

TYPE:	Academic
TITLE:	Curriculum Development and Revision – Quality Assurance
NO.:	ACAD-102
RESPONSIBILITY:	Vice-President, Academic
APPROVED BY:	Durham College Leadership Team
EFFECTIVE DATE:	October 2020
REVISED DATE(S):	
REVIEW DATE:	October 2023

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 student and faculty 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 principles, measures and best practices.

4.2. Curriculum complies with the following, as appropriate:

- Minister's Binding Policy Directive, Framework for Programs of Instruction
- Ministry of Colleges and Universities (MCU) Program Standards or Program Descriptions
- Ontario Qualifications Framework (OQF)
- Standards, requirements and benchmarks required from the Ontario College Quality Assurance Service (OCQAS)
- College Quality Assurance Audit Process (CQAAP)
- Postsecondary Education Quality Assessment Board (PEQAB).

- 4.3. Curriculum development and revision processes align with DC's Strategic Mandate Agreement, Strategic Plan, Business Plan, Academic Plan and where applicable, industry standards or certifications.
- 4.4. Development and revision of curriculum is influenced by government guidelines and directives, emerging industry trends, student, faculty and external stakeholder feedback, changes in pedagogy or instructional methodologies, accreditation standards and available resources.
- 4.5. Curriculum is a shared responsibility among program team members who collaboratively develop, review, revise and deliver it. Changes to curriculum are approved by the Executive Dean/Dean/Associate Dean or designate, and follow prescribed timelines.
- 4.6. Curriculum development and revision is outcomes-based and learner-centred, and based on evidence-based curriculum design principles.
- 4.7. Learning outcomes and assessment measures of student learning are developed consistent with the credential granted, provincial program standards (where they exist), the program of study, accreditation 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 annually to ensure it remains current, relevant, compliant with Ministry and/or regulatory requirements, and meets vocational requirements of program graduates.
- 5.3. Program teams developing and/or revising curriculum may do so in collaboration with the Manager, Program and Curriculum Development.
- 5.4. Subject matter experts may be engaged to develop or revise curriculum, as needed.
- 5.5. Faculty develop clear, measurable, performance-based learning outcomes.
- 5.6. Content, learning resources, learning activities, assessments, and evaluations all derive from, and align with, program and course learning outcomes.
- 5.7. Prior learning assessments are designed to evaluate course and essential employability outcomes in a given course.
- 5.8. When developing new courses or programs of study, program teams ensure that course outlines are established in advance of program delivery.

6. Roles and responsibilities

6.1. Individual Faculty and Program Teams

- 6.1.1. Ensuring the 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, program descriptions and/or external licensing, regulatory and accreditation standards;
- 6.1.2. Ensuring clear statements of learning outcomes that are appropriate to the level for the credential;
- 6.1.3. Ensuring the program learning outcomes are reflected in the course learning outcomes and appropriate to the requirements of the program graduates;
- 6.1.4. Ensuring learning outcomes are communicated effectively to students;
- 6.1.5. Analyzing the program's map and curriculum to identify gaps and redundancies in outcomes, scaffolding, teaching and learning, and assessments;
- 6.1.6. Providing guidelines regarding the level of learning required in a course as it relates to class time, semester of study, and course outcomes;
- 6.1.7. Updating program of studies as appropriate;
- 6.1.8. Tracking and documenting the development and implementation of curriculum changes using college approved templates;
- 6.1.9. Participating in curriculum mapping and analysis, Annual Curriculum Renewal (ACR), Comprehensive Program Review (CPR) and program review and renewal processes;
- 6.1.10. Creating and assuring academic pathways; and
- 6.1.11. Adopting instructional strategies and technologies where appropriate to meet the learning needs of a variety of learners and to ensure accessibility in compliance with AODA standards.

6.2. Executive Dean/Dean/Associate Dean

- 6.2.1 Ensuring program alignment with the college's strategic direction;
- 6.2.2 Assigning responsibility for preparation and revision of course outlines/curriculum;
- 6.2.3 Consulting and/or collaborating with program teams about team activities; and

6.2.4 Ensuring program learning outcomes/curriculum are reviewed annually for relevance.

6.3. Manager, Program and Curriculum Development

6.3.1 Providing expertise and tools to individual faculty 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.

6.4 Manager, Teaching and Learning

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

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