1. Introduction

Curriculum provides a framework for Durham College’s core business - teaching and learning. Section 5 articulates a coherent curriculum development procedure for use by the program team in developing or revising curriculum. Such a procedure assists in the integration of the various curriculum activities by identifying the elements of curriculum development and defining processes, roles and responsibilities for the development and renewal of post-secondary curriculum at Durham College.

The curriculum development process recognizes that new curriculum development and curriculum modification is initiated by several key stakeholders. These include the program team, program faculty, academic leadership, community and industry partners through program advisory committees and government bodies.

2. Purpose

This policy and procedure provides a context for post-secondary curriculum development and renewal throughout a program’s life cycle. It provides a basis for curriculum decisions, including the development of curriculum procedures and processes.

3. Definitions

Refer to Durham College’s Standard Definitions.

4. Policy statements

4.1. Curriculum is the shared responsibility of program team members who collaboratively develop, review and revise program curriculum, and deliver curriculum.

4.2. Curriculum will comply with the Credentials Framework (Minister’s Binding Policy Directive on Framework for Programs of Instruction), MTCU Program Standards or Program Descriptions, and Postsecondary Education Quality Assessment Board, Handbook for Ontario Colleges – degree level standards.
4.3. Development and renewal of curriculum will be influenced by government guidelines, emerging workplace needs, stakeholder input, college policies, technology and resources.

4.4. Curriculum is outcomes-based and learner-centered. Content, learning resources, learning activities, assessment, and evaluation, all derive from, and align with, program and course learning outcomes.

4.5. The development and renewal of curriculum will be consistent with the following principles:

4.5.1. Curriculum is purposeful and intentional;

4.5.2. Curriculum is current and relevant with provincial program standards or program descriptions and labour market needs;

4.5.3. Curriculum is based on sound learning and curriculum design principles;

4.5.4. Curriculum provides active learning opportunities to maximize student engagement;

4.5.5. Curriculum provides viable pathways into, through, and beyond programs;

4.5.6. Curriculum recognizes diversity within our communities and contributes to the development of a respectful learning environment;

4.5.7. Curriculum aligns content, learning resources, and authentic assessment with learning outcomes, regardless of delivery modes.

4.5.8. Curriculum must comply to relevant standards such as the Accessibility for Ontarians with Disabilities Act (AODA).

4.5.9. Curriculum is consistent with the mission and vision of the college.

4.5.10. Curriculum is appropriate to the level at which the qualification is offered.

4.5.11. Curriculum is appropriate to the occupational requirements of the program graduates.

4.6. The primary vehicle for communicating curriculum to students, faculty and administrators is course outlines.
5. **Procedure**

5.1. Curriculum development of new programs will be developed in consultation with a curriculum specialist, Centre for Academic and Faculty Enrichment (CAFE).

5.2. Clear, measurable, performance-based learning outcomes, which are aligned to learning and learning activities and assessments will be developed.

5.3. Learning/course outcomes and assessment measures of student learning will be developed consistent with the credential granted, provincial program standards (where they exist), the program map and the minimum expectations of the workplace.

5.4. Prior learning assessments (PLAR) will be designed to evaluate the course learning outcomes, including the essential employability outcomes for a given course.

5.5. Program curriculum of existing programs will be reviewed annually to ensure it remains current, relevant, and to ensure it is meeting the occupational requirements of program graduates.

5.6. Changes to the program curriculum will be made when necessary, including changes to course outcomes, learning activities, and assessments of student learning. Changes must be approved by the School’s Leadership and follow the prescribed timelines. See Program Change Policy and Procedure ACAD-124 for further information.

6. **Roles and responsibilities**

6.1. **Program team**

6.1.1. The role of the program team is to meet on a regular basis to ensure continuous development and improvement of the program. The team will consult with the CAFE, as required, for advice regarding such matters as: instructional design, assessment/evaluation and the incorporation of learning technologies.

