

Curriculum Development, Alignment, and Approval

Number:	2.4.1
Responsible Executive:	Chief Academic Officer
Approval Authority:	Academic Council
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Category:	Academic

PURPOSE

This policy provides a framework for the development, review, evaluation, and approval of curriculum that supports excellence in teaching and learning at Coquitlam College (the College).

SCOPE

This policy applies to all instructors, Department Heads and academic staff; and to all post-secondary course and program offerings at the College.

Curricular development and review are guided by Provincial Ministry guidelines, British Columbia Council on Admissions and Transfer (BCCAT) articulation requirements, professional and industry recommendations, and credentialing policies at other post-secondary institutions.

POLICY STATEMENTS

1. The College is committed to developing and maintaining curriculum that is consistent with the following principles:
 - a. Curriculum is current and relevant.
 - b. Curriculum design and evaluation are grounded in best practices in teaching, learning, and assessment.
 - c. Curriculum seeks to integrate Indigenous knowledge, perspectives, and ways of being into teaching and learning, where appropriate.
 - d. Curriculum supports active, inclusive, and authentic learning to maximize student engagement.
 - e. Curriculum contributes to a respectful and supportive learning environment.
 - f. Curriculum aligns learning outcomes, teaching strategies, and assessments (constructive alignment), regardless of delivery modes.
 - g. Curriculum reflects the mission, vision, and academic priorities of the College.
 - h. Curriculum is appropriate to the credential level and consistent with provincial standards.
2. Curriculum development, review and renewal are a shared responsibility of instructors, Department Heads, and academic leadership.
3. As a transferring institution, the College articulates all eligible University Transfer courses in accordance with BCCAT requirements.
4. All approved course outlines and program guides will be publicly available on the College website.

5. Instructors will provide students with a syllabus at the beginning of each semester.

PROCEDURES

Curriculum Documents

6. The College's curriculum documentation consists of:
 - a. Program guide
 - b. Course outline
 - c. Syllabus
7. The Curriculum and Pedagogy Coordinator (the Coordinator) will maintain curriculum-related guidelines and provide support for instructors and departments in developing, aligning, and reviewing curriculum documents.
8. The Chief Academic Officer is responsible for ensuring that the Program Guide remains current, accurate, and aligned with the credential approved by the DQAB.
9. The Office of the Registrar is responsible for:
 - a. maintaining a record of all current and archived curriculum documents;
 - b. managing course and program articulation through BCCAT; and
 - c. coordinating implementation of approved updates in the student information system and on the College website.

Course Syllabi

10. Instructors will submit their syllabus for each course section within the first week of the semester to the Office of the Register.
11. The Coordinator provides support and guidance for syllabus development.
12. Syllabi must comply with approved course outlines, including course description, learning outcomes, and required elements as outlined in the Syllabus Guidelines.

Curriculum Alignment

13. Curriculum alignment is an ongoing process that ensures all courses and programs remain current, coherent, and aligned with program learning outcomes, institutional goals, and external standards. Each course outline will undergo alignment at least every five (5) years. Curriculum alignment activities may include, but are not limited to:
 - a. Reviewing course outlines for alignment with program learning outcomes;
 - b. Ensuring sequencing and coverage of outcomes is consistent with the approved curriculum map;
 - c. Evaluating instructional methods and assessment strategies for alignment with learning objectives;
 - d. Reviewing and updating learning resources, materials, and technologies;
 - e. Standardization for multi-section courses;
 - f. Conducting faculty reflection sessions to identify areas of strength, overlap, or improvement; and
 - g. Ensuring academic standards and integrity are upheld across all course sections.

14. The Coordinator will prepare an annual Curriculum Alignment Summary Report which will include:
 - a. Key curriculum strengths and opportunities;
 - b. Areas requiring revision or development;
 - c. Recommended professional development or instructional support where appropriate; and
 - d. Timelines and responsibilities for implementing changes.
15. The CAO will review the Curriculum Review Summary Reports and determine whether further action, consultation, or resource allocation is required.
16. Major curriculum changes or findings that impact program-level outcomes will inform the Comprehensive Program Review (CPR) process as defined in Policy 2.4.2.

New Courses

17. Course outlines will be developed by subject matter experts with relevant academic or professional expertise. Expertise may be drawn from within or outside the department.
18. Instructors will submit draft course outlines to the Coordinator for review and confirmation of alignment with academic and articulation standards.
19. Once reviewed, the Department Head will submit the course outline to the Academic Council for approval.
20. Approved courses are forwarded to the Registrar for official articulation, storage, and publication in the academic calendar and course directory.
21. The Registrar will inform the Senior Leadership Team, Department Head, and Coordinator once articulation has been confirmed.

Changes to Existing Courses

22. A change to an approved course outline may be initiated by an instructor, Department Head, College administration, or mandated by government or articulation bodies.
23. All proposed changes must be reviewed by the Coordinator who will ensure continued alignment with program outcomes and quality standards.
24. The CAO and Registrar will review and approve the proposed revisions. The Registrar will determine if re-articulation is required and ensure the change is implemented institutionally.

New Programs

25. The process for approving new program development is outlined in the New Course and Program Approval Policy (2.4.5).
26. The CAO leads the development of new academic programs and is responsible for ensuring that each program meets the College's quality standards and aligns with strategic goals.
27. A Program Guide will be developed outlining the program's purpose, structure, learning outcomes, curriculum map, admission and graduation requirements, instructional delivery, assessment strategies, and resource needs.
28. The Coordinator and Department Heads, collaborate with instructors to design curriculum that is academically rigorous and aligned with learning outcomes.
29. The CAO will present the program guide to the Senior Leadership Team and Academic Council for review and approval.

30. The CAO oversees the program launch and coordination with scheduling, admissions, marketing, IT, Library, and Student Services.

Changes to a Program

31. Any member of the College community may propose a program revision and must include a clear rationale.
32. The CAO will conduct any required research and/or consultation regarding the change and will submit a recommendation to the Senior Leadership Team for approval. The recommendation will include information regarding the change's impact, if any, on Ministry consent and any required next steps for implementation of the change.
33. If approved, a revised program guide is submitted to the Academic Council for final approval.
34. Comprehensive program review, conducted every five years as outlined in the College's Program Review Policy 2.4.2, provide an additional formal mechanism for program-level evaluation.

DEFINITIONS

Constructive Alignment: An approach to curriculum design ensuring that learning outcomes, teaching strategies, and assessment methods word cohesively to promote meaningful student learning.

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, delivery mode, evaluation methods, and course topics.

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.

Curriculum Mapping: A systematic process for examining how learning outcomes, content, and assessments align across courses within a program.

Curriculum Review: A cyclical process that evaluates the design, delivery, and effectiveness of courses and curriculum to ensure constructive alignment and continuous improvement.

Curriculum Review Summary Report: A brief internal document summarizing findings from a departmental curriculum review, including alignment updates, strengths, and recommendations for improvement.

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.

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.

Syllabus: A document that outlines the objectives, expectations and structure of a course and includes elements such as course information, instructor information, course description, learning outcomes, course schedule, assessment and grading, student expectations, course materials, important dates, and institutional policies. It serves as a guide for both students and instructors throughout the term.

RELATED RESOURCES

- [2.4.2 Program Review Policy](#)
- [2.4.5 New Program and Course Approval Policy](#)