

ANNUAL CURRICULUM REVIEW (ACR) GUIDELINES 2025-26

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1. OVERVIEW

The Annual Curriculum Review (ACR) is an opportunity to make required revisions to Programs of Study (POS) and Narrative Information to ensure the quality, relevancy, and currency of programs in your area. Proposed ACR changes are program-driven and informed by outcomes from comprehensive program reviews, largely facilitated through Program Quality Review (PQR) and New Program Standard activities. PQRs occur for each program on a five-year cyclical basis, and their resulting recommendations identify program quality improvement plans, which may include curriculum revisions for implementation in the two years following a PQR.

Program of Study revisions are not eligible during the year in which a program is engaged in a PQR. Proposed curriculum changes may be implemented either through program modifications approved by the Program Review Committee (PRC) when major, or through ACR when minor. Figure 1 below illustrates the relationship between PQR Recommendations and their implementation through either ACR program updates, or more comprehensive program modifications approved by PRC.

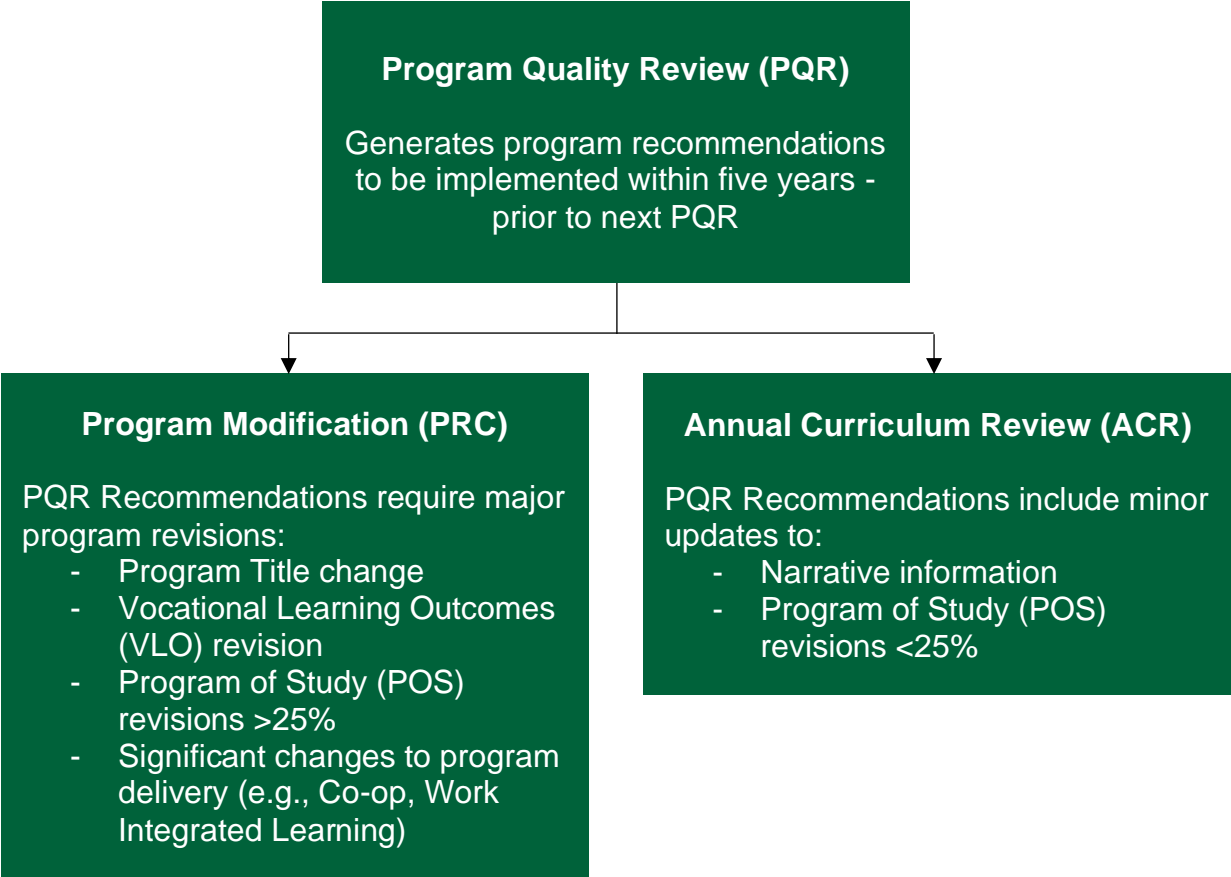


Figure 1: ACR Updates vs. PRC Modifications

The sections below outline the key considerations for submitting program changes through the ACR process.

2. ACR KICKOFF FOR UPCOMING ACADEMIC YEAR

Following the curriculum rollover, program offerings will see one or two change documents populated to the program folders on the ACR SharePoint Site: an editable word version of the CAL999 report, or an editable word version of the CAL999 report and an Academic Development Program Modification Template documenting more substantial, supported program modifications.

Programs utilizing a CAL999 as their change document

The SharePoint program offering folder is populated with an editable Microsoft Word CAL999 report. The site is made live in early September for Departments to propose revisions using track changes on the CAL999:

- Program Coordinators and Program Curriculum Leads are granted access to propose any required program revisions on the CAL999s in the ACR SharePoint site.
- Department Chairs/Academic Managers then review and discuss changes with Program Coordinators/SMEs and Faculty as needed, before approving the changes in SharePoint.
- The Manager, Curriculum Planning and Implementation or Curriculum Administrator (CA) reviews and approves program changes in SharePoint and discusses changes with Chairs/Academic Managers as needed, before approving the changes in SharePoint.
- Support Officers enter all approved changes in GeneSIS, based on the departmental review schedule, which outlines planned departmental entry windows in GeneSIS.