6.1.2. The program team will review appropriate program information, such as program description, MTCU program standards, PEQAB standards and external accreditation standards when applicable, course outlines/course learning outcomes, assessment/evaluation rubrics and practices.
6.1.3. The program team is responsible for the co-ordination and alignment of the program curriculum by:

- Ensuring the program learning outcomes are consistent with the Minister’s Binding Policy Directive for Programs of Instruction, the Credentials Framework, aligned with provincial program standards, PEQAB standards, program descriptions and/or external licensing, regulatory and accreditation standards;
- Ensuring learning outcomes are appropriate to the level for the credential;
- Ensuring the program learning outcomes are reflected in the course learning outcomes and appropriate to the requirements of the program graduates;
- Ensuring clear statements of learning outcomes exist for the courses and are communicated effectively to students;
- Analyzing curriculum for gaps and redundancies in outcomes, teaching and learning, and assessments;
- Providing guidelines regarding the level of learning required in a course as it relates to class time, semester of study, and course outcomes;
- Tracking and documenting the development and implementation of curriculum changes;
- Participating in program mapping and analysis, Annual Curriculum Renewal (ACR), Program Review and Renewal and the development of annual Program Quality Progress Reports (PQPR);
- Creating and assuring academic pathways;
- Updating program of studies as needed;
- Integrating contemporary instructional technology to meet the learning needs of a variety of learners and to ensure accessibility in compliance with AODA standards; and
- Analyze the program map and program curriculum to identify gaps and redundancies.

6.1.4. For the development of a new program of study, program or curriculum development teams are to ensure that the course outcomes are developed for all courses in advance of program delivery to ensure the entire curriculum addresses all the Program Learning Outcomes, and Essential Employability Skill Outcomes.
6.2. Individual faculty

6.2.1. To design curriculum that reflects current and leading edge sector requirements.

6.2.2. To design curriculum that is appropriate to the occupational requirements and assists students in understanding the scope of their chosen occupational/professional career.

6.2.3. To ensure that learning outcomes are operationally meaningful in that they provide a sound basis for curriculum development and student learning assessment and support and reflect the related program learning outcomes.

6.2.4. To ensure that student requirements and obligations are stated and are derived from, and flow coherently from, the program’s stated learning outcomes.

6.2.5. To implement assessment strategies to determine the learner's level of achievement of the stated course and program learning outcomes.

6.2.6. To design curriculum to provide students with vocationally meaningful and relevant ways of demonstrating essential employability skills and that are appropriate for the credential.

6.2.7. To design and document all teaching/learning activities and resources.

6.2.8. To determine eligibility for PLAR and develop assessment tools.

6.2.9. To execute curriculum changes based on program map and analysis.

6.2.10. To tracks implementation of curriculum changes.

6.2.11. To updates curriculum with respect to technology advances.

6.2.12. To design curriculum that supports accessibility for all students through the use of universal design for learning principles.

6.3. Academic Dean/Associate Dean

The role of the Academic Dean/Associate Dean is to ensure program alignment with the college’s strategic direction, assign the responsibility for preparation and revision of course outlines/curriculum, support the program team by consulting and/or collaborating with the program team about their team activities, and to participate in decision-making. This also includes ensuring program learning outcomes/curriculum are reviewed annually to ensure learning outcomes remain relevant and changes are made when necessary.
6.4. Curriculum specialist

The role of a Curriculum Specialist is to provide curriculum-related expertise to program teams as requested or required, such as course outline support, program mapping and analysis support, course and program learning outcome development and the development of authentic assessments aligned to course learning outcomes. The curriculum specialist may also include other faculty developers where appropriate.

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 curriculum that does not meet the Minister's Binding Policy Directive: Framework for Programs of Instruction or PEQAB standards, and/or internal and external quality assurance processes and requirements, and may also negatively affect the learning and performance of students and/or faculty.

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
- MTCU Development Program Standards
- Durham College Faculty Skills and Abilities Competency Matrix
- Postsecondary Education Quality Assessment Board, Handbook for Ontario Colleges