1. **Purpose**
This policy presents a framework for the creation, approval, maintenance, storage, retrieval and distribution of program information relative to all programs and courses offered by Mohawk College.

2. **Application and Scope**
This policy applies to all Ontario credentials offered by Mohawk College with the exception of collaborative programs. Collaborative program information may be presented in an alternative form that meets the requirements of the partner institution.

3. **Definitions**

   **“Course Outline”** is a contract between the college and the student that provides information on a unit of curriculum presented by the College as a learning experience. A course outline provides a description of the course, learning outcomes to be achieved, assessments, content, and learning resources.

   **“Curriculum Map(s)”** are a tool that shows how learning outcomes are aligned across the program and lead to the achievement of program standards.

   **“Learning Plan”** accompanies the course outline and provides details of the weekly themes and topics, learner engagement strategies and assessment techniques congruent with the course learning outcomes.

   **“Program Learning Outcomes”** describe the essential learning required for the completion of a credential.

   **“Program Standard”** is a document produced by the Ministry of Training, Colleges, and Universities (MTCU) that sets out the essential learning that a student must achieve before being deemed ready to graduate. A program standard applies to all programs of instruction in an identified category regardless of the funding source and, for most programs, consists of
a vocational standard, an essential employability skills standard, and general education requirements. Prior to graduation, students must achieve all three parts of the program standard.

“Program Standards Renewal” is a regularly scheduled process initiated by MTCU, through which approved program standards are reviewed and updated, based on input from employers and representatives from Colleges which offer the respective program under review.

“Program of Studies” is a list of all the required courses to earn the credential for the program that also identifies course equivalencies and prerequisites.

4. Principles

4.1 Program Information, including Program Outcomes, Programs of Study, Course Outlines, Learning Plans, Curriculum Maps and Admission Requirements, are recognized as critical tools within the quality framework for college programming, ensuring that staff, faculty and students are provided with a relevant overview of the learning to be achieved within specific programs and courses.

4.2 All Ontario College certificate, diploma, advanced diploma and graduate certificate programs offered by the College will conform to the Minister’s Binding Policy Directive Framework for Programs of Instruction, the Ontario College Quality Assurance Service Credentials Framework, college system standards and programming principles and external accrediting bodies where applicable.

4.3 Programs developed and delivered by the College will maintain consistency with published Ministry of Training, Colleges and Universities (MTCU) program standards and titling principles where they exist.

    Program Information, including Program Outcomes, Programs of Study, Course Outlines, Learning Plans, Curriculum Maps and Admission Requirements, are considered as contractual agreements between the college and the student, and the college and faculty, that provides information on specific programs and courses presented by the College as a learning experience.

5. Accountability and Compliance

5.1 Accountability Framework
This policy has been approved by the Senior Leadership Team.
5.2 Compliance
The Vice President, Academic is responsible for monitoring compliance to this policy and updating the policy as required.

Academic Quality as a department is accountable and responsible for overseeing program quality across the College.

Each academic area, including Academic Quality, Deans and Associate Deans, is accountable and responsible for the quality of the curriculum in the area.

6. Rules

6.1 General Program Information

6.1.1 A program information template will be populated for all college programs and will be reviewed on an annual basis and updated as required. This will include, but is not limited to, program title, credential, duration, description, learning outcomes, delivery mode and location(s), general education requirements and work experience opportunities.

6.1.2 The wording of program and course descriptions will adhere to a set of established guidelines as provided in Appendix A: Guidelines for writing program and course descriptions.

6.1.3 The program information document will be a public document. Program information will be clearly communicated to students

6.1.4 Changes to the program information will be approved at the level and within the timelines identified in Appendix B: Approvals Chart for Program and Course Changes

6.2 Program Learning Outcomes

6.2.1 Program Learning Outcomes will be established for all programs at Mohawk College.

6.2.2 Program Learning Outcomes must meet or exceed Program Standards set out by MTCU; must be consistent with the requirements of the credentials framework; and must be appropriate to the employment requirements for program graduates.
6.2.3 Changes to program outcomes will be approved at the level and within the timelines identified in Appendix B: Approvals Chart for Program and Course Changes.

6.2.4 A curriculum map that demonstrates alignment between course learning outcomes, program learning outcomes and program standards will be produced and updated on an annual basis for each program at the College.

