

POLICY AND PROCEDURES

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| POLICY NAME: Curriculum Development and Review | POLICY NUMBER: 2.4.1 | CATEGORY: Academic |
| RESPONSIBLE EXECUTIVE: President | APPROVAL AUTHORITY: Senior Leadership Team (with recommendation from Academic Council) | EFFECTIVE DATE: October 6, 2020 |
| NEXT FULL REVIEW DATE: October 5, 2025 | REVISED: October 23, 2023 | REPLACES: |

PURPOSE

This policy provides a framework for the development of new courses and programs; revisions to existing courses and programs; and the approval of the curriculum documentation that supports teaching and learning at Coquitlam College (the College).

SCOPE

This policy applies to all Instructors, Department Heads and staff; and to all course and program offerings.

Curricular development and review are guided by Provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College articulates.

POLICY STATEMENTS

1. Curriculum is the shared responsibility of all staff who develop, review, revise and deliver course and program curriculum.
2. As a transferring institution, the College articulates each of its University Transfer courses.
3. Course outline templates will match those required by the Ministry of Education for High School and English Studies, and by the British Columbia Council on Admissions and Transfer (BCCAT).
4. The development of curriculum will be consistent with the following principles:
 - a. Curriculum is current and relevant.
 - b. Curriculum is based on sound learning and design principles.
 - c. Curriculum provides active learning opportunities to maximize student engagement.
 - d. Curriculum contributes to the development of a respectful learning environment.
 - e. Curriculum aligns content, learning resources, and authentic assessment with learning outcomes, regardless of delivery modes.
 - f. Curriculum is consistent with the mission and vision of the college.
 - g. Curriculum is appropriate to the level at which the qualification is offered.

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5. The Curriculum and Pedagogy Coordinator (the Coordinator), President, Chief Academic Officer and/or the Department Head will provide curriculum-related support to curriculum developers, including reviewing course outlines for consistency with articulation guidelines.
6. Curriculum will be developed by subject matter experts with expertise in the relevant fields. Subject expertise may be resident in the department, drawn from other departments, or contracted through external experts.
7. Upon completion, the instructor's review will be logged. A future review date will be set.

Curriculum Documents

8. The College provides standardized course outline and program guide templates that represent the requirements of individual program areas.
9. Program guides will include program-specific information regarding admission requirements, pre-requisites, learning outcomes, evaluation and grading standards.
10. The Office of the Registrar will maintain a record of all current and past curriculum documents.
11. Course outlines and program guides will be available on the College website.
12. Courses that are part of an accredited post-secondary program credential are reviewed annually as part of the Program Review process. Refer to policy 2.4.2 Program Review for details.
13. The Academic Council will review and approve (where applicable) new and revised curriculum documents.

Courses

New Courses

14. Requests to develop a new course are submitted to Department Heads and the Senior Leadership Team for review and approval.
15. Instructors will develop the course curriculum using the appropriate course outline template, and in consultation with other subject matter experts, the Coordinator or Department Head, as needed.
16. Draft course outlines are reviewed by the Department Head and/or the Coordinator and are submitted to the Senior Leadership Team for approval and authorization to proceed to articulation, where appropriate.

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17. The Registrar manages the BCCAT articulation process, and will inform the Senior Leadership Team, Department Head and Instructor once articulation has been received.
18. The Senior Leadership Team will inform the Academic Council of new courses as they are approved or become articulated.

Changes to Existing Courses

19. Instructors who wish to change any of the content on the approved course outline will discuss the rationale for the revisions with their Department Head.
20. Changes to curriculum content on approved course outlines may be required under the authority of the Ministry of Education or articulation bodies. In instances where changes are required, the Instructor will submit a revised course outline to the Department Head along with a rationale for the changes.
21. If the changes are necessary and/or agreed to, the Department Head will bring the revised course outline to the Academic Council for approval.
22. Once approved, updated course information will be implemented on the website and in the Registrar's Office, as appropriate.
23. Following the approval of course outline changes, course materials may be adjusted by the Instructor for the following semester.

Programs

24. College programs will undergo a departmental review process every three years and a comprehensive review every five years, as outlined in the College's Program Review policy (2.4.2).
25. The Senior Leadership Team approves new program development and will assign subject matter experts to design and develop program content.
26. New degree programs must be approved by the Degree Quality Assessment Board (DQAB). The Registrar manages the DQAB review process.
27. Program curriculum will align with provincial program, regulatory and accreditation standards.
28. Program learning outcomes will be appropriate to the level for the credential and reflected in the course learning outcomes.
29. Changes to programs will be approved by the Academic Council unless the required changes are a mandated part of legislation or other provincial or federal legislation.

30. Mandated program changes are managed through the Senior Leadership Team, to ensure that changes are implemented accurately and in a timely manner. Academic Council will be informed of changes made to these programs.

DEFINITIONS

AA Program Learning Outcomes:

Graduates of the Associate of Arts Degree program will be able to:

- Demonstrate academic responsibility
- Recall ideas, concepts and theories related to undergraduate studies
- Solve problems according to course and/or discipline requirements
- Express themselves in a clear, concise and organized manner
- Accurately compute mathematic and scientific operations
- Articulate perspectives in their own beliefs and the beliefs of others
- Create logical responses, ideas, and/or arguments appropriate to an audience and purpose
- Successfully interact with others in groups and teams
- Apply diverse cultural, linguistic, and academic perspectives to their roles in a safe, caring and productive society

Core Values of Coquitlam College:

- Students are our primary concern
- The promotion of teaching excellence
- Fostering a strong international environment
- Using sports and activities to foster a strong learning environment
- Providing a warm, friendly and safe atmosphere for students from many different places

Course Outline: The outline that contains the elements of a course, such as: the course name and number, credits, course description, prerequisites, course learning outcomes, instructional strategies, and student evaluation methods.

Curriculum: The planned sequence of instruction for a program or course. Curriculum comprises learning outcomes, teaching and learning methodology, and strategies for assessing and evaluating student learning.

Degree Quality Assessment Board (DQAB): An independent advisory board appointed by the Minister of Advanced Education that oversees the quality assurance process for degree level education in British Columbia.

Design Principles: Refers to best practices of curriculum design and instruction: structure, organization, and sequencing of course content so material is accessible, and goals of the class are clear. Instructors may employ a variety of content, including readings, images, simulations, audio and video into their lessons. Instructors are also encouraged to design and create instructional resources like PPTs, assignments, and projects.

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Mission Statement: Coquitlam College is dedicated to providing students of all nations with excellent educational opportunities within an atmosphere of scholarly integrity, cultural sensitivity and community engagement.

Program Guide: The outline that contains the features of a program, such as: the program name, description, admission requirements, prerequisites, program learning outcomes, courses, credits and other necessary requirements for achieving the credential.

Sound Learning: This refers to best practices for learning. Providing students with frequent and collaborative learning activities that engage them with the instructor, the content, and their classmates. Diversifying content delivery with active learning techniques (brainstorming, group synthesizing, question-and-answer exercises, role play, case studies, debating, discussing, investigating, creating) to support deeper learning.

Related Documents

- 2.4.2 Program Review
- Appendix A: Curriculum Review Survey