



Promoting Equity Across Multi-Section and Multi-Semester Competencies

October 21, 2025 Webinar



Beth Acton
John Abbott College



Kurt Holfeld
Dawson College



CourseFlow

Login

Schedule a demo

A new way to design learning

CourseFlow is a free application that supports educators in the design of instructionally and pedagogically coherent and aligned courses, curricula units, and academic programs.

Get started



Promoting Equity Across Multi-Section and Multi-Semester Competencies

Challenges

Program Design

Curriculum Design

Strategies

EQUITY

ALIGNMENT

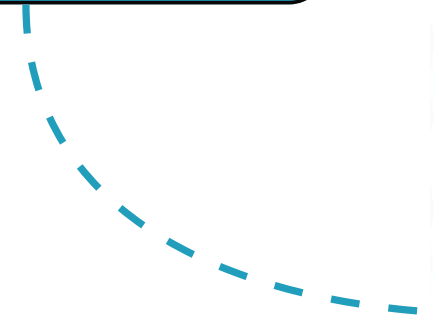
COHERENCE





Program Specific Needs
in *Program Design*

Institutional Autonomy in
Program Design



Workflow View

View Program Outcomes

Other Views

Learn Skills

Build Knowledge

Apply Skills and Knowledge

Gen Ed - COE Low Level French

Term 1

510-130-DW - Drawing from Observation

Visit workflow

1.33 credits

570-140-DW - Materials & Furnishings I

Visit workflow

1.67 credits

570-141-DW - Interior Design I

Visit workflow

2.33 credits