Programs utilizing an Academic Development Program Modification Template as their change document

In addition to the Microsoft Word CAL999 report, the SharePoint program offering folder is populated with locked Academic Development Program Modification Template for reference only:

- Program Coordinators/Program SMEs/Program Curriculum Leads work with the Academic Development team to propose, review, and finalize all changes to the program narrative, program of study, and course descriptions. Upon completion of the Academic Development Program Modification Template, a copy is uploaded to the program offering folder on the SharePoint site.

- The Curriculum Administrator (CA) will work with the RO Curriculum Team to implement the revisions from the program modification in GeneSIS – no action is required on the part of the Program Coordinators or Program Support Officers in either the SharePoint site or GeneSIS. Although a CAL999 document is populated to the SharePoint site automatically by ITS for all program offerings, any changes submitted via the CAL999 documents for programs that have undergone a program modification will not be accepted.

3. PROPOSED PROGRAM REVISIONS

Programs may propose program revisions in the SharePoint ACR site until the Departmental ACR deadline. The sub-sections below detail the types of program revisions permissible within the scope of ACR.

3.1 Narrative Information

Program Description:

- Program Descriptions may be revised to reflect current industry terminology, or to better represent a program to prospective students.
- Success Factors (part of the Program Description) may be revised to ensure that prospective students have a clear understanding of the traits and soft skills required for success in the program/discipline. **Success Factors do not address admission requirements**

Employment Opportunities:

- Employment Opportunities may be updated to include new positions or opportunities for graduates in the industry.
- This language should indicate positions that graduates may attain following graduation, and cannot promise employment or list positions that require a higher level of education or experience than the credential offers, without expressing these additional requirements clearly.

Expenses:

- Expenses may be updated to address any new or revised costs (above and beyond tuition and ancillary fees) for students in the program (such as special equipment that the student is required to purchase).

Additional Information:

- Other important information not addressed in the other narrative sections (such as immunization requirements for work placement, or new coordinator contact information) may be revised annually for currency.

For further guidelines on writing these components of the program narrative, visit the [Program Overview and Narrative](#) section of the Algonquin College Program Development website.

