

SUBJECT
Curriculum Development and Revision

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BACKGROUND

This policy provides a framework for curriculum development and revision throughout a program's lifecycle that is purposeful and intentional, and is learner-centered regardless of the mode of delivery. Clearly articulated program and course learning outcomes support this learner-centered curriculum.

Curriculum development or revision may be required for reasons including, but not limited to, the following:

- Changing academic, industry, and/or community needs;
- Changes in pedagogy or instructional methodology;
- Changing needs of students;
- Changing national, provincial and professional association standards;
- New directions and initiatives from government

The guiding question for curriculum review will be, "What does the graduate do in the workplace that we will prepare them for at Northern College?"

Curriculum recognizes diversity within our communities and contributes to the development of a respectful learning environment.

Curriculum is the shared responsibility of program team members who collaboratively develop, review, revise, and deliver program curriculum.

Development and revision of curriculum will be influenced by government guidelines, emerging workplace needs, stakeholder input, other college policies, technology and resources.

Curriculum will be informed by external industry standards and accreditation processes where applicable.

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POLICY

Northern College will ensure that curriculum:

1. Is consistent with the mission and vision of the college.
2. Complies with the various provincial policies and standards including MTCU's (Ministry of Training, Colleges and Universities) Ontario Qualifications Framework, the Framework for Programs of Instruction Minister's Binding Policy Directive, Published Program Standards or Program Descriptions, the Postsecondary Education Quality Assessment Board, and the Handbook for Ontario Colleges – degree level standards. Where applicable, curriculum must also comply with regulatory accreditations bodies.
3. Is outcomes-based and learner-centered. The program of study, course content, learning resources, learning activities, assessment, and evaluation, all derive from, and align with, program and course learning outcomes.
4. Complies with relevant standards such as the Accessibility for Ontarians with Disabilities (AODA). (Accessibility Policies # G-1, G-2, G-3)

SCOPE

All Northern College programs that award Ontario College certificates, Ontario College diplomas, Ontario College advanced diplomas, Ontario College graduate certificates, Northern College certificates, and articulations.

Programs that may be excluded are Northern Training Division programs and University-College collaborations where curriculum is developed in association with the university partner.

Note

June 2016 – Ministry of Training, Colleges and Universities (MTCU) name was changed to Ministry of Advanced Education & Skills Development (MAESD)

July 2018 – MAESD changed back to MTCU

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DEFINITIONS

1. **Course Outline:** Serves as the primary means of communicating curriculum to students.
2. **Curriculum:** The formal plan of study that encompasses vocational learning outcomes, course learning outcomes, essential employability skills outcomes, general education, content and subject matter, learning activities and experiences, and assessment and evaluation. Curriculum is developed with the input of government, external advisory bodies, students and faculty.
3. **Delivery Modes:** Delivery modes refers to a variety of methods used to interact with learners. Examples include, but are not restricted to, traditional faculty-led face-to-face classrooms, video-conferenced classrooms, web, online, asynchronous and/or hybrid formats, and self-directed learning.
4. **Essential Employability Skills:** As defined by the MTCU (formerly MAESD), these are the skills that transcend all educational programs and disciplines, which are vital for success in the workplace, in daily life, and for lifelong learning.
5. **General Education Requirement:** As defined by the MTCU this is the requirement to study subjects beyond a student's chosen vocational focus, with the intention that a deeper understanding of oneself and society, and associated interrelationships and responsibilities, will strengthen essential employability skills, resulting in graduates who have the capacity to make more thoughtful, creative, and positive contributions to society.
6. **Learner Centered:** An approach to teaching that, according to Weimer (2012), involves engaging students in the "work of learning" by expecting them to actively interact with the material and each other as they take responsibility for understanding new material. Teachers explicitly teach learning skills such as problem solving and critical analysis while learners apply the skills taught, collaborate and reflect.
7. **Learning Outcomes:** Learning outcomes define the skills, knowledge, and attitudes that a student is expected to demonstrate at the completion of a course or a program of study. All course learning outcomes should complement and build toward the program outcomes.
8. **Program Life Cycle:** Program life cycle refers to the developmental stages experienced by a program from conception to closure.

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- 9. Program Standards:** As defined by the MTCU, within the Framework for Programs of Instruction (Minister's Binding Policy Directive), Ontario provincial standards establish criteria for all similar programs of instruction including program hours, vocational standards, essential employability skills, and the general education requirement.
- 10. Program Team:** Curriculum development and revision is led by faculty, Deans, and stakeholders who have expert knowledge about the program. The team will draw on others as required, such as faculty from other areas, students, support staff and community partners.
- 11. Vocational Standard:** As defined by the MTCU, are the vocation specific learning outcomes that apply to a particular educational program.

RESPONSIBILITY

Curriculum development and review is mandated by the MTCU (formerly MAESD), the Ontario College Quality Assurance Service (OCQAS) and its College Quality Assurance Audit Process (CQAAP), and Northern College's Quality Assurance Policy and Process. It is carried out under the authority of Deans, Vice President Academic and Student Success, and Executive Director, Northern Training Division.

A detailed description of the process for implementing this policy is contained in the Curriculum Development Procedure (to be developed).

APPROVED BY PRESIDENT

Fred Gibbons

April 10, 2017

Date

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STATEMENT OF ACKNOWLEDGEMENT

Northern College would like to acknowledge the following in the development of this policy:

- Durham College: Curriculum Development Policy
- Douglas College: Curriculum Development and Approval Policy
- Fanshawe College: Academic Policies and Procedures Policy Number 2-B-02
- NAIT Guideline: Quality Curriculum for Credit Programing

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