

Reference Guide

CURRICULUM DEVELOPMENT AND RENEWAL

Overview

Who should use this document?

All Langarans engaged in curriculum development and renewal.

When should you use this document?

Curriculum Developers and TCDC Curriculum Consultants

Before engaging in any curriculum work, curriculum developers (faculty and staff) should refer to this document and consult with their Department Chair, Coordinator, Division Chair, and Dean. TCDC curriculum consultants can refer to this document when supporting curriculum development and renewal work. Using these documents as a guide in the early stages of curriculum development and renewal will simplify the subsequent completion of EdCo forms.

Education Council Standing Committee on Curriculum and Education Council

When reviewing curriculum proposals, committee members can refer to these documents for standards and questions to consider.

How should you use this document?

Column 1 is the **Field**, many of which appear in Program and Course EdCo forms. Refer to the fields that are relevant to your curriculum project. For new programs or courses, all fields are likely to be relevant. **Fields which are highlighted in blue do not appear in EdCo forms but are included for discussion purposes.**

Column 2 is the **Standard** each field must meet. Standards are still a work in progress and will be expanded upon as the College develops new policies and resources.

Column 3 contains the **Guiding Questions** to consider when developing and renewing curriculum. These questions clarify what should be included in each section of the EdCo forms. Should further discussion be required, questions to ask the program or course proponent are also suggested.

Not all questions will be relevant to each proposal.

Why should you use this document?

This document aims to provide consistent and clear direction to those involved in the important work of proposing or reviewing curriculum documents.

This is a living document that will be regularly reviewed and updated by the EdCo Standing Committee on Curriculum.

PROGRAM FORMS (EDCO 1: NEW PROGRAM PROPOSAL & EDCO 2: PROGRAM CHANGE)

FIELD	STANDARD	GUIDING QUESTIONS
Program Name	<p>Evidence supporting the proposed name (<i>i.e.</i>, feedback gathered from internal and external stakeholders).</p> <p>DQAB Guidelines on Naming of Degrees (p. 18)</p> <p>Langara Credential Policy and Regulations</p> <p>Program name is within Banner's character limit (check with RES).</p>	<ol style="list-style-type: none"> 1. Would a student understand the proposed program name? 2. Would the proposed program name have meaning for potential employers and receiving institutions? <p>Possible questions to ask the program proponent:</p> <ol style="list-style-type: none"> 1. How are similar programs at other institutions named? 2. What feedback on the name has been received from internal and external stakeholders?
Implementation Semester	<p>Semester listed in the EdCo Submission Deadlines Schedule. (You'll need to be signed into to your Langara account to access this.)</p>	<ol style="list-style-type: none"> 1. Is there enough time to implement the program successfully? <p>Possible questions to ask the program proponent:</p> <ol style="list-style-type: none"> 1. Is there enough time to prepare teaching/learning resources? 2. Is there enough time to acquire/build required infrastructure? 3. Is there enough time to develop and implement a marketing plan that will ensure a successful yield rate? 4. Is there enough time to change admissions and admit new students? 5. Is there enough time to schedule the program?
Credential	<p>Alignment with Langara Credential Policy and Regulations</p>	<ol style="list-style-type: none"> 1. Does the level of credential align with the policy and regulations? 2. For baccalaureate degrees: does the level of credential align with the degree-level standards?