Physical Education

1 credits

510-132-DW - 2D Studies

Visit workflow

1.33 credits

Humanities

2 credits

570-133-DW - Visual Language of Design

Visit workflow

2 credits

English

2.67 credits

Term 2

570-244-DW - Visual Communication I

Visit workflow

1.67 credits

570-240-DW - Materials & Furnishings II

Visit workflow

1.33 credits

570-231-DW - Interior Design II

Visit workflow

3 credits

Physical Education

1 credits

570-245-DW - CAD I

Visit workflow

2 credits

520-240-DW - Art and the Built Environment

Visit workflow

1.67 credits

French Block A

2 credits

570-246-DW - Colour and Lighting I

Visit workflow

1.67 credits

English

2.33 credits

Co-Requisite

Co-Requisite

CoureFlow allows Programs to reflect program design at the institutional level

Add to workflow

Drag and drop to add

Nodes

Learn Skills

Build Knowledge

Apply Skills and Knowledge

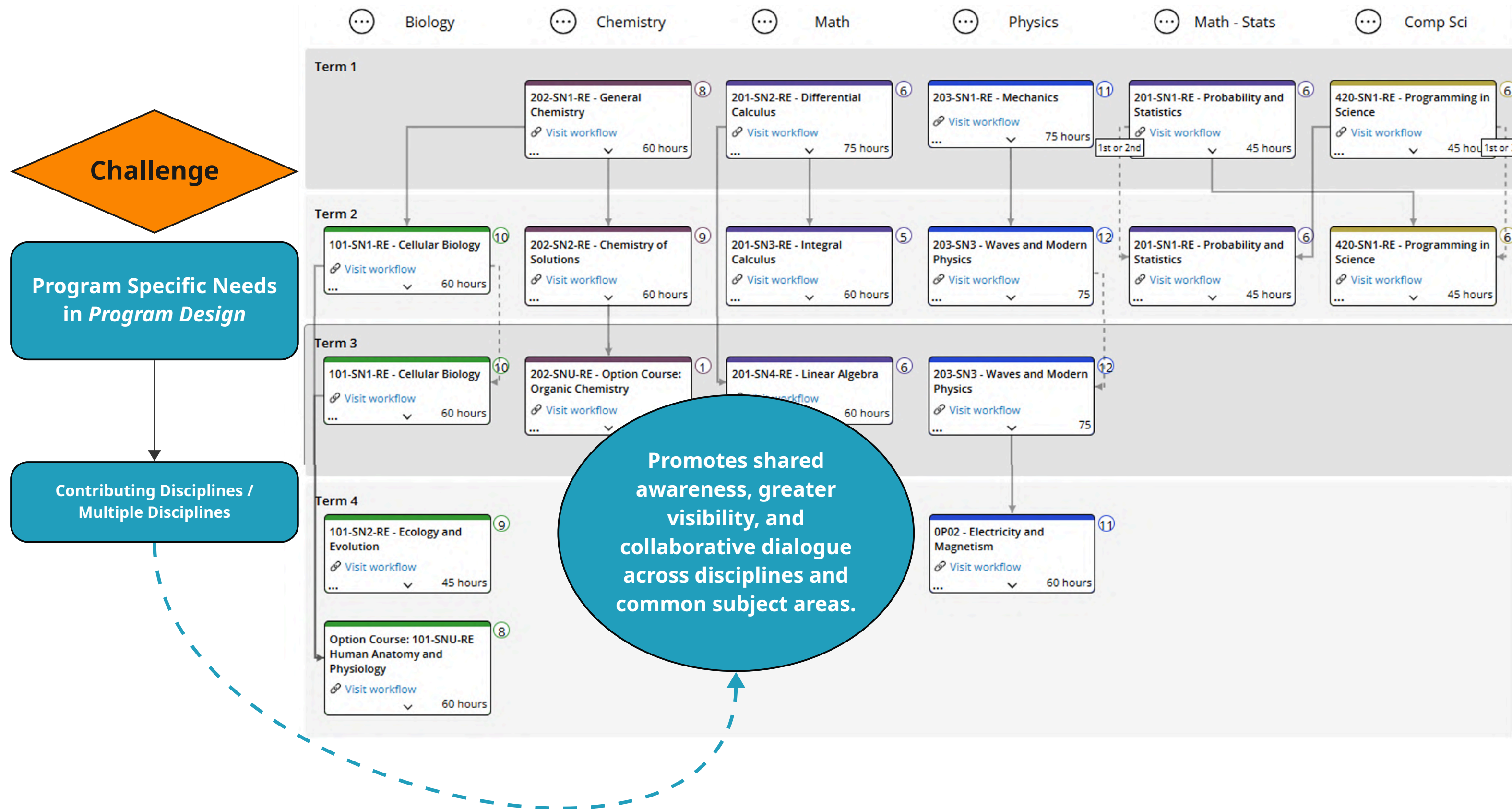
Gen Ed - COE Low Level French

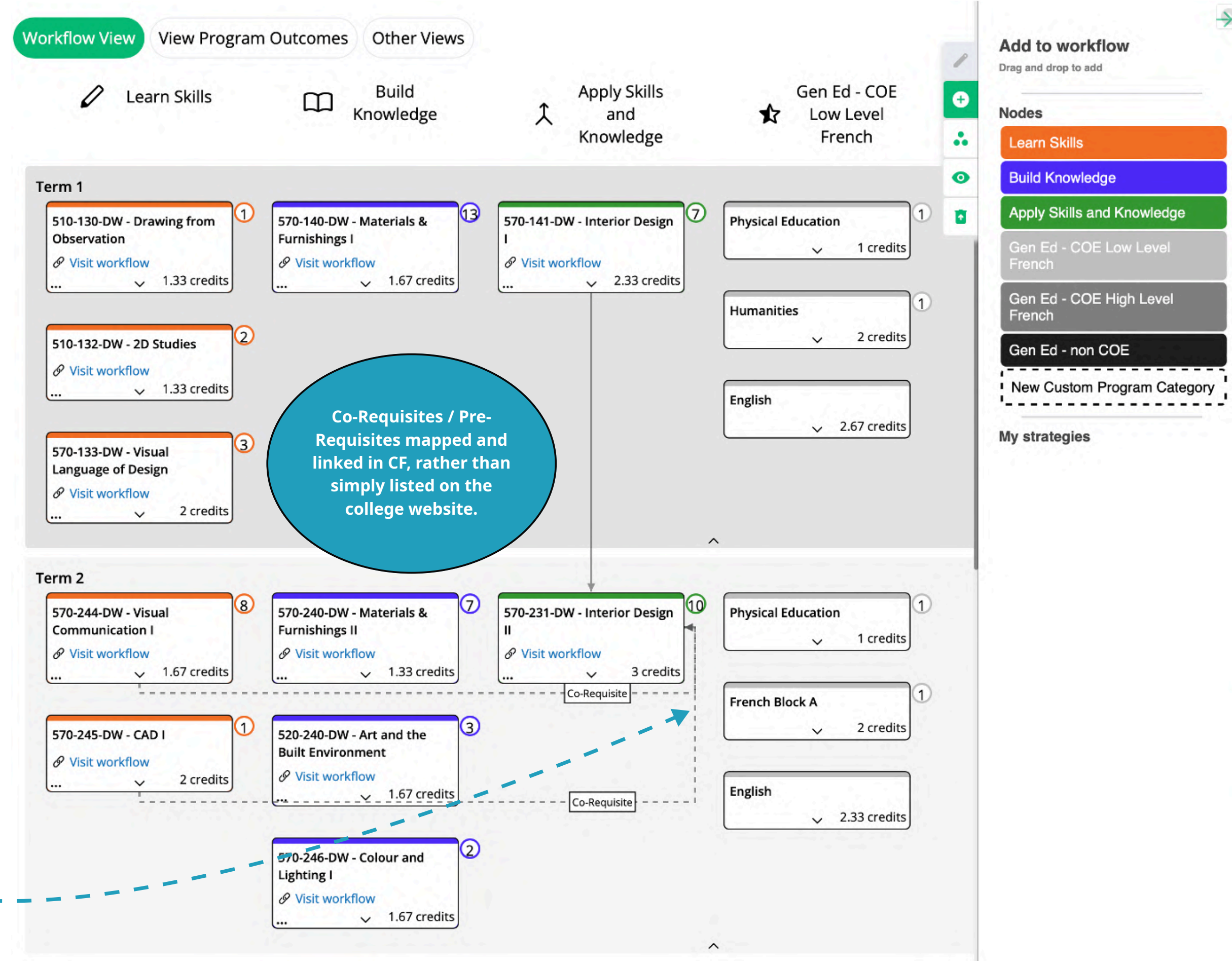
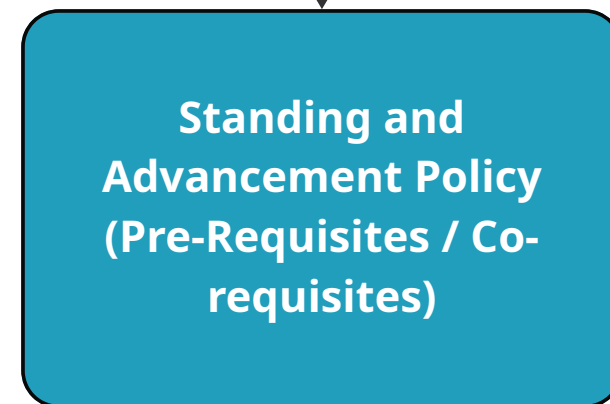
Gen Ed - COE High Level French

