



## **COURSE DEVELOPMENT PROCEDURE**

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### **PROCEDURE STATEMENT:**

The development of new courses will be conducted with considerations of Conestoga's commitment to comprehensive quality programming, and the expectations related to academic pathways and external transferability. This procedure describes the process for the development of new courses. Course development at Conestoga ensures the appropriate level of learning is reflected in the course outline structure, in alignment with Ministry of Training, Colleges and Universities Minister's Binding Policy Directive: Framework for Programs of Instruction. Learning outcomes, from program level (where applicable) to the unit of learning, are weaved into the curriculum and support the delivery of courses.

Consideration of external accrediting bodies will be factored into the development of courses as required.

At Conestoga, a course delivered in multiple locations or in various formats (on line, face to face, hybrid or combination thereof) will have a unique course outline, identified by the course code, course version and year of delivery. Each course has one course code regardless of delivery type or location. This ensures the alignment between outcomes, evaluation and content, and is implemented via the built-in structure and relationships between the Student Information System and the Course Outline Portal.

### **SCOPE:**

This procedure applies to courses developed by and offered at Conestoga that are encompassed by the Ministry of Training, Colleges and Universities Minister's Binding Policy Directive: Framework for Programs of Instruction.

### **DEFINITIONS:**

#### **Academic Management Calendar**

Conestoga's calendar of critical dates used to manage the implementation of decisions related to new programs of study, development, delivery and change in programs of study. It also drives the communication of academic dates and activities for student enrolment (admission, billing, registration) and progression.

**Academic Year**

The period from September 1 to August 31.

- Current Academic Year – refers to the start date of the academic year.
- Upcoming Academic Year – refers to the academic year subsequent to the current academic year.
- Following Academic Year – refers to the start date of the academic year occurring two years from the current academic year.

**Annual Program Reflection (APR)**

A review process which requires a team-based discussion and evaluation of the previous academic year. The APR facilitates continuous improvement in the program to support student and program success. Program teams are required to document their reflection in the online APR system and are encouraged to identify planning opportunities for program enhancement for the upcoming academic year.

**Approver**

This role is accountable for approving the pedagogical (curriculum) and administrative (credit, hours, category, etc.) aspects of the course outline.

**Comprehensive Program Review**

Comprehensive program reviews require program teams to undertake a strategic assessment in support of Ministry and/or accrediting bodies program requirements. Most programs follow a five to seven-year review cycle unless external and/or internal circumstances identified through the annual reflections indicate the need for a revised review cycle. Conestoga's comprehensive program reviews include the Major Program Review, the degree self-study, degree renewals and program accreditations.

**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, with measurable learning outcomes, and formal student evaluation.

**Course Code**

The unique numeric and/or alpha identifier assigned to each course offered at Conestoga.

**Course outline**

An approved document outlining the course and unit learning outcomes, course title, course code, course description, credits, hours, prerequisites, co-requisites, resources, and evaluation methodology and associated grading allocation, for credit courses offered at Conestoga.

**Credit Course**

A distinct and discrete teaching and learning framework containing content that has been approved by an expert source and structured to be delivered over an identified period of time. Credit courses have measurable learning outcomes and formal student evaluation. Student evaluation in a graded credit course is weighted in the calculation of the grade point average.

**Comprehensive Program Review**

Comprehensive program reviews require program teams to undertake a strategic assessment in support of Ministry and/or accrediting bodies program requirements. Most programs follow a five to seven-year review cycle unless external and/or internal circumstances identified through the annual reflections indicate the need for a revised review cycle. Conestoga's comprehensive program reviews include the Major Program Review, the degree self-study, degree renewals and program accreditations

**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 and is driven by learning outcomes.

**Degree Breadth Course**

A course that engages students enrolled in a degree in learning beyond their core field of study. The course will fall into one of the following five MCU mandated themes: humanities, social science, science, math, and global cultures.

**Essential Employability Skills (EES)**

Essential Employability Skills are non-vocational skills critical for success in the workplace, in day-to-day living, and for lifelong learning that students learn as part of the formal curriculum, and as stipulated by the Ministry.

**General Education Course**

A course that engages students in learning beyond their vocational field of study. The course will fall into at least one of the following five MCU mandated themes: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science and Technology.

**General Education and Degree Breadth Advisory Committee (GEDBAC)**

An academic committee that provides ongoing quality assurance, by making recommendations regarding General Education and Degree Breadth courses according to provincial policy and PEQAB Standards. The committee reviews and approves the General Education and Degree Breadth plan.

## **Ministry of Colleges and Universities (MCU)**

The Ministry has the function of assessing all program proposals for determination of appropriate code classification, funding weights and parameters, and program titling.

### **Outline Lead**

This role is responsible for developing a course outline or revising an existing course outline.

### **Program of Study**

A planned and coordinated selection of courses delivered to an identified student body leading to a certificate, diploma, degree or other credential awarded by the Board of Governors.

## **RESPONSIBILITIES:**

### **Academic Schools**

- Ensure new courses support the program learning outcomes when they are a course in a program of study.
- Ensure all courses adhere to course development processes and procedures, including related policies and procedures on grading and evaluation.
- Assign an outline lead with appropriate subject matter expertise to develop the outline/course.
- Advise the curriculum office and, if applicable, Online Learning Centre of the intent to develop a new course and the assigned outline lead.
- Consult with Curriculum Planning and Operations to develop the course outline according to requirements.
- Complete and submit all required documentation to Curriculum Planning and Operations upon confirmation of approval.
- Work collaboratively with the Curriculum Planning and Operations to ensure appropriate program learning outcomes (if applicable) or general education themes, essential employability skills (EES), or degree breadth outcomes (if applicable) are supported by the new course.
- Manage the timeline for course development deliverables, which include: course outline, evaluation elements, instructional plan and course curriculum.
- If sections of the same course are delivered for more than one Chair, it is expected that the Chairs will communicate to ensure that course material and evaluations are delivered in a consistent manner.

