

Administrative Procedure Centralized Course Development	
	Department: Student Programs
	Approved by: Leadership Council
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	Revision Date(s):
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	External References • <i>The Education Act, 1995</i> • Ministry of Education Quality Assurance Framework • Ministry of Education Adaptive Dimension
	Internal References • None

Purpose

- This administrative procedure outlines the centralized course development model at Saskatchewan Distance Learning Centre (Sask DLC).

Scope

- This administrative procedure applies to all Sask DLC teachers, instructional designers and educational staff involved in the development, delivery and adaptation of online courses. It includes all Kindergarten to Grade 12 courses offered by Sask DLC.

Policy Statement

- Sask DLC is committed to a centralized course development model that ensures:
 - All teachers use a base course as the foundation for instruction, ensuring alignment with Saskatchewan curriculum outcomes, best practices in online learning and Sask DLC course development standards.
 - Teachers apply the Adaptive Dimension to adjust instructional approaches, learning environments, resources and assessments for individual students or groups requiring differentiated supports.
 - Course content is regularly reviewed by members of the Professional Learning Network (PLN) and updated by Sask DLC's development team in accordance with program guidelines to reflect current educational research, curriculum changes and student needs.
 - Course assessment practices are aligned with Sask DLC's Assessment, Grading and Communication (AGC) framework.
 - Equity and accessibility are prioritized to support diverse learning styles, exceptional learners and students requiring additional support.

Procedures:

1. Centralized Course Development
 - a. A centralized team, including instructional design consultants and course development teachers, will develop and maintain a base course for each subject and grade level in consultation with subject matter experts.
 - b. All courses will align with Saskatchewan curriculum outcomes and be designed with best practices for online instruction and Sask DLC course development standards.
 - c. All courses will adhere to Sask DLC's AGC framework.
 - d. Program development and delivery guidelines will inform the design and maintenance of centralized courses.
2. Application of the Adaptive Dimension
 - a. Teachers will assess student needs and determine appropriate adaptations in instruction, resources, learning environments or assessments.
 - b. Adaptations may include alternate resources, differentiated instruction, adjusted pacing or alternate assessment methods aligned with Sask DLC's AGC framework.
 - c. Adaptations such as different assignments or resources will be documented to ensure transparency and alignment with curriculum expectations and stored in the private section of the Sask DLC Resource Bank.
 - d. Teachers will collaborate with colleagues, Student Programming teams, Student Support teams and Instructional Design Consultants through their PLN to share best practices in adapting course content.
 - e. Teachers will provide clear communication with students and families to ensure they understand the adaptations made and how they support student learning goals.
3. Monitoring and Quality Assurance
 - a. The Programming team will conduct regular reviews of course content and adaptations to ensure alignment with curriculum standards and effectiveness in meeting student needs.
 - b. Feedback from teachers, students and families will be collected to inform continuous improvement.
 - c. Professional learning opportunities will be provided to support teachers in implementing adaptive and centralized course content effectively
4. Roles and Responsibilities
 - a. It is the responsibility of the Campus Administrator to:
 - i. ensure accountability for the implementation of this procedure and adherence to the centralized course development model;
 - ii. support teachers in utilizing the Adaptive Dimension appropriately to meet student needs while maintaining curriculum alignment;
 - iii. monitor and review adaptations made within courses to ensure consistency and effectiveness; and,

- iv. collaborate with student programming teams, teachers and student support teams to enhance course delivery and student success.
- b. It is the responsibility of the Teacher to:
- i. deliver instruction using the base course as their foundation;
 - ii. adjust course content using the Adaptive Dimension to address the specific needs of individual students or groups, ensuring adjustments align with curricular outcomes and Sask DLC's AGC principles;
 - iii. refrain from creating full courses, content or assessments based on personal preferences; and,
 - iv. use approved platforms (i.e., Sask DLC's Moodle, Microsoft Teams) to deliver course content to students.
- c. It is the responsibility of the PLN member to:
- i. act as a subject matter experts by providing insights and recommendations to improve course content and instructional strategies through the Course Maintenance Request (CMR) process;
 - ii. participate in professional learning communities to share best practices and strategies for online learning and student engagement;
 - iii. provide feedback to the development team on course content, assessment and resources to ensure they meet instructional quality and curriculum alignment;
 - iv. support new and existing teachers in effectively utilizing the base course and implementing adaptations in line with the Adaptive Dimension;
 - v. collaborate with the instructional design team to identify program guidelines, including areas for course enhancement and innovation; and,
 - vi. engage in professional learning opportunities related to centralized development and the Adaptive Dimension.
- d. It is the responsibility of the Student Programming Team to:
- i. work collaboratively with teachers and student support teams to ensure programming meets student needs;
 - ii. support the development of resources and course adaptations for students requiring differentiated instruction or adaptations;
 - iii. provide expertise in personalized learning strategies and adaptations for exceptional learners;
 - iv. assist in the monitoring and evaluation of course adaptations to ensure they align with curriculum expectations and student success metrics;
 - v. ensure the Resource Bank Consultant appropriately curates and provide access to course adaptations, alternative resources and additional materials for educators.
 - vi. oversee the creation, curation, revision and continuous improvement of the centralized course content to ensure consistency and alignment with curricular outcomes, Sask DLC AGC Framework and best practices for online learning;
 - vii. ensure the Curriculum, Instruction and Assessment Consultant provides expertise on curriculum outcome alignment, outcome-based assessment practices and instructional strategies; and,

- viii. ensure the Indigenous Advisor embeds Indigenous Knowledge Dimensions and culturally relevant content into course materials, assessment and instructional design in a meaningful way.
- e. It is the responsibility of the Student Support Team to:
 - i. work alongside teachers to develop and curate alternate assignments and resources that align with curricular expectations and the Adaptive Dimension;
 - ii. work alongside teachers to identify students requiring adaptations and differentiated instruction;
 - iii. assist teachers and students in identifying which adaptations are best suited to individual student needs;
 - iv. provide support to teachers in adapting assessments, instructional strategies and learning environments to meet the needs of individual students;
 - v. recommend and provide alternative resources and assistive technologies where necessary; and,
 - vi. collaborate with teachers to track the effectiveness of adaptations, ensuring they are meaningful and aligned with curriculum expectations for individual students.

Definitions

1. **Adaptive Dimension:** This refers to the [Ministry of Education framework](#) grounded in an inclusive philosophy that upholds adaptations as a right, not a privilege. It guides teachers in flexibly adjusting instruction, resources, assessment and the learning environment to meet individual student needs while maintaining curriculum integrity.
2. **Base Course:** This refers to a curriculum-aligned course that serves as the foundation for instruction, ensuring consistency in content and assessment.
3. **Centralized Course Development Model:** This refers to a course development model where Sask DLC course content is created and curated by a central development team.