Gen Ed - non COE

New Custom Program Category

My strategies

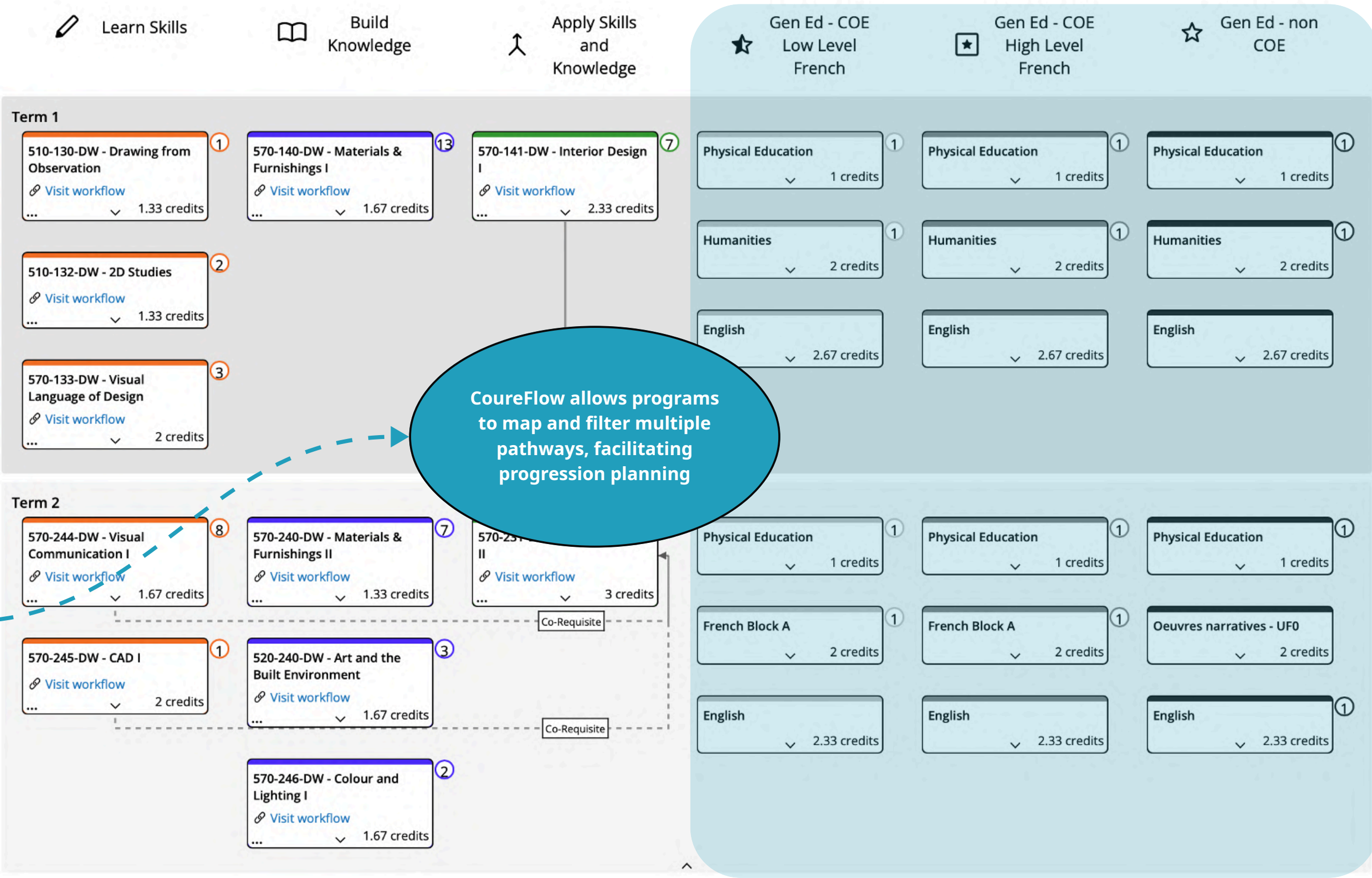


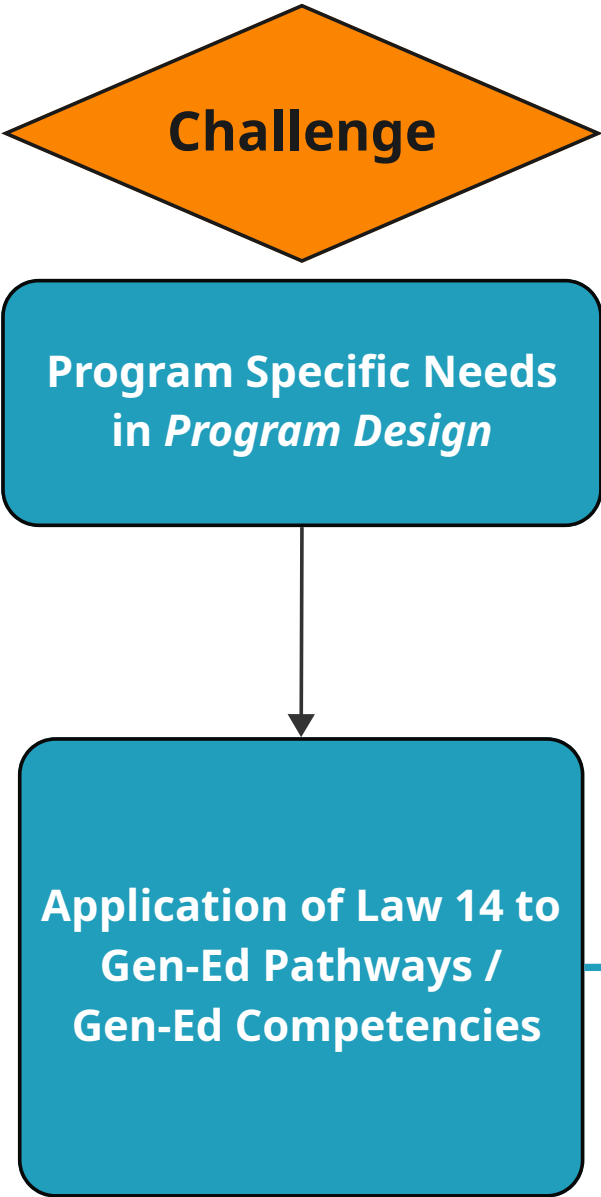


Challenge

Program Specific Needs
in Program Design

Application of Law 14 to
Gen-Ed Pathways /
Gen-Ed Competencies





General Education Courses

Permissions

Viewer All CourseFlow

Owner beth.acton

Editor Marianne Lynch

Editor Elizabeth Charles

+3 more

[Modify](#)

Description

General Education courses required for a CEGEP DEC

Notes: ... [show more](#)

Discipline

English

Search the project

Introduction to College English

Created by beth.acton on 2025/01/07

603-101-MQ...

Course

★

Literary Genres

Created by beth.acton on 2025/01/07

603-102-MQ...

Course

★

Literary Themes

Created by beth.acton on 2025/01/07

603-103-AB...