6.2.5 Changes to the learning outcomes will be approved at the level and within the timelines identified in Appendix B: Approvals Chart for Program and Course Changes

6.3 Essential Employability Skills and General Education

6.3.1 Programs will be designed to allow students to achieve the essential employability skill requirements and the required non-vocational general education requirements as set in the MTCU Framework for Programs of Instruction.

6.4 Programs of Study

6.4.1 Changes to a Program of Studies will be considered during an annual review period to be determined by the Registrar.

6.4.2 A proposed change to a program of studies must be accompanied by a plan to support current students that are progressing in a non-traditional manner. Typically this is accomplished by identifying an equivalency.

6.4.3 Changes to the program of studies will be approved at the level and within the timelines identified in Appendix B: Approvals Chart for Program and Course Changes.

6.5 Course Outlines and Learning Plans

6.5.1 A course outline, and a learning plan, will be developed and maintained for all courses offered by the college.

6.5.2 Faculty are responsible for maintaining current outlines for courses they teach. Appendix D: Course Outline Self-Evaluation Checklist provides a tool to support faculty in this regard

6.5.3 The Course Outline and Learning Plan will:
• communicate expectations to learners concerning course requirements;
• articulate the learning to be accomplished in the course, through a set of relevant, performance-based course outcomes;
• provide information on how achievement of the learning outcomes will be measured for each component of the course; and
• provide a consistent perspective and framework for all faculty members engaged in teaching the course.

6.5.4 Changes to course outlines or learning plans will be approved at the level and within the timelines identified in Appendix B: Approvals Chart for Program and Course Changes).

6.6 Ownership
Ownership of program curriculum shall be determined in accordance with the Academic Employees Collective Agreement.

7. Policy Revision Date

7.1 Revision Date
October 2023

7.2 Responsibility
This policy will be reviewed and updated every five years or earlier if required.

8. Attachments
Appendix A: Guidelines for Writing Program and Course Descriptions
Appendix B: Approvals Chart for Program and Course Changes
Appendix C: Guidelines for Writing Learning Outcomes
Appendix D: Course Outline Self-Evaluation Checklist

9. Specific Links
AS-2000-2013 Program Quality Policy
MTCU Framework for Programs of Instruction.
Minister’s Binding Policy Directive Framework for Programs of Instruction,
Ontario College Quality Assurance Service Credentials Framework
Appendix A
Guidelines for Writing Program and Course Descriptions

Course descriptions
In general, course descriptions should:

- use present tense
- use brief, outcomes-based, descriptive phrases that begin with an imperative or active verb (i.e. design, create, plan, experience, etc.)
- be clear, concise, and easy to understand (recommended length <80 words); keep in mind that prospective students have not yet mastered the field and its vocabulary
- detail significant learning experiences and benefits students can expect
- create interest and answer the student’s question, “What’s in it for me?”

For brevity:

- use sentence fragments (i.e. if the subject of the first sentence is “this course”, omit the subject)
- eliminate anything that is obvious, redundant, or unnecessary; for instance,
- terms such as “laboratory”, “seminar” or “workshop” used in the course title don’t need to be repeated in the description
- phrases like “this course is design to,” “provides students with knowledge of” are implied and, therefore, redundant
- phrases such as “topics include” and “with emphasis on” unless truly necessary to highlight special areas of importance
### Appendix B

#### Approvals Chart for Program and Course Changes

<table>
<thead>
<tr>
<th>Level 1 Changes</th>
<th>Approval</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes to program title and/or learning outcomes as a result of MTCU Program Standards Renewal.</td>
<td>Associate Dean</td>
<td></td>
</tr>
<tr>
<td>Repositioning of a course within the program of studies (provided no impact on program learning outcomes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Course or Deletion of Course within the program of studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction or deletion of thesis or capstone project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes to course name, effective term, essential employability skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes to course description (as long as focus remains the same)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes to course learning outcomes (as long as overall program curriculum meets program standards)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes to course prerequisites or equivalencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes to evaluation plan, textbooks and learning plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLAR changes (challenge process)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery method change (e.g. F2F, hybrid, online)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 Changes</th>
<th>Approval</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education or other elective course exclusions</td>
<td>Dean</td>
<td></td>
</tr>
<tr>
<td>Change to course credits or hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change to program duration that requires re-submission to approving bodies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Changes</th>
<th>Approval</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New program pathways (e.g. block transfer agreements)</td>
<td>VPA and/or SEM (BoG and CVS/MTCU if applicable)</td>
<td></td>
</tr>
<tr>
<td>New Program, program stream or program suspension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merger of two or more programs or program streams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change to program title, description or learning outcomes, except those as a result of MTCU Program Standards renewal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction or removal of work experience, co-op, internship or portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes to admission, promotion, graduation or GPA requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C
Guidelines for Writing Learning Outcomes

