Durham College Policy and Procedure

TYPE: Academic
TITLE: Curriculum Development and Revision – Quality Assurance
NO.: ACAD-102
RESPONSIBILITY: Executive Vice-President, Academic
APPROVED BY: Durham College Leadership Team
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1. Introduction

Curriculum is a framework that facilitates teaching and learning at Durham College (DC). It ensures programming scaffolds students' learning opportunities to meet course learning outcomes and program learning outcomes, and identifies responsibilities in the learning process. Curriculum development and revision typically occur with the creation of new programs or courses, or as a result of implementing program review and renewal processes.

2. Purpose

This policy and procedure provides guidelines that support consistent and pedagogically sound curriculum development and revision.

3. Definitions

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

4. Policy statements

4.1. DC is committed to academic excellence and the curriculum development and revision processes are a significant element of program quality assurance. These processes will adhere to the college's quality assurance measures and best practices.

- Curriculum complies with the following, as appropriate:

- College Quality Assurance Audit Process (CQAAP)

- Credential Validation Service (CVS) Program Descriptions

- Minister's Binding Policy Directive, Framework for Programs of Instruction

- Ministry of Colleges and Universities (MCU) Program Standards

- Ontario Qualifications Framework (OQF)

- Postsecondary Education Quality Assessment Board (PEQAB)

- Skilled Trades Ontario (STO) training standards

- Standards, requirements and benchmarks required by the Ontario College Quality Assurance Service (OCQAS)

- Standards, requirements and benchmarks required by accrediting bodies

4.2. Curriculum development and revision processes align with DC's Strategic Mandate Agreement, Strategic Plan, Business Plan, Academic Plan and where applicable, requirements of accrediting bodies.

4.3. Development and revision of curriculum may be influenced by factors such as government guidelines and directives, emerging industry trends and technologies, student, faculty and external stakeholder feedback, changes in pedagogy or instructional methodologies, accreditation/regulatory standards, program review recommendations and available resources.

4.4. Curriculum is a shared responsibility among program team members and subject matter experts (SMEs) who collaboratively develop, review, revise and/or deliver it. Changes to curriculum are approved by the Executive Dean/Dean/Associate Dean or designate, and follow prescribed timelines.

4.5. Curriculum development and revision are outcomes-based and learner-centred, and grounded in evidence-based curriculum design principles.

4.6. Learning outcomes and evaluations of student learning are developed consistent with factors including, but not limited to, the credential granted, provincial program standards and program descriptions (where they exist), the program of instruction, conditions for academic pathways, accreditation/regulatory standards and expectations of the workplace.

5. Procedure

5.1. Program teams meet on a regular basis to ensure continuous development and improvement of program curriculum.

5.2. Curriculum of existing programs is reviewed cyclically to ensure it remains current, relevant, compliant with Ministry, accreditation and/or regulatory requirements, and meets vocational requirements of program graduates and conditions for pathways to further study.

5.3. Program teams, which may include SMEs, develop and/or revise curriculum in collaboration with the Centre for Teaching and Learning (CTL).

5.4. Learning outcomes will be clear, measurable, and performance-based.

5.5. Content, learning resources, learning activities, assessments, and evaluations all derive from, and align with, program and course learning outcomes.

5.6. Where a course is eligible for prior learning assessment and recognition (PLAR), assessments are designed to evaluate comparable achievement of the course learning outcomes and essential employability skills.

5.7. When developing new or revising existing courses or programs of study, program teams ensure that course outlines are established in advance of program or course delivery.

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. Individual Faculty and Program Teams

6.2.1. Ensuring learning outcomes are consistent with external licensing, regulatory and accreditation standards;

6.2.2. Ensuring clear statements of learning outcomes that are appropriate to the level for the credential;

6.2.3. Ensuring program learning outcomes are reflected in the course learning outcomes and appropriate to the requirements of accrediting bodies, certification standards and the professional expectations of program graduates;

6.2.4. Ensuring learning outcomes are communicated effectively to students;

6.2.5. Analyzing the program of study and curriculum to identify gaps and redundancies in outcomes, scaffolding, teaching and learning, and evaluations;

6.2.6. Recommending updates to program of studies as appropriate;

6.2.7. Tracking and documenting the development and implementation of curriculum changes using college approved templates;

6.2.8. Participating in curriculum mapping and analysis, Annual Program Review (APR), Comprehensive Program Review (CPR) and other program quality processes;

6.2.9. Supporting the development of academic pathways; and

6.2.10. Adopting instructional strategies and technologies where appropriate to meet the learning needs of a variety of learners and to ensure accessibility in compliance with standards for accommodations.

6.3. Executive Dean/Dean/Associate Dean

    6.3.1. Ensuring program alignment with the college's strategic direction;

    6.3.2. Assigning responsibility for the development and revision of course outlines/curriculum;

    6.3.3. Consulting and/or collaborating with CTL and SMEs about curriculum development and revision; and

    6.3.4. Ensuring program learning outcomes/curriculum are reviewed cyclically for currency.

    6.3.5. Collaborate with CTL to create and assure academic pathways.

6.4. Centre for Teaching and Learning

    6.4.1. Providing expertise to individual faculty, SMEs and program teams as requested or required, including: curriculum development support; teaching strategies support; and assistance with developing authentic assessments and rubrics that are aligned to course learning outcomes.

6.5. Manager, Program and Curriculum Development

    6.5.1. Providing expertise and tools to individual faculty, SMEs and program teams as requested or required, including: course outline support; program and curriculum mapping and analysis support; and course and program learning outcome development support.

    6.5.2. Ensuring program learning outcomes are consistent with the Minister's Binding Policy Directive for Programs of Instruction or PEQAB standards, the Ontario Credentials Framework, provincial program standards and/or program descriptions.

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 Multi-Year Accessibility Plan.

8. **Non-compliance implications**

    Non-compliance puts the College at risk. Risks may include, but are not limited to: delivery of programs that do not meet the Minister's Binding Policy Directive – Frameworks for Programs of Instruction; unsatisfactory feedback from students, graduates, and employers; loss of program credibility and reputation; below-standard/not-met ratings in performance indicators, unsuccessful external program accreditation or quality assurance audits; and graduates who do not have the requisite skills and knowledge for their chosen professions.

9. **Related forms, legislation or external resources**

    - Minister's Binding Policy Directive: Framework for Programs of Instruction
    - MCU Program Standards
    - Ontario Qualifications Framework
    - Postsecondary Education Quality Assessment Board, Manual for Ontario Colleges