Course

★

Forms of Discourse

Created by beth.acton on 2025/01/07

603-200-MQ...

Course

★

Humanities: Knowledge

Created by beth.acton on 2025/01/07

4HU0 - Apply a logical analytical process to how knowledge i...

Course

★

Humanities: World Views

Created by beth.acton on 2025/01/07

4HU1 - Apply a critical thought process to world views.

Course

★

Humanities: Ethics

Created by beth.acton on 2025/01/07

4HUP - Apply a critical thought process to ethical issues ...

Course

★

French Block A - Level 1

Created by beth.acton on 2025/01/07

4SFO - Apply basic concepts for communicating in standard ...

Course

★

French Block B: Level 1

Created by beth.acton on 2025/01/07

4SFP - Apply basic concepts for communicating in French in ...

Course

★

**Awareness and integration
of learning objectives
from GenEd disciplines
within the program-
specific courses.**

**Providing teachers in "cours en
français" with the expectations
of students' French
proficiency—helping to align
instruction with student needs.**

Challenge

Program Specific Needs
in Program Design

External Certification

	General Education Compe		Sonography Canada																Hours		General Education		Specific Education	Total Hours	Ponderation	Theory	Practical	Individual Work	Total	Credits
			1.1 - Oral Communication show 12 descendants	1.2 - Written show 5 descendants	1.3 - Non-verbal show 2 descendants	2.1 - Legal and ethical show 6 descendants	2.2 - Professional show 9 descendants	2.3 - Professional conduct show 15 descendants	2.4 - Maintenance of show 3 descendants	3.1 - Patient safety and show 11 descendants	3.2 - Clinical procedures show 2 descendants	3.3 - Related techniques show 11 descendants	4.1 - Equipment set-up show 3 descendants	4.2 - Operation of show 8 descendants	4.3 - Equipment show 3 descendants	5.1 - Examination planning show 5 descendants	5.2 - Correlation of show 5 descendants	5.3 - Examination show 14 descendants	5.4 - Technical analysis show 7 descendants	6.1 - Safety and the work show 4 descendants	6.2 - Self protection show 4 descendants									
Humanities: Applied themes in																						0	0	0		0	0	0	0	45
Physical Education: Physical																						0	0	0		0	0	0	0	30
French: Block B																						0	0	0		0	0	0	0	45
English: Applied Themes in																						0	0	0		0	0	0	0	60
Continuous Improvement of Ultrasound Practice																						0	0	0		0	0	0	0	45
Term 5			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	510	510		0	34	4	38	510
Clinical 1			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	255	255		0	17	2	19	255
Clinical 2																						0	255	255		0	17	2	19	255
Term 6																						0	510	510		0	34	4	38	570
Clinical 3																						0	255	255		0	17	2	19	255
Clinical 4																						0	255	255		0	17	2	19	255
Integration and Consolidation																						0	0	0		0	0	0	0	60
Grand Total			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	1020	1020		0	68	8	76	3535

Map and filter External
Certification Criteria as a
separate data set linked
to courses in the same
way as competencies

View options

Sort Nodes:

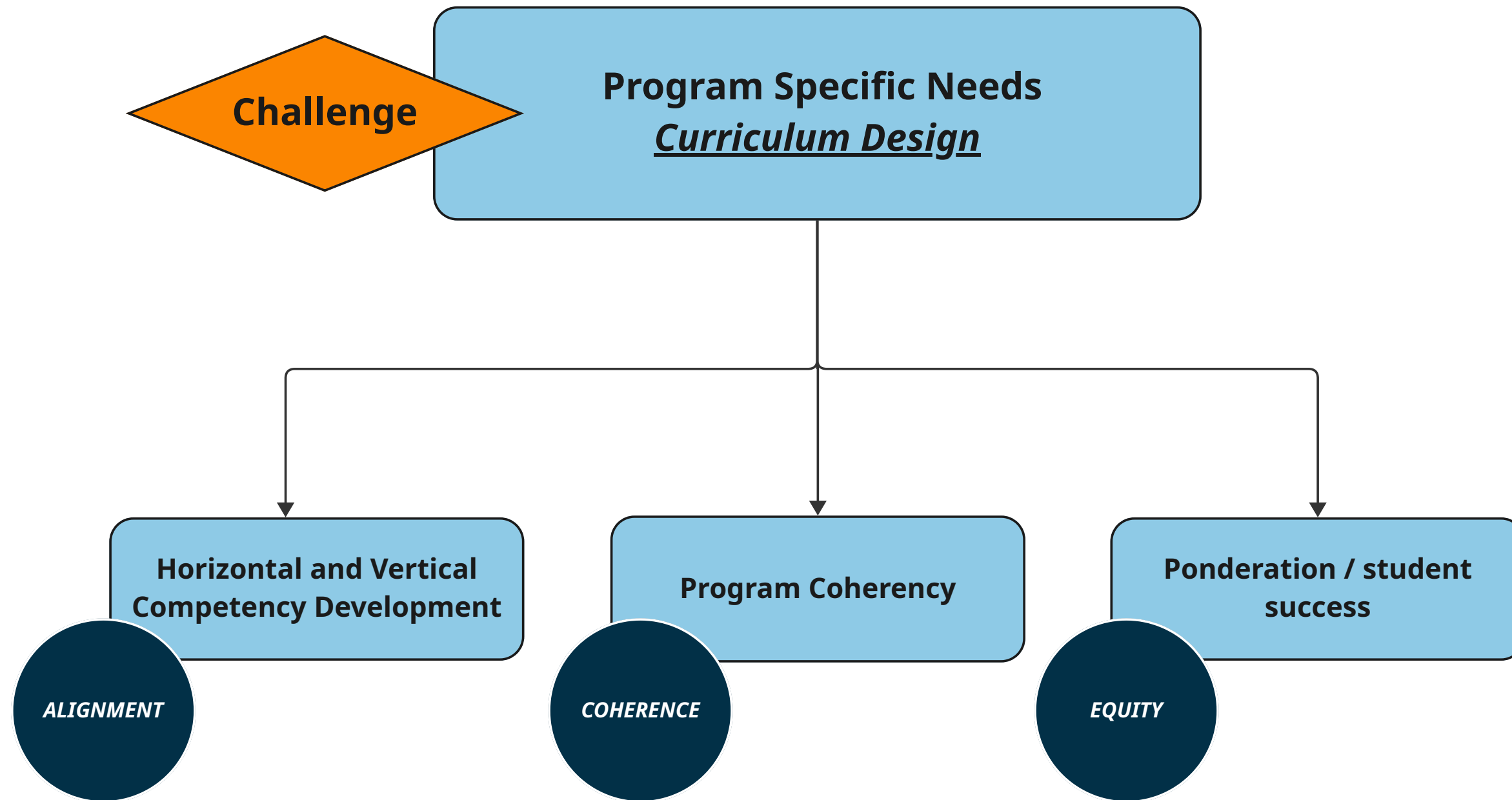
- ☐ Time
- ☐ Category
- ☐ Task
- ☐ Context

