

COURSE DEVELOPMENT PROCEDURE

Approving Authority: Academic Coordinating Committee

Policy Owner: Vice President, Academic Administration

Policy Lead: Director, Program Planning and Pathways

Defining Policy: Program Development Policy, Program Review Policy

Effective Date: 2015-03-10

Last Date of Approval: 2024-11-20

PROCEDURE STATEMENT:

New courses are developed with a commitment to comprehensive quality programming and the expectations related to academic pathways and external transferability. This procedure describes the process for the development of new courses. Course development at Conestoga ensures the appropriate level of learning is reflected in the course outline structure, in alignment with the Ontario Qualifications Framework and in accordance with the Colleges of Applied Arts and Technology Act, 2002 and/or the Postsecondary Education Choice and Excellence Act, 2000 and associated directives, guidelines, and operating procedures. Learning outcomes, from program level (where applicable) to the unit of learning, are weaved into the curriculum and support the delivery of courses.

Consideration of external accrediting bodies will be factored into the development of courses as required.

Each course has one course code regardless of delivery, method or location. This ensures the alignment between outcomes, evaluation and content.

DEFINITIONS:

Academic Team

Includes the Deans, Chairs, Program Coordinators, and faculty members who are responsible for academic content and delivery.

Academic Management Calendar

Conestoga's calendar of critical dates used to manage the implementation of decisions related to new programs of study, development, delivery and change in programs of study. 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 APR facilitates 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.

Approver

This role is accountable for approving the pedagogical (curriculum) and administrative (credit, hours, category, etc.) aspects of the course outline.

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 self-study, 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, 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.

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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 MTCU 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 Ministry.

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 Ministry mandated themes: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science and Technology.

Ministry of Colleges and Universities (MCU)

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

Outline Lead

This role is responsible for developing a course outline or revising an existing course outline. The Outline Lead is determined by the Academic Chair annually.

Program

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 Teams

- Where a new course is a part of a program, ensure the course supports the appropriate program learning outcomes as recorded in a mapping document.
- Ensure all courses adhere to course development processes and procedures, including related policies and procedures on grading and evaluation.
- Assign an outline lead with appropriate subject matter expertise to develop the outline/course.
- Advise Program Planning and Pathways and, if applicable, the Online Learning Centre of the intent to develop a new course and the assigned outline lead.
- Complete and submit all required documentation to Program Planning and Pathways upon confirmation of approval.
- Work collaboratively with the Program Planning and Pathways to ensure the course complies with internal and external requirements including, where appropriate, program learning outcomes, general education themes, essential employability skills (EES), or degree breadth outcomes.
- Manage the timeline for course development deliverables, which include: course outline, evaluation elements, instructional plan, course curriculum, and the creation of course model shells.

School of Interdisciplinary Studies

- Ensure new general education/breadth courses support the General Education themes or Degree Breadth outcomes.
- Ensure all general education courses adhere to course development processes and procedures, including related policies and procedures on grading and evaluation.
- Define expectations for general education and degree breadth.
- Assign an outline lead with appropriate subject matter expertise to develop the outline/course delivered by Interdisciplinary Studies. Confirms courses delivered by other schools are appropriate elective options, as required.
- Consult with Program Planning and Pathways to develop the course outline according to requirements.
- Complete and submit all required documentation to Program Planning and Pathways upon confirmation of approval.
- Work collaboratively with Program Planning and Pathways to ensure appropriate general education themes, essential employability skills (EES), or degree breadth outcomes (if applicable) are supported by the new course.
- Ensure that degree breadth courses will be developed and offered to provide more than an introductory level of knowledge in a discipline outside the core field of study to meet PEQAB requirements.

Program Planning and Pathways

- Work collaboratively with the Academic Teams in Conestoga's academic schools to support the course development process to ensure course curriculum aligns with pedagogical best practices, program learning outcomes, general education themes, EES, or degree breadth outcomes where applicable, as well as all internal and external requirements.
- Review course outline submissions to ensure adherence to identified protocols and in accordance with the Academic Management Calendar.
- Create a new course code or a new version of an existing course as per document submission and in alignment with the Assignment of Course Code work instructions.
- Inform the Academic Team when a course code has been assigned, in accordance with Academic Management Calendar
- Maintain all course outline development documentation.
- Notify the Academic Team when the new course development is complete and ready for approval.

Online Learning Centre (OLC)

- Work collaboratively with the Academic Team and Program Planning and Pathways in the development of new courses intended for blended or on-line delivery.

PROCEDURE:

1. The Academic Teams submit a New Program Design Form, a Program Design Change Form or a New Course Approval Form to Program Planning and Pathways to trigger the creation of a new course.
 - 1.1. Course development activities attached to a program should be the result of Academic Team decisions captured in Annual Program Reflections or Comprehensive Program Review with the support of Institutional Quality Management.
 - 1.2. When a request for course development attached to a program is submitted outside of an Annual Program Reflection or Comprehensive Program Review, Program Planning and Pathways will communicate the request to Institutional Quality Management for documentation purposes.
2. Program Planning and Pathways will communicate with the Academic Team when the program or individual courses have been created. Academic Teams assign the course to an outline lead.
3. Academic Team connects the outline lead with Program Planning and Pathways and begins the development of the course outline, which includes:
 - 3.1. course description development or review, to ensure alignment with program outcomes and/or general education themes, degree breadth outcomes, or program themes,
 - 3.2. course outcomes development, in alignment with program outcomes and/or general education themes, degree breadth outcomes, or program themes,

- 3.3. An evaluation plan, including type, number, and weighting, are selected, in alignment with course learning outcomes, best practices, and policies and procedures,
- 3.4. units and unit outcomes development, in alignment with course outcomes,
- 3.5. essential employability skills or degree level standards mapping, as applicable,
- 3.6. resource selection, as appropriate.
- 4. The course outline is considered finalized when all the elements are complete, and the evaluation plan has been reviewed with Program Planning and Pathways.
- 5. Program Planning and Pathways notifies the Academic Team that the course outline development is complete and ready for approval and provides the final copy of the course outline for the Academic Team to review and confirm suitability.
- 6. Once approved by the Academic Team, the outline lead will submit the approved outline to the Enterprise Resource Planning (ERP) system which will prompt the formal Academic Team approval and the release of the outline from Program Planning and Pathways.
- 7. The academic team and outline lead continue the course development process which includes the development of the Instructional Plan, the creation of course content, the detailed evaluations and other curriculum elements, including model course shells. The Academic Team establishes deliverables and timelines for the completion of the course development process in consultation with the Online Learning Centre, and other delivery stakeholders, as appropriate.

RELEVANT LEGISLATION AND RELATED DOCUMENTS:

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

Assignment of Course Code Work Instructions

Grading Procedure

New Course Approval Form

Program Design Information for New Programs Form

Program Development Procedure

Program Development Policy

Program Review Policy

Program Review Procedure

Proposed Program Curriculum Changes Form

REVISION LOG:

2015-03-10	Academic Forum
2015-03-17	Policy and Procedure Committee
2015-03-18	Academic Coordinating Committee
2019-03-04	Academic Forum
2019-03-20	Academic Coordinating Committee
2019-12-18	Academic Forum

2020-01-30	Academic Coordinating Committee
2024-11-13	Academic Forum
2024-11-20	Academic Coordinating Committee