FIELD	STANDARD	GUIDING QUESTIONS
	<p>For baccalaureate degrees: alignment with Standard 2: Degree-Level Standards of the Degree Program Review: Guidelines and Criteria.</p>	
<p>Rationale for Proposal/Proposed Changes</p>	<p>Evidence of an identified need (e.g., within the industry or the community) that falls within the College's priorities to fulfill.</p> <p>Evidence captured in Program review reports and findings (also refer to Program Review Resources).</p>	<ol style="list-style-type: none"> 1. Will the proposed program/program change address a current educational, professional and/or community need? (e.g., labour market trend, gap in post-secondary offerings) 2. Does fulfilling this need align with the College's overall values, vision and strategic plans? 3. Does the proposed program complement other Langara programs currently offered or under development? 4. Is there evidence of student interest? 5. Do the findings from recent program review justify/support the proposed program/program change? (as applicable) <p>Possible questions to ask the program proponent:</p> <ol style="list-style-type: none"> 1. What identified need does the proposed program/program change fill? 2. How does filling this gap align with the College's overall values, vision, and strategic plans? 3. How does this proposed program/program change relate to/complement/compete with other Langara programs currently offered or under development? 4. What evidence is there of student interest? What are the projected enrolments? 5. What evidence coming from recent program review justifies the proposed program/program changes?
<p>Program Description</p>	<p>Evidence supporting the proposed description (<i>i.e.</i>,</p>	<ol style="list-style-type: none"> 1. Does the program description highlight program features important to prospective students and potential employers in a

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	<p>feedback gathered from internal and external stakeholders).</p>	<p>compelling way? (e.g., areas of study, experiential learning opportunities, length, delivery mode, etc.)</p> <ol style="list-style-type: none"> 2. Is the target audience identified in the description? 3. Does the program description clearly define the knowledge and skills graduates would gain (in preparation for future employment or study)? 4. Does the program description list potential areas of employment and/or future study? 5. Does the description list potential laddering or transfer options? 6. Does the description highlight how the program meets requirements of professional organizations, regulatory colleges, accreditation bodies (as appropriate)? 7. Does the program description clearly indicate the requirements needed to complete the credential and any other exit credentials? <p>Possible questions to ask the program proponent:</p> <ol style="list-style-type: none"> 1. Who is the target audience for this program? Why would this program/program change appeal to this group(s) of learners? 2. What are potential areas of employment for graduates? 3. What are potential transfer opportunities?
Admission	<p>Langara's English Langara admission requirement</p>	<ol style="list-style-type: none"> 1. Will admission requirements promote student access without compromising student success and program standards? 2. Is the process for selecting students clearly stated? 3. Is it clear when requirements need to be met (pre- or post-acceptance)? <p>Possible question to ask the program proponent:</p> <ol style="list-style-type: none"> 1. Are admission requirements in alignment with those of similar programs at other institutions?

FIELD	STANDARD	GUIDING QUESTIONS
Curriculum	Prerequisite map (developed with TCDC) New program curriculum alignment map (developed with TCDC)	<ol style="list-style-type: none"> 1. Is a detailed list of core and elective courses included? Details include course codes, numbers, titles and credits. 2. Will the proposed structure and recommended time for completion facilitate successful program completion? 3. Is a maximum time for completion provided, and does it make sense given the program learning outcomes? 4. Are all experiential learning opportunities available to students included? (e.g., practicum(s), co-op terms, service learning, internships etc.) <p>Possible questions to ask the program proponent:</p> <ol style="list-style-type: none"> 1. Does the program have a maximum time for completion, and, if so, how is this information communicated to students?
Total Program Credits	Alignment with Policy F1001: Credentials	<ol style="list-style-type: none"> 1. Does the number of credits fit the requirements for the credential level, as per policy?
Transition Plan		<ol style="list-style-type: none"> 1. Is the transition plan feasible? <p>Possible questions to ask the program proponent:</p> <ol style="list-style-type: none"> 1. Which program is being replaced? 2. What is the last semester students can be enrolled in the current program? 3. How will students caught between different programs/ academic calendar semesters and/or academic requirements be accommodated? 4. How will new, current, returning and graduating students be accommodated? 5. What is the plan for communicating with new, current, returning and graduating students?

