



COURSE REVISION PROCEDURE

Authorizer: Vice President, Academic/Student Affairs & Human Resources

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PROCEDURE STATEMENT:

The revisions to existing 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 curriculum changes encompassing the revision to existing courses. Course development at Conestoga ensures the appropriate level of learning is reflected in the course outline structure, in alignment with the 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.

Revisions to courses will typically occur as a result of an Annual Program Reflection or a comprehensive program review but may be initiated due to additional academic processes. Consideration of external accrediting bodies will be factored into the development or review 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, development, delivery and change in programs. 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 purpose of the APR is to facilitate 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.

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 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 of time, 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.

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 MCU.

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.

Major Course Change

Changes to a course that would impact program requirements, delivery method or transferability.

Major Program Review (MPR)

A framework which requires teams to strategically assess their program's fit, viability and relevance, and identify opportunities for program update or renewal; while considering multiple stakeholders needs and feedback. Every 5-7 years, program teams are required to conduct a strategic assessment of their program and create a plan for update and renewal of the program. The process is documented within the MPR system and encourages improvement in the program to support student and program success.

Ministry of Colleges and Universities (MCU)

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

Minor Course Change

Changes to a course which do not impact program requirements, delivery method or transferability.

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 the course review process flows from Comprehensive Program Reviews and/or the Annual Program Reflection.
- Ensure all courses adhere to related policies and procedures on delivery, grading and evaluation.
- 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.
- Assign an outline lead with appropriate subject matter expertise to review the outline/course.
- Consult with the Curriculum Planning and Operations to revise existing courses if needed.
- Ensure that implementation of changes aligns with Conestoga's publication schedules and Academic Management Calendar.
- Ensure course changes receive required internal and external approvals in accordance with the major course and minor course change processes before signing off on changes.
- Ensure appropriate program learning outcomes (if applicable), general education themes, essential employability skills, and/or degree breadth outcomes (if applicable) are considered in the review process and remain supported by the revised course.

Chair of Liberal Studies

- Define expectations for general education and degree breadth.
- Develop and implement a systematic review of general education and degree breadth courses.
- Collaborate with other schools in the APR review of general education and degree breadth courses.
- Manage the breadth restricted/non-restricted course list.
- Ensure that degree breadth courses will be available 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 review process which ensures course curriculum aligns with pedagogical best practices, program learning outcomes, general education themes, degree breadth outcomes, and/or EES, where applicable, as well as Conestoga and MCU requirements.
- Review course outline submissions to ensure adherence to identified protocols and approves or returns to the academic school if necessary.
- Create a new course code or a new version of an existing course in alignment with the Assignment of Course Code work instructions.
- Inform the academic school when a new course code has been assigned.
- Curriculum Planning and Operations maintains all documentation and monitors the progress of college course review processes through the tools imbedded in the course outline portal.

Degree Quality

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

PROCEDURE ELABORATION:

Courses within programs may be revised as a result of an APR or comprehensive program review, as well as other academic reasons. Standalone courses may be revised as a result of analysis by academic schools or Continuing Education.

Course outline review is a process initiated, conducted and approved through the course outline portal.

1. Curriculum Planning and Operations communicates to Academic Schools the timeframe for course outline reviews and the deadlines for approval, in accordance with the Academic Management Calendar.
2. Academic school assigns the courses to outline leads or faculty for review.
3. Course Outline reviews include:
 - a. course description review, in alignment with program outcomes and/or general education, degree breadth, or program themes.
 - b. course outcomes review, in alignment with program outcomes and/or general education, degree breadth, or program themes.
 - c. evaluation scheme and types review, in alignment with course outcomes.
 - d. units and unit outcomes review, in alignment with course outcomes.
 - e. essential employability skills or degree level outcomes mapping review, as applicable.
 - f. resource review.
4. The course outline review is considered finalized when all the elements are complete.
5. The chair/designate approves minor course changes in the course outline portal
6. For major course changes, the chair or designate connects with Curriculum Planning and Operations to discuss implementation.

7. For degree level courses, the curriculum consultant may contact the Degree Quality Office during the course review and approval process.
8. Implementation of minor changes will occur in the upcoming academic year. Major changes may be implemented in the upcoming academic year, or the following academic year if changes significantly impact program delivery.
9. Curriculum Planning and Operations maintains a seven-year inventory of course outlines to support inquiries regarding student achievement.
10. Academic schools ensure the course review process results in updates of the essential elements, accessibility accommodations, and other delivery expectations, where necessary. These course revision processes are documented via changes of the Instructional Plan, evaluations, and any other curriculum elements, as needed.

RESOURCE DOCUMENTS:

1. APR and MPR Documents including program mapping templates
2. Assignment of Course Code Work Instructions
3. 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 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