



## Curriculum Committee Style Guide

### Guiding Questions


Please review curriculum proposals with these questions in mind.

#### Programs

FIELD	QUESTIONS	NOTES
Program Name	1. Does the program name accurately reflect the credential as used in the field? 2. Would a student understand it? 3. Have you consulted with Marketing regarding your program name?	
Credential Level	5. Does the level of credential fit the level of the program, and align with the requirements of the field?	
Effective Date	6. Is there enough time to prepare teaching and learning materials, and to market and schedule the program? 7. Has the Registrar's Office and/or International Education agreed to the effective date?	
Purpose	8. Is the Purpose understandable from a student's perspective? 9. Does the Purpose accurately reflect the content and purpose of the program? 10. Does the Purpose indicate what type of work or future studies the student will be able to enter?	
Admission Requirements	11. Do the admission requirements promote student access without compromising student success and program standards? 12. What percentage of the program will be international students and how are you planning on supporting different cultures and the specific needs of international students? 13. What is the process for selecting students (competitive entry?) 14. Is it clear when requirements need to be met (pre or post acceptance)? 15. If international students are able to take the program, what does International Education think of the admission requirements?	
Prior Learning Assessment and Recognition (PLAR)	16. Is the PLAR process clearly articulated in the department and does it align with policy? If there is no PLAR, why?	
Program Duration and Max. Time for Completion	17. Does the recommended time for completion support student success? 18. Does the program schedule allow for students to finish in the timeframe outlined? 19. Is a maximum time for completion provided, and does it make sense given the program outcomes?	

FIELD	QUESTIONS	NOTES
Program Learning Outcomes	20. Are the outcomes performance based (do they reflect what students should be able to do)? 21. Are they aligned with course level outcomes? 22. Do the outcomes reflect current industry practices and expectations? 23. Do the outcomes prepare students to succeed in next level programs? 24. How does this program reflect the Institutional Learning Outcomes?	
Instructional Strategies, Design, and Delivery Mode	25. Do they promote active student learning? 26. Do the instructional strategies reflect the delivery mode(s)? 27. Are the delivery mode(s) clear and do they provide some flexibility for instructors? 28. Is the design of the program pedagogically sound? 29. How are diversity and inclusion reflected in your program's instructional strategies and design? 30. If the program is being taught online or in blended format, does the department have the necessary training and support in place? Does the department have a strategy for developing online?	
Evaluation of Student Learning	31. Are there clear requirements for progression and completion (course-level, term-level, program-level)? Are those requirements fair and understandable? 32. Does the program provide clear principles for evaluating student progression and success? Do these align with course evaluation plans? 33. Does the PCG clearly indicate the requirements needed to complete the credential and any other exit credentials?	
Recommended Characteristics of Students	34. Are these recommended characteristics or are they similar to the admission requirements? 35. Are they overly prescriptive or exclusive? 36. Do they accommodate student diversity?	
Courses	37. Is it clear which courses are required and which are optional? 38. Does the number of credits fit the requirements for the credential level, as per policy? 39. Are there experiential learning opportunities for students? Is there a practicum(s) or co-op? If no, what could be provided to students?	
Transcript of Achievement	40. Does the program use the recommended grading scale or a variation? Why?	
Rationale	41. Does the program align with the College's overall values, vision, and strategic plans? 42. Does the program relate to any other programs which are also being developed or revised?	

FIELD	QUESTIONS	NOTES
Consultation	<p>43. Given the scope of the changes, are the consultations appropriate? Have all relevant areas been consulted?</p> <p>44. If this is a new program, has the Implementation Plan been completed?</p> <p>45. Is this program accredited? If yes, what are their expectations, and how can Curriculum Committee support that?</p> <p>46. Is there enough support for diverse learners?</p> <p>47. If this program is open to international students, has International Education been consulted?</p>	

 Major Change (approved by Education Council, on recommendation from Curriculum Committee)


 Minor Change (approved by Curriculum Committee); typo and error corrections do not count as changes.