Learning Outcomes:
- Are statements of performance that can be readily demonstrated by a student indicating that certain learning has been achieved;
- Focus on the terminal performance of the essential knowledge, skill, attitude, and not on what the learning is or where and how learning occurs;
- Describe essential knowledge, skills, attitudes in the vocational, generic employability, and general education areas;
- Are expressed at a program level and at a course level:
  - **Vocational or Program Learning Outcomes:** Describe the essential, vocationally relevant learning that all students must demonstrate in order to graduate from a program.
  - **Course-level Learning Outcomes:** Define only the essential, significant, transferable performances to be achieved by all learners before they receive credit for that specific course, either vocationally or with regard to essential employability skills. Can be achieved without dictating specific course content, teaching methods, or assessment practices.
  - **Learning Elements (Session-level Learning Outcomes):** Are associated with specific learning outcomes and define/clarify the process by which the learning outcomes can be accomplished. Are indicators of the means by which the student may proceed to satisfactory performance of the learning outcome.

Guidelines for Expression
Departmental consensus on the learning outcomes of a course is often best achieved by teachers of the same course working in teams. Determine the essential outcomes of a course by answering the following question: What should a student be able to do by the end of the course to demonstrate the required knowledge, skills and/or attitudes?

There should be as many outcomes as needed to clearly reflect what the students should be able to do upon completion of your course. However, a general rule of thumb for a 42 hour course is 3–5 outcomes.

Characteristics
1. A learning outcome describes one of the **required skill** proficiencies for the course.

<table>
<thead>
<tr>
<th>Original Example:</th>
<th>Improved Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the importance of preventive maintenance.</td>
<td>Perform preventive maintenance on pneumatic and hydraulic systems.</td>
</tr>
</tbody>
</table>

2. A learning outcome captures a performance that a competent person would **use outside the context of the course**.

<table>
<thead>
<tr>
<th>Original Example:</th>
<th>Improved Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be familiar with safety regulations related to child care.</td>
<td>Respond appropriately to unsafe or emergency situations</td>
</tr>
</tbody>
</table>
3. A learning outcome begins with an **action verb** that describes what the learner will be able to do upon completion of the course. Reference: Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Original Example:</th>
<th>Improved Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about advocacy planning, current social policy and legislation.</td>
<td>Develop an advocacy plan using knowledge of current social policy and legislation.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Original Example:</th>
<th>Improved Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, populate, and extract data from a database.</td>
<td>Create a database capable of producing specified reports.</td>
</tr>
</tbody>
</table>

5. A learning outcome describes a performance that is **observable and can be assessed**.

<table>
<thead>
<tr>
<th>Original Example:</th>
<th>Improved Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of marketing concepts and terminology.</td>
<td>Develop marketing strategy for a specified product.</td>
</tr>
</tbody>
</table>

6. A learning outcome requires **application** of skill, knowledge or attitude/value.

<table>
<thead>
<tr>
<th>Original Example:</th>
<th>Improved Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the components of effective business documents.</td>
<td>Produce business documents to meet the requirements of various scenarios.</td>
</tr>
</tbody>
</table>

7. A learning outcome presents a **clear, concise and precise** statement describing the required action.

<table>
<thead>
<tr>
<th>Original Example:</th>
<th>Improved Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact and communicate effectively with others in groups and teams in ways that contribute to productive working relationships.</td>
<td>Contribute to effective working relationships.</td>
</tr>
</tbody>
</table>

8. A learning outcome describes **learner performance**, not the instructor’s activities, learning plans, or instructional strategies.

