiar with the contents of their course outlines, seek clarification if needed, and retain copies of course outlines.
- 6.6. It is the responsibility of staff in the CTL to support the development or revision of course outlines, as needed.

7. Accessibility for Ontarians with Disabilities Act considerations

Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this policy and procedure and it adheres to the principles outlined in the College's commitment to accessibility as demonstrated by the Accessibility Plan (ADMIN-203).

8. Non-compliance implications

Non-compliance may result in course learning outcomes and/or program learning outcomes not being achieved, which could result in grade appeals and/or a failure to support student success. Program accreditation and institutional audits are contingent on the adherence to this policy and procedure.

9. Communications plan

- A message will be posted on ICE alerting employees when new or revised policies and procedures are added to ICE.
- A message will be posted on MyCampus alerting students when new or revised policies and procedures are added.

10. Related forms, legislation or external resources

- Minister's Binding Policy Directive: Framework for Programs of Instruction
- Ministry of Colleges and Universities' Program Standards
- Credentials Framework
- Program-specific Accreditation Standards
- Postsecondary Education Quality Assessment Board, Manual for Public Organizations (including Ontario Colleges)
- In-school Curriculum Standards (for apprenticeships)