## Courses

FIELD	QUESTIONS	NOTES
Course Name	<ol style="list-style-type: none"> <li>1. Does the course name accurately reflect the course content?</li> <li>2. Does the course name make sense to the field of study/industry/stakeholders?</li> <li>3. Would a student understand the course name?</li> </ol>	
Banner Course Name	<ol style="list-style-type: none"> <li>4. Is the Banner course name understandable on a transcript to students and employers/institutions?</li> </ol>	
Effective Date	<ol style="list-style-type: none"> <li>5. Is there enough time to prepare teaching and learning materials, and to market and schedule the course?</li> <li>6. Has the Registrar's Office agreed to this Effective Date?</li> </ol>	
Department	<ol style="list-style-type: none"> <li>7. Will the course be delivered by other departments?</li> <li>8. If yes, has the other department been consulted?</li> </ol>	
Subject Code	<ol style="list-style-type: none"> <li>9. Does the subject code align with other courses on the same topic?</li> </ol>	
Course Number	<ol style="list-style-type: none"> <li>10. Does the course number accurately reflect the course level?</li> </ol>	
Year of Study	<ol style="list-style-type: none"> <li>11. Does the year of study accurately reflect the course level and focus?</li> </ol>	
Credits	<ol style="list-style-type: none"> <li>12. Are the credits aligned with Policy C.1.4?</li> <li>13. If the ratios of Hours : Credits differ from the recommended ratios, does the reason make sense for the course?</li> <li>14. Does the credit issued for the course make sense compared to similar courses at VCC and across the BC system?</li> </ol>	
Course Description	<ol style="list-style-type: none"> <li>15. Does the course description accurately reflect the course content and purpose?</li> <li>16. Is the description understandable from a student's perspective?</li> </ol>	
Course Pre-requisites	<ol style="list-style-type: none"> <li>17. Is there consistency between pre-requisites for similar courses in the same program or level?</li> <li>18. Are there other VCC courses that could be used as a pre-requisite?</li> <li>19. Is this course part of a program? Don't include program admission requirements here.</li> <li>20. Does the setup of pre-requisites make sense for progression in the program?</li> </ol>	
Course Co-requisites	<ol style="list-style-type: none"> <li>21. Does this course need to be taken at the same time, or could it be taken prior? If the latter, it should be a pre-requisite (or a pre-requisite that may be taken concurrently).</li> </ol>	
Prior Learning Assessment and Recognition (PLAR)	<ol style="list-style-type: none"> <li>22. Is the PLAR process clearly articulated in the department, and does it align with policy?</li> <li>23. Are the PLAR process tools appropriate to accurately assess the students' skills and abilities against the course outcomes?</li> </ol>	

FIELD	QUESTIONS	NOTES
Course Learning Outcomes	24. Are the outcomes performance based (do they reflect what students should be able to do)? 25. Are they being measured in the evaluation plan? 26. Are they aligned with program level outcomes? 27. Do the outcomes reflect current industry practices and expectations? 28. Do the outcomes prepare students to succeed in advanced level courses? 29. How does this course reflect the Institutional Learning Outcomes? 30. Do the learning outcomes reflect the different domains of learning?	
Instructional Strategies	31. Do the instructional strategies align with the outcomes, delivery modes, and student assessments? 32. Do they promote active student learning? 33. Do the instructional strategies reflect the delivery mode(s)? 34. Does it use principles of universal design and accessibility for all learners?	
Grading System	35. Is there a clear rationale for the chosen grading system?	
Passing grade	36. Is there a clear rationale for the chosen passing grade? 37. Is the passing grade consistent across the program?	
Evaluation Plan	38. Is there variety in evaluations? 39. Do the number and type of evaluations make sense for the length and content of the course? 40. Does the evaluation plan reflect the Course Learning Outcomes? 41. Do any of the evaluations exceed 35% of the total grade? If so, is that appropriate? 42. Is there any flexibility built into the evaluation plan? 43. If participation is part of the evaluation plan, how will it be measured/graded?	
Hours by Learning Environment	44. Do the course hours align with course credits according to policy? 45. Does the type of learning environment align with the course description and learning outcomes? 46. Is the department prepared to support online offerings and have training for teaching online? 47. Has the department offered online learning before?	
Course Topics	48. Do the course topics reflect the course outcomes and description?	
Textbooks	49. Have you considered open educational resources (OER)?	
Rationale	50. Does the course align with the College's overall values, vision, and strategic plans?	

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Consultations	51. Given the scope of the changes, are the consultations appropriate? Have all relevant areas been consulted? 52. Have teaching areas that teach similar courses been consulted? 53. Is there an articulation committee? If yes, what are their expectations, and how can Curriculum Committee support that? 54. Student Experience Improvement Project recommendation: Have you consulted with the RO regarding scheduling of courses and financial impact on students (loans, tuition per term) ?	

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