<table>
<thead>
<tr>
<th>Original Example:</th>
<th>Improved Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare a defensible argument to support one of the positions taken on euthanasia in the film “A Time to Die”.</td>
<td>Argue both sides of an ethical issue.</td>
</tr>
</tbody>
</table>
Use the following checklist for self-assessing your course outlines to ensure they meet established Mohawk College policies, procedures, and requirements. As you go through your course outline, indicate if each component:

- meets the listed criteria,
- just needs a bit of tweaking to meet the criteria,
- partially meets the criteria; requires some further enhancements,
- needs a lot more work in order to meet the criteria.

Please note: Mohawk policies, procedures, and requirements with regard to course outlines are based on criteria established by the Ministry of Training, Colleges, and Universities (MTCU) and the Ontario College Quality Assurance Service (OCQAS) as part of the Program Quality Assurance Process Audit (PQAPA).

### Overall Course Outline

**My course outline:**

1. is available, through The CORE, for students in all programs to which the course is delivered
   - a. the master course outline is approved by my associate dean;
   - b. resources have been input and then attached to each program to which the course is delivered;
   - c. course learning outcomes are CLinked (linked and characterized) to vocational standards, essential employability skills, and external standards, as appropriate.

2. is written in plain jargon-free language that students and prospective students can understand.

3. contributes to attainment of larger program learning outcomes (vocational/external standards).

4. is realistic and achievable within given time frame.

5. has been reviewed with others who teach the course, stakeholders and/or peers.

### Course Descriptions

The course description in my course is written using:

1. the present tense.

2. brief, outcomes-based, descriptive phrases.

3. action verbs at the beginning of each phrase.

4. no acronyms or industry jargon.

In addition, it:

5. details significant learning experiences and benefits students can expect.

6. creates interest and answers the student’s question, “What’s in it for me.”
### Major Modules, Themes, or Topics

**The list of modules, themes, or topics covered in this course:**

1. provides students with a high level view of content covered in the course.
2. is written in title format.
3. relates to (but does not merely repeat) course learning outcomes.

### Resources

**Course resources:**

1. are accurate and complete, listing all textbooks, courseware, supplies, and online resources.
2. match the bookstore order form for textbooks.
3. list only **ISBNs** that have been **confirmed** with publisher’s representative and/or the bookstore.
4. include **all** supplies/equipment/components a student requires in order to be successful in the course (i.e. elements of a departmental or program kit used in the course should be specified).
5. reflect online resources that are required, or may be helpful, for students to access.
6. have been attached to **each** program in which the course is offered.

### Course Learning Outcomes and Elements

**The course learning outcomes and elements in my course outline:**

1. Describe **one** of the required skill proficiencies for the course.
2. Capture a performance that a competent person would use **outside** the context of the course.
3. Begin with an **action verb** (Bloom’s) that describes what the learner will be able to do upon completion of the course.
5. Describe a performance that is observable and can be **assessed**.
6. Require **application of skill**, knowledge or attitude/value.
7. Present a clear, concise and **precise statement** describing the required action.
8. Describe learner performance, **not** the instructor's activities, learning plans, or instructional strategies.
9. Establish expected **level of performance** in the appropriate (i.e. cognitive, affective, or psychomotor) domains (i.e. at application or above in cognitive).
10. Represent **high levels of thinking**, rather than trivial tasks (application level +).
11. Represent a **progressive range** of thinking skills (i.e. elements build to outcome).
12. Are relatively **broad** and reflect the **most important aspects** of the course.
13. Will be taught and/or reinforced, **and** assessed.
14. Fall within the 3-5 course learning outcome guidelines (for a 42 hour course).
15. Fall within the 2-8 learning elements per outcome guidelines.

<table>
<thead>
<tr>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments in this course:</strong></td>
</tr>
<tr>
<td>1. accurately reflect current assessment methods.</td>
</tr>
<tr>
<td>2. are appropriate methods to measure course learning outcomes (i.e. domain/level of Bloom’s)</td>
</tr>
<tr>
<td>3. provide for a variety of assessment methods.</td>
</tr>
<tr>
<td>4. provide for a number of assessment opportunities for students.</td>
</tr>
<tr>
<td>5. allow a measure of flexibility in assessment across all faculty who teach the course.</td>
</tr>
<tr>
<td>6. are linked to all applicable course learning outcomes.</td>
</tr>
<tr>
<td>7. are weighted appropriately across course learning outcomes.</td>
</tr>
<tr>
<td>8. are agreed upon by all faculty teaching the course.</td>
</tr>
</tbody>
</table>