Table Type:

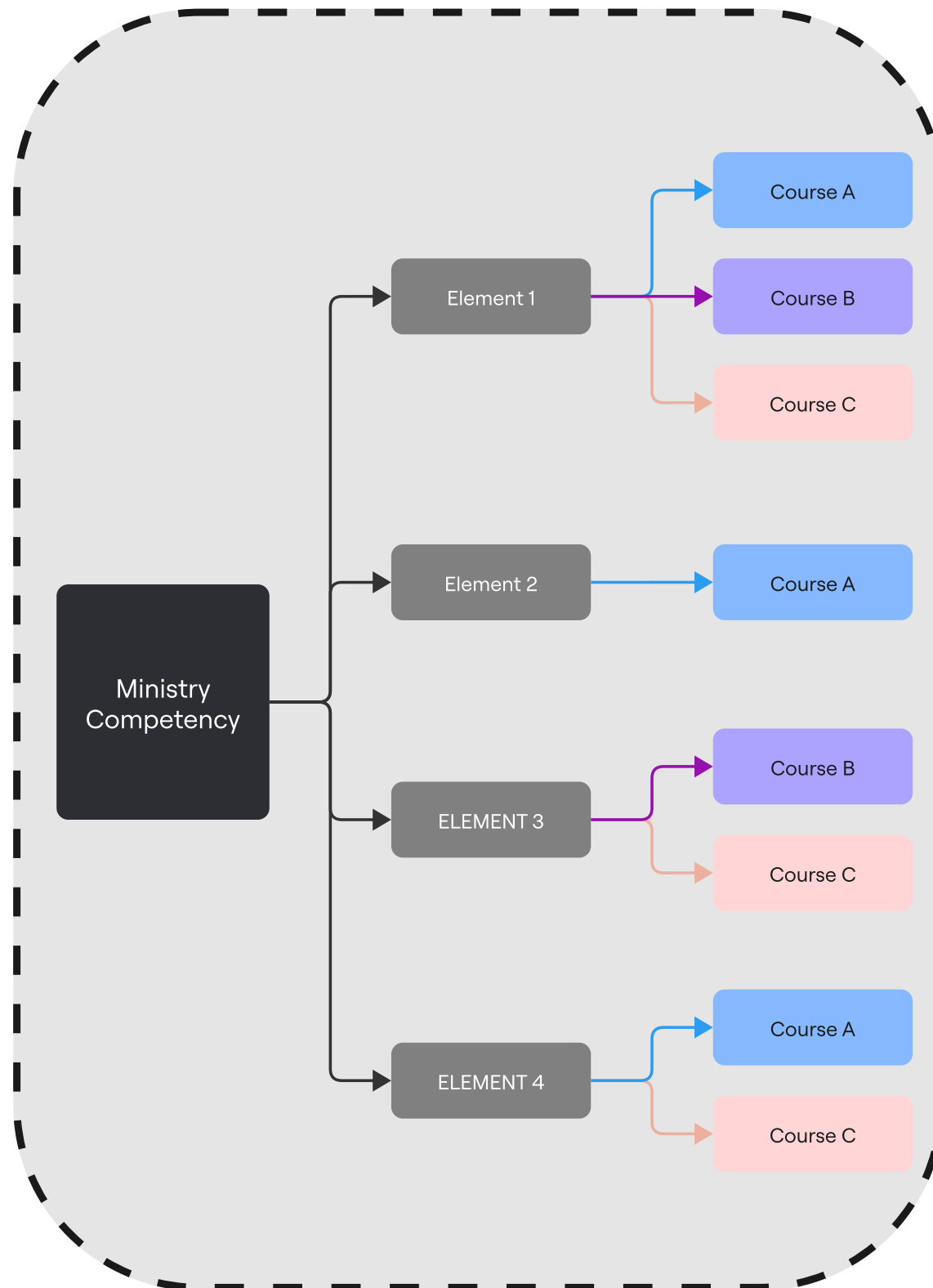
- ☐ Table Style
- ☒ Competency Matrix Style