Note: Vocational Learning Outcomes (VLOs) and Admissions Requirements cannot be revised through ACR on the CAL999 document. VLOs can only be revised as part of a Program Modification presented to the Program Review Committee. Admission Requirements adjustments apply to two years in the future, and must be submitted to the Admissions Coordinator in the Registrar's Office for approval using the following email: admissionscoordinator@algonquincollege.com

3.2 Program of Study

Course Titles and Descriptions:

- Course titles and descriptions* may be revised to reflect currency or address editorial concerns. Minimal revisions to existing course descriptions require the creation of a new course version.
- Any revisions to course titles and substantial revisions to course descriptions that change the focus of a course by >25% are considered new courses, and require the creation of a new course code, rather than a new course version.

Normative hours:

- Course normative hours may be increased by up to 35%, or reduced by up to 25% (from the first version of the course) within an existing course code, by creating a new course version**.
- Courses that propose increasing their hours by more than 35%, or reducing their hours by more than 25% (from the first version of the course), require the creation of a new course code.
***Note that where courses are part of multiple programs, revisions to course normative hours, titles and descriptions will affect other program deliveries, and should be discussed with all users of a given course.**
**** Note that when Thesis is launched, any revisions to course hours will require the creation of a new course code, as Thesis does not allow for new course versions.**

Program of Study (POS) Sequence, Adding and Removing Courses:

- Courses may be moved from one level to another in a POS, as well as existing courses removed and/or new courses added, to facilitate improved program progression for students. These POS modifications must result from in-depth

program analysis, and must be supported by revised Program Outcomes Maps (VLOs and EESs) to ensure appropriate levelling for students.

Prerequisites, Corequisites, and Equivalencies:

- Prerequisites, corequisites, and equivalencies may be applied to courses, or changes to these requirements may be made to courses, to ensure appropriate scaffolding.
- Prerequisite, corequisite, and equivalency changes are permitted only for the upcoming academic year; these changes cannot be retroactively applied to previous POS versions, as this would mean adding new requirements for students currently moving through a given program version, which they did not have prior knowledge of.
- Prerequisites, corequisites, and equivalencies should be considered at the course level, and not used to manage progression through a program. Prerequisites, corequisites, and equivalencies attached to a given course will persist for all programs where this course is used.

For further guidelines for making program of study revisions, visit the [Program Curriculum Design](#) section of the Algonquin College Program Development website.

3.3 Progression/Graduation Requirements

- Progression/Graduation Requirements establish the minimum grades (for specified courses) required for a student to progress in a program (i.e. to progress to the next program level or to graduate). Progression/Graduation Requirements can be used when there is an identified need for students to maintain a specific average for graduation into a regulated industry, for entrance into other programs or associations, or to succeed in future program levels. The decision to increase the minimum progression grade for a course beyond the standard 50% would reflect a requirement for students to perform these skills at a higher level for future success.
- Progression requirements apply to a POS and not to courses. A course may have a 60% progression requirement within one program (meaning that students in that program require a 60% in that course to progress to the next program level); however, the passing grade for that course remains a 50%. In this scenario, the student receives the course credit regardless of whether they can progress in a specific POS, and in any other program where the course may be used, the minimum grade remains 50%.

3.4 Grading System

- A grade system change consists of changing the course grading requirement for a course, for example changing a course from A+ through F to Pass/Fail, or vice versa.

- A change to the course grading system requires the creation of a new course version.
- A grading system change made as part of ACR will automatically populate to the course outline in COMMS in the Spring.

