

SUBJECT	Curriculum Development/Revision Procedure Curriculum Development and Revision Policy #A-27
<p><u>PROCEDURE</u></p> <ol style="list-style-type: none"> Curriculum development/revision begins with an assessment of vocational learning outcomes (VLO), to be obtained. Curriculum is designed for students to meet occupational requirements drawn from vocational learning outcomes. Curriculum mapping identifies where vocational learning outcomes are situated within course offerings linked to that program. Course offerings are developed to assure student requirements and obligations are stated and derived from the program's stated learning outcomes. Course development begins with a course outline that shows how vocational learning outcomes and essential employability skills are linked to each particular course. Course outlines include: learning objectives mapped to the vocational learning outcomes and the essential employability skills. Course outlines include: prerequisites and co-requisites required for this course, if any. Course outlines are approved by the Dean responsible for the program area. Course outlines are stored in the Course Outline Mapping and Management System (COMMS). Curriculum development of the course outline incorporates: resource material required; learning activities; all teaching activities associated with delivery; and assessment mechanisms. Assessment mechanisms should encourage a variety of methods and where possible focus upon authentic situations the student would face in this vocation. Curriculum development includes course content reflecting current industry and professional association requirements and needs. Curriculum development is demonstrated through daily/weekly lesson plans that outline the course delivery and content. The course outline is the starting point for building lesson plans of activities throughout the duration of the course. A lesson plan is developed for each lesson. 	

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	<ol style="list-style-type: none"> 14. Course content utilizes resource material accessible according to Universal Design for Learning (UDL) standards and available electronically, wherever possible. 15. Learning activities associated with the course content are designed utilizing UDL standards and principles. 16. Learning engagement strategies are documented within lesson plans. 17. Assessment strategies demonstrate how vocational learning outcomes and/or essential employability skills, are measured. 18. Assessment strategies follow UDL standards and principles. 19. Rubrics exist for assessment strategies and are available to the student. 20. All course material is housed in the college Learning Management System (LMS) 21. Course content makes consistent and effective use of learning technologies established at the college. 22. When curriculum is updated, changes to courses are noted and tracked through the Course Outline Mapping and Management System (COMMS) to standardize curriculum management. 23. Course/curriculum development includes establishment of Prior Learning Assessment Recognition (PLAR) eligibility for the course and PLAR assessment tools. 24. Development of lesson plans, learning activities, instructional design, learning objects and resources is done in conjunction with the college's Learning Innovation Team. 25. Upon completion of course development, a copy of the course material is uploaded to the Learning Management System (LMS) as a Master Course. 26. A final check of course mapping to the vocational learning outcomes is completed by the Dean, prior to the course delivery.

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