### **School of Liberal Studies**

- Ensure new general education/breadth courses support the general education themes or degree breadth outcomes.
- Ensure all general education courses adhere to course development processes and procedures, including related policies and procedures on grading and evaluation.
- Define expectations for general education and degree breadth.

- Assign an outline lead with appropriate subject matter expertise to develop the outline/course.
- Advise Curriculum Planning and Operations and, if applicable, Online Learning Centre of the intent to develop a new course and the assigned outline lead.
- Consult with Curriculum Planning and Operations to develop the course outline according to requirements.
- Complete and submit all required documentation to Curriculum Planning and Operations upon confirmation of approval.
- Work collaboratively with the Curriculum Planning and Operations to ensure appropriate general education themes, essential employability skills (EES), or degree breadth outcomes (if applicable) are supported by the new course.
- Ensure that degree breadth courses will be developed and offered to provide more than an introductory level of knowledge in a discipline outside the core field of study.

### **Curriculum Planning and Operations**

- Work collaboratively with the academic school to support a course development process which ensures course curriculum aligns with pedagogical best practices, program learning outcomes, general education themes, EES, or degree breadth outcomes where applicable, as well as Conestoga and Ministry requirements
- Notify the chair/designate when the new course development is complete and ready for approval.
- Review course outline submissions to ensure adherence to identified protocols and will return to the academic school, if necessary, and in accordance with the Academic Management Calendar
- Create a new course code or a new version of an existing course as per document submission and in alignment with the Assignment of Course Code work instructions.
- Inform the academic school when a course code has been assigned, in accordance with Academic Management Calendar
- Maintain all course outline development documentation.

### **Degree Quality**

- Work collaboratively with the academic school and Curriculum Planning and Operations to support degree level course development and approval as per Ministry requirements

### **Online Learning Centre (OLC)**

- Work collaboratively with the academic school and Curriculum Planning and Operations in the development of new courses intended for blended or online delivery.

## **PROCEDURE ELABORATION:**

1. Academic schools planning to develop a new course assign the course to an outline lead.
2. Outline lead connects with Curriculum Planning and Operations and begins the development of the course outline, which includes:
  - a. course description development, in alignment with program outcomes and/or general education themes, degree breadth outcomes, or program themes.
  - b. course outcomes development, in alignment with program outcomes and/or general education themes, degree breadth outcomes, or program themes.
  - c. evaluation scheme and types selection, in alignment with course outcomes.
  - d. units and unit outcomes development, in alignment with course outcomes.
  - e. essential employability skills or degree level outcomes mapping, as applicable.
  - f. resource selection.
3. The course outline is considered finalized when all the elements are complete, and the evaluation matrix has been reviewed with the curriculum consultant.
4. Curriculum Planning and Operations notifies the chair that the course outline development is complete and ready for approval and provides the final copy of the course outline and the evaluation matrix. For on-line courses, the curriculum consultant provides a copy to the Online Learning Center instructional designer assigned to the project. For degree courses, the curriculum consultant provides a copy to the degree programs consultant assigned to the project.
5. The chair/designate ensures the New Course Approval Form is completed for new standalone courses or, for new courses within programs of study, the chair will complete the Proposed Program Curriculum Change Form and follow the appropriate approval processes to implement the design change. Note: this step might be completed before the actual development of the course outline.
6. Curriculum Planning and Operations notifies the chair and/or outline lead when the course code has been assigned and the course description is available on Conestoga's course outline portal. The course outline content can now be uploaded into the course outline portal.
7. Upon completing the final review of the course outline, which includes approval by the Approver and Curriculum Planning and Operations, the course outline is released.
8. The course development process continues with the development of the Instructional Plan, the course content, the detailed evaluations and other curriculum elements. The chair and faculty (or course development designate) establish deliverables and timelines for the completion of the course development process.
9. Course development activities resulting in program design modifications are captured in the Annual Program Reflection or Comprehensive Program Review documentation by the academic school team.

**RESOURCE DOCUMENTS:**

1. Assignment of Course Code Work Instructions
2. New Course Approval Form
3. Program Design Information for New Programs Form
4. Proposed Program Curriculum Changes Form

**REFERENCES:**

*Ministry of Training, Colleges and Universities Minister's Binding Policy Directive: Framework for Programs of Instruction*

*MTCU Memorandum, Sept. 10, 2004, Changes to Programs during the Period of Consent*

*Postsecondary Education Quality Assessment Board, Manual for Ontario Colleges*

General Education and Degree Breadth Policy

Grading Procedure

Program Development Procedure

Program Quality Assurance Policy

Program Review Procedure

**REVISION LOG:**

March 10, 2015	Academic Forum
March 17, 2015	Policy and Procedure Committee
March 18, 2015	Academic Coordinating Committee
March 4, 2019	Academic Forum
March 20, 2019	Academic Coordinating Committee
December 18, 2019	Academic Forum
January 13, 2020	Academic Coordinating Committee