



CURRICULUM DEVELOPMENT PROCEDURE

Approved by: Academic Coordinating Committee

Authorizer: Executive Dean, Academic Administration

Reference Code: C1 V2

Effective Date: 4/29/2009

PROCEDURE STATEMENT:

Conestoga recognizes that curriculum development and timely redevelopment are of paramount importance to the institutional function of providing a sound learning and teaching environment. Pedagogically sound curricula are central to the critical function of meeting community, employer, government, and student needs. Therefore, the process of **developing** or **re-developing** curricula must be approached in a rational, centralized manner that is grounded in evidence based research into teaching and learning, and curriculum design.

Curricula must be developed and revised within a context of internal and external scrutiny, and must follow a well defined path from initial discussion, to delivery to students. Curricula must be created and delivered in a manner that adheres to any governmental or external regulations pertaining to student access and success. In this regard, Conestoga will provide expertise and guidance to those individuals who are involved in curriculum work.

This procedure defines how curricula will be developed or revised to assure approval by both internal and external bodies (including, but not restricted to ACC, BofG, CVS, MTCU, PDAC/PAC).

SCOPE:

This procedure applies to all curriculum redevelopment and development for all Conestoga courses and programs, whether classroom, hybrid, or online.

DEFINITIONS:

Curriculum: A plan for learning that is coordinated and articulated in a manner designed to result in the achievement by students of specific knowledge and skills and the application of this knowledge. Curriculum refers to the content (the material to be learned), the actions and resources involved in teaching and learning, and processes for evaluating the attainment of educational objectives.

Program: A series of courses, grouped together in some identifiable manner, designed to achieve identified learning outcomes, and approved by the Board of Governors and/or external bodies.

Course: A distinct and discrete teaching and learning framework, containing content that has been approved by an expert source, usually structured to be delivered over an identified period of time, with measurable learning outcomes, and formal student evaluation.

Units: Individual components of a course, sequenced in some identifiable manner, consisting of content, learning outcomes that are linked to the course outcomes, and resources.

Course Outline: An approved document outlining the Vocational Learning Outcomes, content, schedule of delivery, resources, and evaluation methodology for each Conestoga course. This document constitutes a contract between each student enrolled in that course and Conestoga, as represented by the faculty member teaching the course.

Provincial Program Standard/Description: MTCU approved documents to regulate development and offering of program and course curricula.

Vocational Learning Outcomes: Measurable, definable changes in learner knowledge, skills, or values, as stipulated by the MTCU.

Essential Employability Skills: Non-vocational skills students are to learn as part of the formal curriculum, and as stipulated by the MTCU.

Updates: Regular curriculum changes based on content renewal, etc., on an instructor initiated basis.

Revision: Changes to existing curriculum brought about by regular, recurring developments (new content, new resources, new textbook, new materials).

Redevelopment: Changes to existing curriculum brought about by major and intermittent developments (new program standards, new industry guidelines, societal changes affecting demand)

Development (minor): Creation of curricula to Conestoga curriculum standards that is new (minor) to the institution but not new to the education system,

Development (major): Creation of curricula to Conestoga curriculum standards, that is (major) new to the institution, and new to the education system,

Deliverables: May consist of a Data pack (for programs), Course Outline(s), and Course Resource Binder(s). These may also consist of course components – evaluation processes, learning objects, teaching materials, online materials, etc.

RESPONSIBILITIES:

Schools will:

- on a regular basis, assess their existing programs to ensure they are consistent with the provisions of the Credentials Validation Service framework, MTCU Program Standards (where they exist), and any external bodies, are pedagogically sound, and financially viable.
- on a regular basis, assess courses to ensure they are: consistent with current industry, association, government, and societal expectations; are pedagogically sound and valid; are essential to the accomplishment of Program Outcomes (where appropriate); and are not duplicative of other courses.
- develop a process to ensure that all curriculum re-development and development work will be undertaken within a framework of fiscal and pedagogical efficiency.

Academic Administration staff will:

- provide pedagogical guidance to Schools and their representative(s) for all Curriculum Development activity, based on regular monitoring of curriculum innovations provincially, nationally, and internationally.
- schedule a meeting/consultation with the School representative(s), to discuss **development or re-development** projects, following initial contact from the School.
- arrange for orientation and training sessions for all curriculum projects that are hybrid or online.
- work with the School representative on an on-going basis until project completion is achieved
- co-ordinate the development of deliverables and/or any approval process(es), both internal and external
- schedule meetings with the Program Planning and Review committee for discussion and input.
- provide the Executive Deans/Deans with an update of curriculum projects

All deliverables will be the property of Conestoga.

REFERENCES:

Program Development and Revision Policy/Procedures

OCAAT – CVS Credentials Framework

Minister's Binding Policy Directive 3.0 Programs

Outcomes Made Easy

eLearning Policies and Procedures

REVISION LOG:

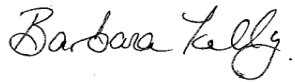
7 April 2009 Approved – Academic Forum

15 April 2009 Approved – Policies and Procedures Committee

29 April 2009 Approved – Academic Coordinating Committee

REVIEW LOG:

As Policy Owners, we certify that the Program Review Procedure is appropriate and provides an up-to-date framework in which decisions can be made and implemented.



Barbara Kelly, Executive Dean
Academic Administration

September 20, 2012

Date