

COURSE DEVELOPMENT, REVIEW AND REVISION

This procedure is governed by its parent policy. Questions regarding this procedure are to be directed to the identified Procedure Owner.

Category:	D. Student / Academic
Parent Policy:	D21
Approval Date:	November 24, 2020
Effective Date:	November 24, 2020
Procedure Owner:	Director, Teaching and Learning Centre of Innovation

Overview:	<p>The Approval Procedure Guide for Academic Programs and Courses summarizes proposed changes, timing required and roles of individuals and/or committees.</p> <p>All Olds College courses will have a competency profile as listed in the appendices that includes the general areas of competency (GACs) and the associated competency statements of each GAC. The GACs and competency statements will be written using the format outlined by the Teaching and Learning Centre of Innovation (TLCI). The competency profile is available to students in each course Moodle shell or upon request.</p> <p>All Olds College courses will have a course outline as listed in the appendices that becomes the contract with the student. All course outlines will include the course description, general areas of competency, student evaluation, grading system, delivery methods (lecture, lab &/or tutorial), resource materials, student equipment and supplies, student responsibilities and any additional information. As students have the right to know and understand program expectations and their own responsibilities to fulfill course requirements, the course outline will be reviewed with students on the first day of class (available in a digital format for online courses).</p> <p>Olds College uses a curriculum management system which houses all active and historical programs of study, course outlines and competency profiles. All staff have access to curriculum documents through OC Connect and students have access to their course curriculum documents in their Moodle courses. Current approved course outlines are linked from the curriculum management system to be made available on the public Olds College website.</p>
Procedures:	<p>Program Curriculum Committees (PCCs) meet to discuss and make recommendations to the Dean about a program's curriculum in accordance with Policy and Procedure D35, Program Curriculum Committee. PCCs will develop</p>

proposals to initiate any required changes according to the Approval Procedure Guide for Academic Programs and Courses.

Work integrated learning may be a component of courses or programs at Olds College and may take the form of an internship, field school, directed field study, practicum or work experience.

It is recommended that each year PCCs submit 20% of their courses to TLCI for review. The intended effect is that each course within a program will be reviewed once every 5 years. A record of courses reviewed by TLCI will be kept in the Institutional Academic Document Repository.

TLCI will manage the workflow and communication of the review process with all identified Leads as follows:

- Educational Development Lead - reviews competency profile, course outline, assessment plan and Moodle course to draft a Recommendation Report which is then reviewed jointly with the Lead Instructor(s).
- Library Lead - outlines criteria for instructors towards auditing resources used and available for the course, as well as copyright and attributions for selected resources.
- e-Production Team - offers support with Moodle course using the Quality Standards Checklist, and also facilitates coordination of external editors as needed.

The curriculum management system requires designated personnel to enter information into the platform, prepare reports for Academic Council meetings, manage the system and monitor curriculum quality.

Definitions:

Competency Statement: A performance outcome that a learner requires for successful course completion. A group of competencies comprises a general area of competency. One competency statement typically accounts for 1-3 hours of instruction.

Competency Profile: A curricular document detailing the breakdown of the general areas of competencies into specific competency statements.

Course: A group of general areas of competency and the related evaluation requirements.

Course Outline: A form approved by Academic Council describing the components of a course, and becomes the contract between students and Olds College.

General Areas of Competency (GACs): Broad, general learning areas that identify the skills students will learn or perform in a course. One GAC typically accounts for 7-10 hours of instruction.

Program: An organization of courses and related learning experiences leading to certification.

Student Evaluation: Assignments, projects, quizzes, tests and final exams intended to evaluate a student's learning accomplishments in reference to predefined competencies. For more details see Assessment Policy.

Lecture: Delivery of content to a group intended to provide a high density of information.

Lab: A hands-on learning experience that is intended to apply, practice, confirm and/or develop theories.

Tutorial: An interactive teaching session that is intended to coach students in previously delivered material.

Work Integrated Learning: Integrates academic learning with its application in the workplace.

Directed Field Study: Provides a unique opportunity for students to apply both academic and experiential learning in the workplace with the support of identified industry mentorship.

Internship: Integrates classroom knowledge and theory with practical hands-on experience in the workplace. Typically, internship students receive remuneration for their work experience.

Field School: Applying theories and concepts from the classroom to experiential learning opportunities in the field.

Practicum: Provides students with practical work experience.

Work Experience: Employment experience related to a student's field of study.

Related Information:

D22 Program Review Policy
D27 Granting of Credit Policy
D33 Assessment Policy
D34 New Program Development Policy
D35 Program Curriculum Committee Policy
[Approval Procedure Guide for Academic Programs and Courses](#)
[Course outline template](#)
[Competency profile sample](#)
[Curriculum Development - Writing Competency Profiles & Statements](#)
[TLCI course development process flowchart](#)
[TLCI Course Review Recommendations Report Template](#)
[TLCI quality standards for course development](#)

Review Period:

3 years

Revision History:

Revised: 2015
Revised: 2020

APPENDIX A : OVERVIEW OF PROGRAM REVIEW STEPS, RESPONSIBILITIES, AND TIMEFRAME

Stage	Primary Responsibility	Support Responsibility	Timeframe
Initiation and preparation Letter to Dean to initiate program review Appointment of Self-Study Team Leader Formation of Self-Study Team Orientation workshop and initial planning meeting Identification of potential external reviewers Provision of standard data to Self-Study Team	VP, Academic TLCI Dean and Associate Dean Dean and Self-Study Leader TLCI Self-Study Team Institutional Research & Product Development, and the Office of the Registrar		March - April
Self-Study Review and interpretation of data Consultation with Library, Financial Services, Enrolment Services and ITS Consultation with stakeholders Critical evaluation of program Preliminary CPR Action Plan Preparation and submission of Self-Study Report	Self-Study Team	Program Curriculum Committee TLCI Institutional Research & Product Development Office of the Registrar Dean/Associate Dean	May - December

Approval of Self-Study Report	Dean and VP, Academic		December
IAE Review Review of Self-Study Site Visit Preparation and submission of IAE Review Report	IAE Review Team	Dean's Office TLCI	January - March
Response to IAE Review Report and Revision of Action Plan	Self-Study Team and Dean		March
Approval of Review and Revised Action Plan	PCC	Dean	March
Final Approval of Review and Action Plan	Dean and VP, Academic		April
Communication of Review and Results to Academic Council	Dean	VP, Academic Office	May
Communication of Review Results to Campus Alberta Quality Council and Public	VP, Academic	VP, Academic Office	May
Implementation of Action Plan	Associate Dean and Dean	VP, Academic PCC	As per Action Plan timelines
Monitoring of Action Plan Implementation	Dean and VP, Academic	PCC	At a date determined by the VP, Academic and Dean