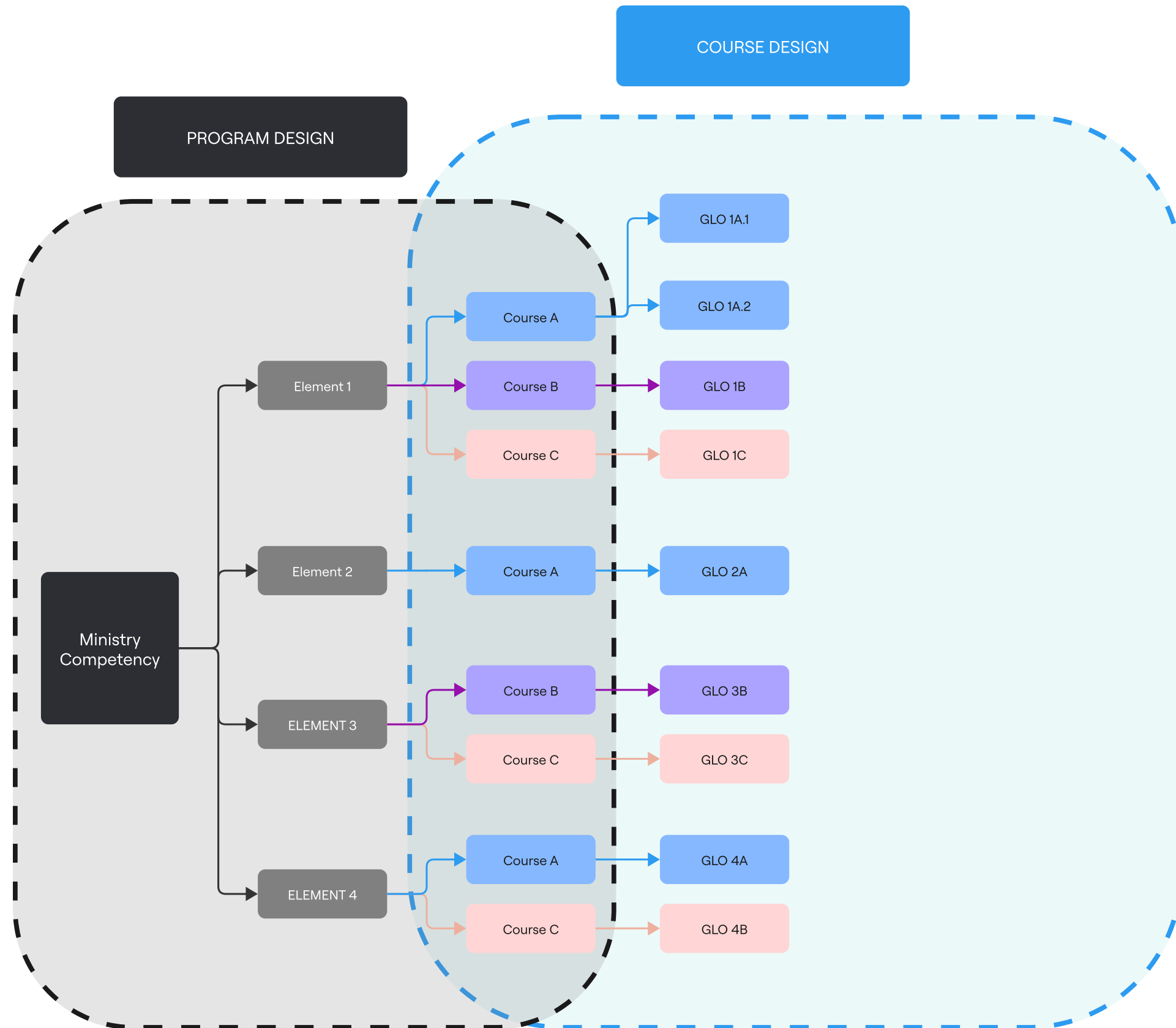
Object Sets

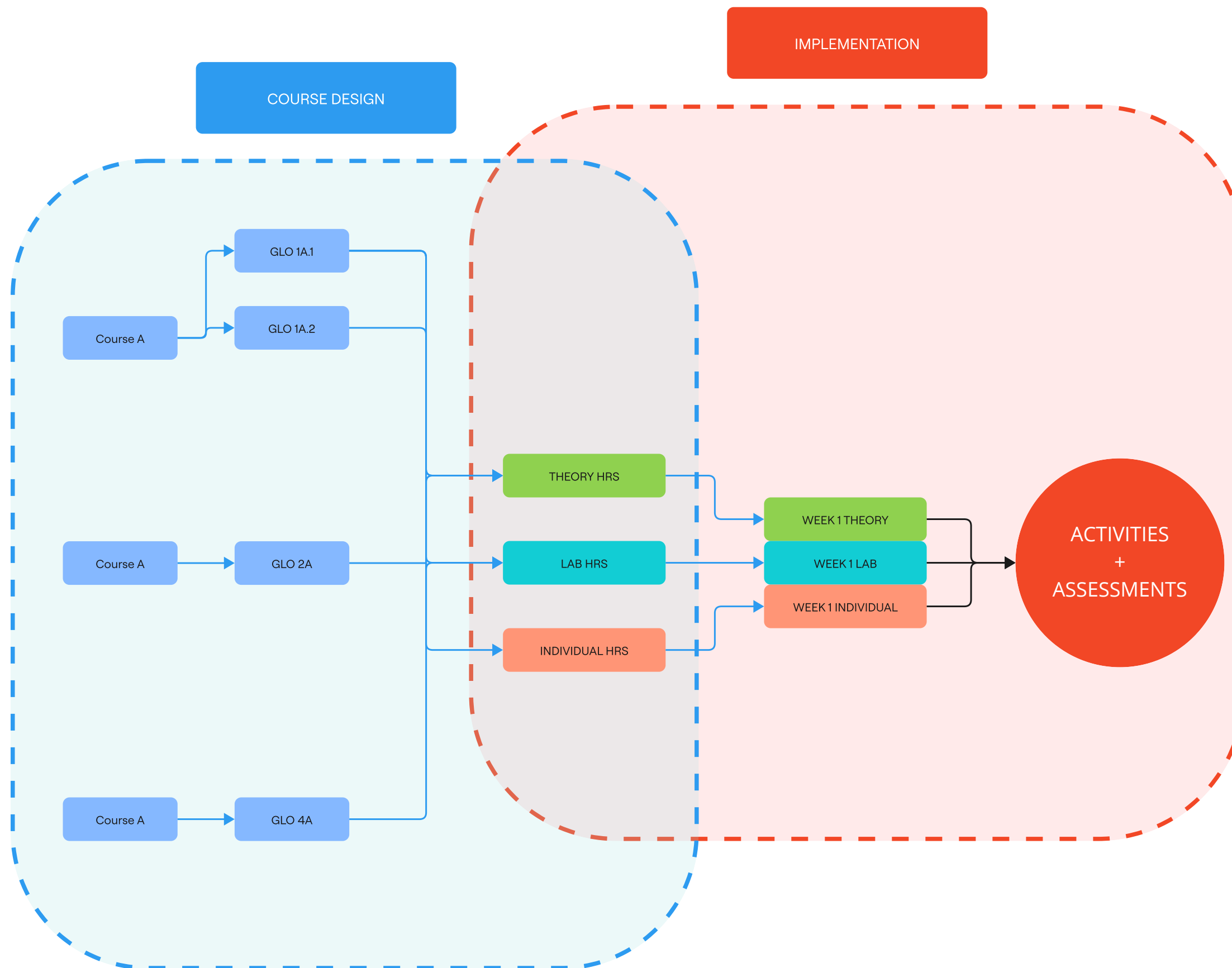
- ☒ General Education Courses
- ☐ Ministerial Competencies
- ☒ General Education Competencies
- ☒ Sonography Canada