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Program Learning Outcomes	<p>Alignment with College academic priorities.</p> <p>See TCDC learning outcomes resources for information on writing learning outcomes and contact your TCDC curriculum consultant for support.</p>	<ol style="list-style-type: none"> 1. Are the outcomes performance based (do they reflect what students should be able to do)? 2. Do one or more of the program’s learning outcomes include the College’s academic and strategic priorities of Indigenization and inclusion and equity within an intercultural framework? 3. For bachelor degrees, do the outcomes align with the degree-level standards? 4. Do the program learning outcomes align with courses and course-level learning outcomes? (Note: a curriculum alignment map is required to answer this question.) <p>Possible questions to ask the program proponent:</p> <ol style="list-style-type: none"> 1. How do the outcomes ethically incorporate Indigenous ways of knowing, being, and doing? 2. How do the outcomes promote inclusive and equitable intercultural learning experiences? 3. How do the outcomes reflect current industry, community and professional practices and expectations? 4. How do the outcomes align with regulatory colleges, accreditation bodies, professional organizations (as appropriate)? 5. How do the outcomes prepare students to succeed in next-level programs at Langara and other postsecondary institutions?
Consultations	Evidence of internal and external consultations.	<ol style="list-style-type: none"> 1. Given the scope of the changes, are the consultations thorough? Have all relevant areas been consulted? Is there evidence of external consultations? <p>Possible questions to ask the program proponent:</p> <ol style="list-style-type: none"> 1. What evidence is there of external consultations? 2. What constructive feedback did these consultations elicit?

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Instructional Strategies, Design and Delivery Mode	Evidence of appropriate instructional strategies, program design and delivery mode.	<ol style="list-style-type: none"> 1. Do the instructional strategies promote active student learning? 2. Do the instructional strategies align with the delivery mode(s)? 3. Are the delivery mode(s) clear and do they provide some flexibility for instructors? 4. Is the design of the program pedagogically sound? <p>Possible questions to ask the program proponent:</p> <ol style="list-style-type: none"> 1. How are diversity and inclusion reflected in the program's instructional strategies and design? 2. If the program is being taught online or in a blended format, does the department have the necessary training and support in place?
Evaluation of Student Learning	<p>Alignment with the means of evaluation in course outlines.</p> <p>Attendance requirements (e.g., 80% attendance required to pass the program).</p> <p>Evidence of evaluation of program learning outcomes (program curriculum map).</p> <p>Contact TCDC curriculum consultant for support developing program curriculum map</p>	<ol style="list-style-type: none"> 1. Are there clear requirements for progression and completion (course-level, program-level)? Are those requirements fair and understandable? 2. Does the program provide clear principles for evaluating student progression and success? Do these align with the means of evaluation at the course level? 3. Does the program description clearly indicate the requirements needed to complete the credential and any other exit credentials?

COURSE FORMS (EDCO 4: NEW COURSE PROPOSAL & EDCO 5: COURSE CHANGE)

FIELD	STANDARD	QUESTIONS
Course Title	Course title is within Banner’s character limit (check with RES).	<ol style="list-style-type: none"> 1. Would students understand the title? 2. Does the title align with the course learning outcomes and content? <p>Possible questions to ask the course proponent:</p> <ol style="list-style-type: none"> 1. How are similar courses at other post-secondary institutions named?
Rationale for Proposal	<p>Evidence of an identified need (e.g., within the industry or the community) that falls within the College’s priorities to fulfill.</p> <p>Program review reports and findings.</p>	<ol style="list-style-type: none"> 1. Will the proposed course/course change address a current educational, professional and/or community need? 2. Does filling this gap align with the College’s overall values, vision, and strategic plans? 3. Does this proposed course/course change relate to/complement/compete with other Langara courses currently offered or under development? 4. Do the findings from recent program review justify/support the proposed course/course change (as applicable)? <p>Possible questions to ask the course proponent:</p> <ol style="list-style-type: none"> 1. What evidence is there of student demand? (new courses) 2. What impact will this change have on transfer opportunities? 3. What evidence coming from recent program review justifies the proposed course/course change?
Calendar Description	Alignment with Calendar Description Guidelines developed by EdRoc and TCDC	<ol style="list-style-type: none"> 1. Is the description understandable from a student’s perspective? 2. Are full sentences and present tense used? 3. Does the description make explicit the student’s active role in their learning?