4. PROGRAM OUTCOMES MAPPING UPDATES (COMMS)

If you will be making Program of Study revisions to your program, you will need to revise your program outcomes maps (VLOs and EES) in COMMS to reflect the changes after the COMMS rollover which happens in mid-April, after the ACR cycle closes. You can do this through the COMMS 3.0 Mapping tool at the following link: [COMMS](https://ecoursemap.com) (ecoursemap.com)

Here, you will be able to create a draft map for the 2025-26 academic year and add or delete Teach (T), Assess (A), and Culminating Performance (CP) indicators on the map as appropriate. Once your mapping revisions are complete, you will be able to submit the draft map for review and endorsement by a Curriculum Consultant. Once draft maps are approved, they become active for the 2025-26 academic year in Course Outlines on COMMS. Please note that mapping revisions are automatically input in COMMS for programs that have undergone an Academic Development Supported Program Modification. There is no need to create a draft map for these revisions using the COMMS 3.0 Mapping tool.

For further information on program mapping, visit the [Program Outcome Mapping](#) section of the Program Development website.

For tutorials on using the map revision tool in COMMS, visit the [COMMS Resources](#) section of the COMMS website.

5. ANNUAL CURRICULUM REVIEW TIMELINE

All program revisions are to be approved by Chairs in SharePoint prior to the November ACR deadline each year, so that the Manager of Curriculum Planning and Implementation and Curriculum Administrator's review can begin promptly following the deadline date. Missing this deadline jeopardizes the ability to review multiple program deliveries simultaneously to ensure program alignment. Failure to meet this deadline also negatively affects the critical path of activities that are dependent upon ACR, such as course loading and scheduling, assignment of SWFs, COMMS rollover, and the publication of program monographs, essential for providing information to prospective students.

ANNUAL CURRICULUM REVIEW TIMELINE



APPENDIX A: ACR ROLES AND RESPONSIBILITIES

Dean/Director

- Accountability for program revisions in the Faculty/School.
- Ensuring all program revisions are completed on time.

Chair/Academic Manager

- Ensuring that consultation takes place between Chairs/Academic Managers, Coordinators and Faculty.
- Ensuring that recent PQR recommendations are reviewed and implemented as appropriate.
- Reviewing program revisions to ensure alignment with ACR Guidelines, and College and MCU policies prior to approval.
- Notifying the Curriculum Administrator when all departmental program revisions are approved and ready for review.
- Ensuring that support staff are provided sufficient time for entering approved program revisions in GeneSIS following Curriculum Administrator approval.
- For multicampus delivery programs, consulting with Program Delivery Partner Chairs before approving program revisions as the Program Curriculum Lead Chair/Academic Manager.

Program Coordinator/Program Support Specialist

- Working with the Chair/Academic Manager and program faculty to review PQR recommendations, new MCU program standards, or other industry requirements to recommend program revisions as appropriate.

Program Curriculum Lead (for multi-campus delivery programs)

- Working with the Chair/Academic Manager and Program Delivery Partners to review PQR recommendations, new MCU program standards, or other industry requirements to recommend program revisions as appropriate.
- Collaborating with Program Delivery Partners to ensure alignment across all program deliveries.
- Revising course outlines in COMMS as necessary in the Spring, following the approval of ACR program revisions.

Program Delivery Partner (for multi-campus delivery programs)

- Participating in discussions with Program Delivery Lead related to required program revisions to ensure alignment across all program deliveries.

Program Faculty

- Participating in discussions related to required program revisions
- Revising course outlines in COMMS as necessary in the Spring, following the approval of ACR program revisions.

Program Support Officer

- Scheduling departmental ACR meetings as necessary.
- Entering approved, final program revisions in GeneSIS in the Winter semester following the Curriculum Administrator's review.
- Ensuring that departmental internal timelines for revising programs in the ACR SharePoint site are met to facilitate completion by the November ACR deadline.

Manager, Curriculum Planning and Implementation and Curriculum Administrator

- Acting as a College resource to support and guide program revisions for the Annual Curriculum Review
- Reviewing proposed program revisions for compliance with ACR Guidelines, and College and MCU policies, consulting with Chairs/Academic Managers as necessary, and approving proposed changes in the ACR site.

- Coordinating with the Registrar's office to ensure entry of retroactive changes and program activation
- Coordinating with the Marketing Department to ensure accurate publication of the final approved Program Monographs