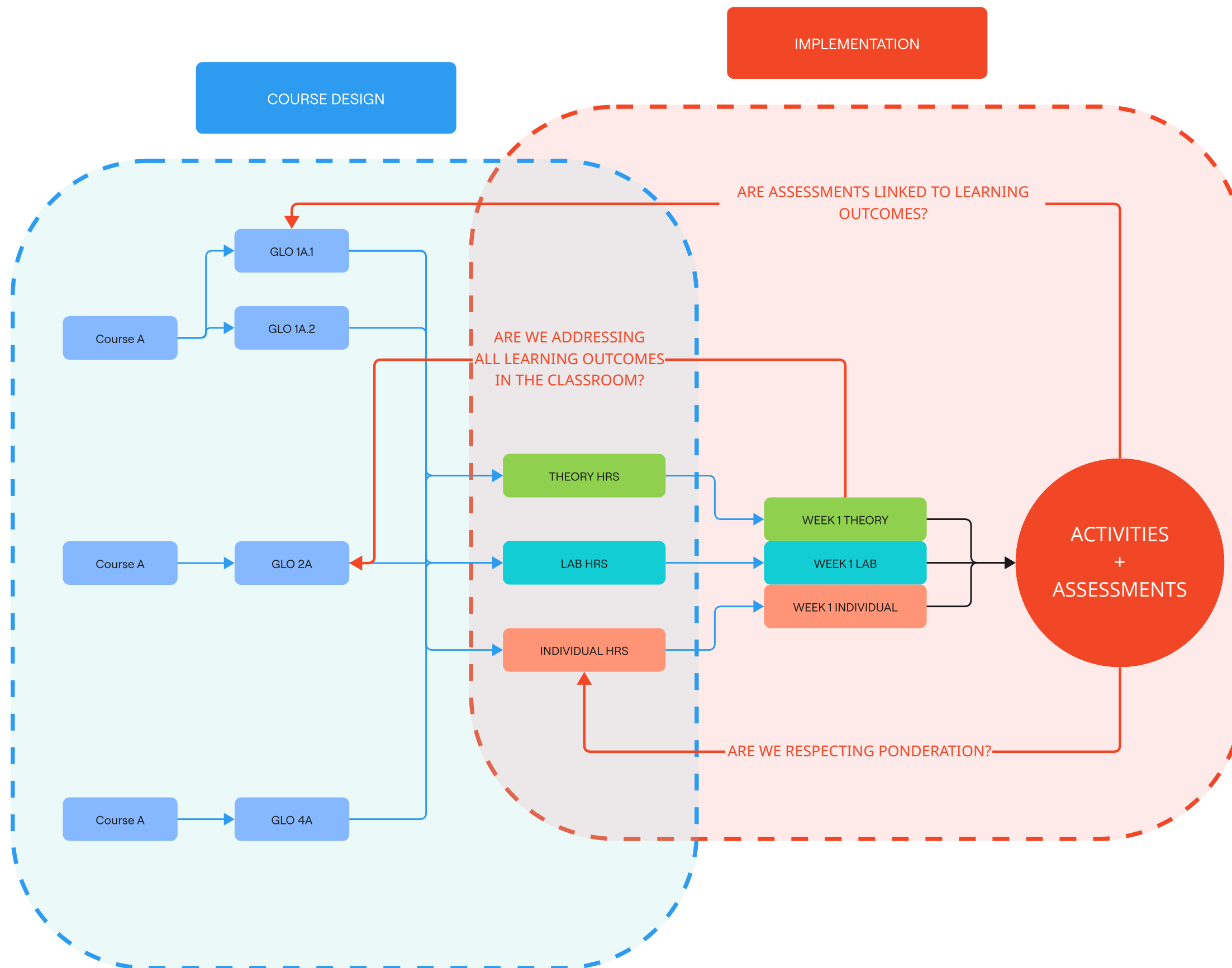


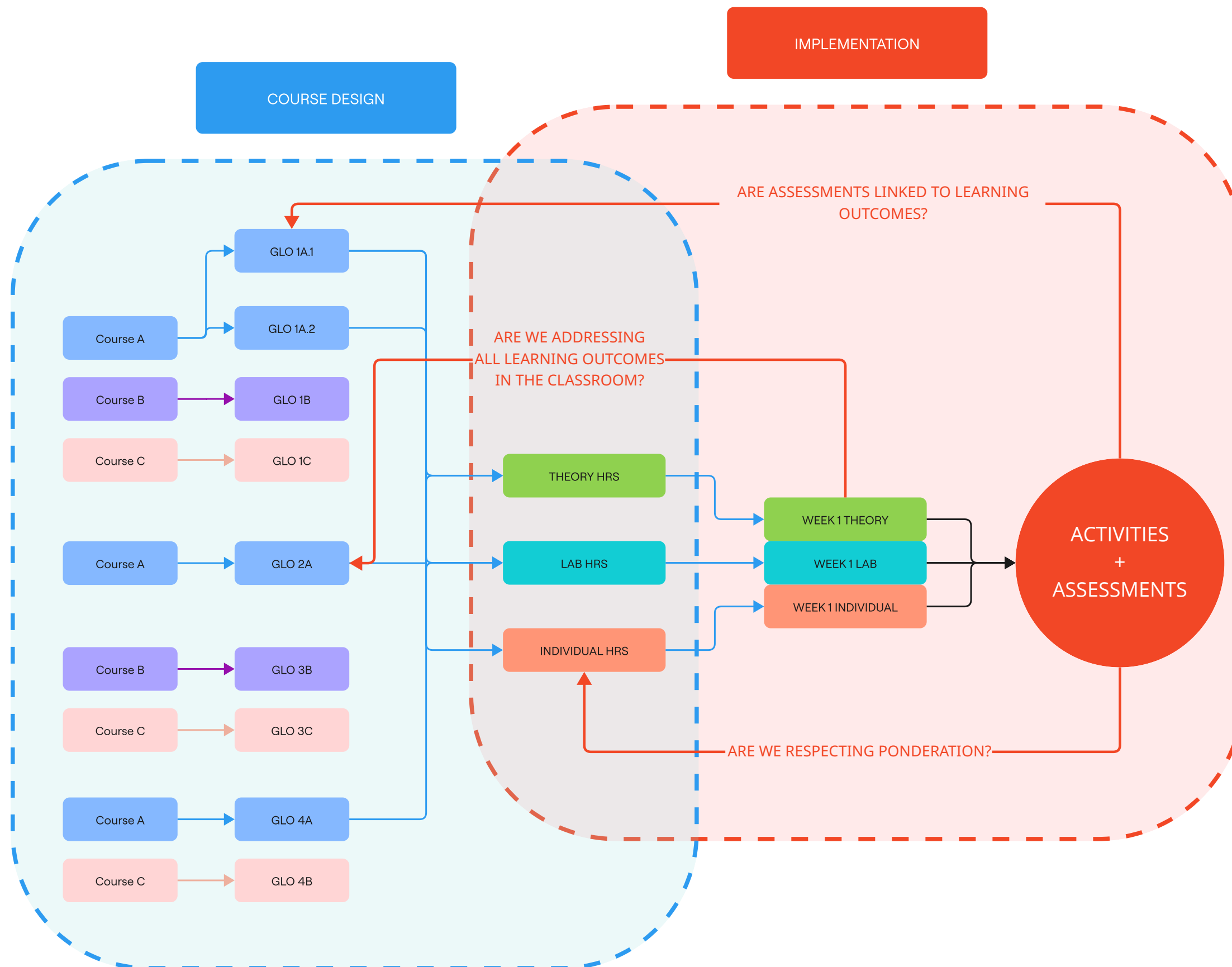