FIELD	STANDARD	QUESTIONS
	Calendar description is within Banner's character limit (maximum 70 words)	4. Does the description accurately reflect the course content?
Registration Restrictions: Prerequisites/Corequisites	Prerequisite map Contact your TCDC curriculum consultant for support developing program prerequisite map.	1. Will the prerequisites/corequisites have an impact on student progression? 2. Will the prerequisites/corequisites have an impact on other programs at the College? Possible questions to ask the course proponent: 1. What impact will the prerequisites/corequisites have on student progression? 2. How might the prerequisites/corequisites impact other programs at the College? 3. What prerequisites/corequisites do students need in order to succeed?
Detailed Course Content	Bullet point list of topics addressed in the course (course materials, readings or assessments - e.g., exams, assignments – need not be included).	1. Are all course topics listed? 2. Do the course topics align with the course learning outcomes, description and means of evaluation?
Learning Outcomes	See TCDC learning outcomes resources for information on writing learning outcomes and contact your TCDC curriculum consultant for support.	1. Are the outcomes performance based (do they reflect what students should be able to do AFTER completing the course)? 2. Are they measurable? 3. Do one or more of the course's performance-based outcomes include the College's academic and strategic priorities of Indigenization and inclusion and equity within an intercultural framework? i.e., Do the outcomes invite and encourage students to consider course content through multiple diverse lenses and perspectives? (e.g., Indigenous, global, intercultural)

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		<p>Possible questions to ask the course proponent:</p> <ol style="list-style-type: none"> 1. If this course is part of a credential, have the course learning outcomes been aligned with program learning outcomes? (Note: a curriculum alignment map is required to answer this question.) 2. Do the outcomes reflect current industry standards, practices and expectations? 3. Will these learning outcomes allow for transferability to other post-secondary institutions? 4. Do the outcomes prepare students to succeed in advanced-level courses? 5. How does this course reflect the learning goals for the department/area? 6. How do the learning outcomes reflect the different domains of learning? (e.g., cognitive/intellectual, affective, spiritual, physical) 7. How do the outcomes ethically incorporate Indigenous ways of knowing, being, and doing? 8. How do the outcomes promote inclusive and equitable intercultural learning experiences?
Typical Texts & Resource Materials	List of sample textbooks, course packs, open educational resources (OER)	<ol style="list-style-type: none"> 1. Is a list of typical texts and resources listed? 2. Are all fields filled in? (e.g., required/optional, author, title, edition, publication date and location, chapters) <p>Possible questions to ask the course proponent:</p> <ol style="list-style-type: none"> 1. To provide students with more affordable, accessible options, were open educational resources explored for this course?
Typical Evaluation Methods	Alignment with Policy F1005: Assessment of Academic Progress	<ol style="list-style-type: none"> 1. Do the means of evaluating learning align with the course learning outcomes? 2. Is there variety in the ways in which learning is evaluated? 3. Do the number and type of evaluations make sense for the length and content of the course?

FIELD	STANDARD	QUESTIONS
	Alignment with Policy F1008: Student Attendance and Participation	<p>4. Do any of the evaluations exceed 35% of the total grade? If so, what is the rationale for this?</p> <p>5. Is there flexibility built into the means of evaluation? (i.e., choice of evaluation for students)</p> <p>Possible question to ask the course proponent:</p> <p>1. If participation is part of the evaluation plan, how will it be measured/graded?</p>
Consultations	Evidence of appropriate internal and external consultations.	<p>1. Given the scope of the changes, are the consultations appropriate? Have all relevant areas been consulted?</p> <p>Possible questions to ask the course proponent:</p> <p>1. What evidence is there of external consultations?</p> <p>2. What constructive feedback did these consultations elicit?</p>
PLAR/Transfer Credit	<p>Alignment with E2004: Prior Learning Assessment and Recognition Policy</p> <p>Consult with your TCDC curriculum consultant for more information about PLAR.</p>	<p>1. Is the PLAR process clearly articulated in the department and does it align with policy?</p> <p>2. Is PLAR appropriate for this course?</p>