PROGRAM DESIGN

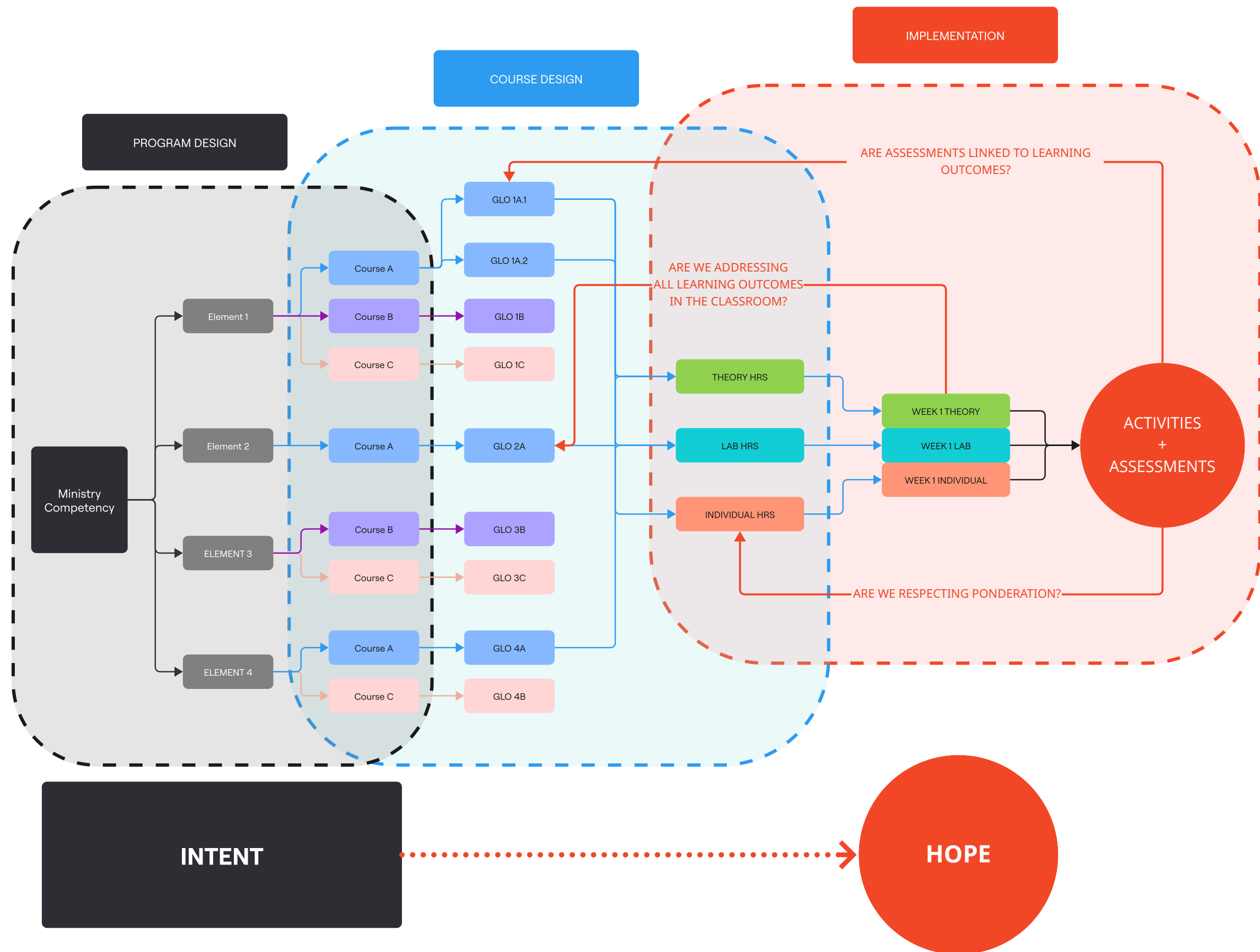


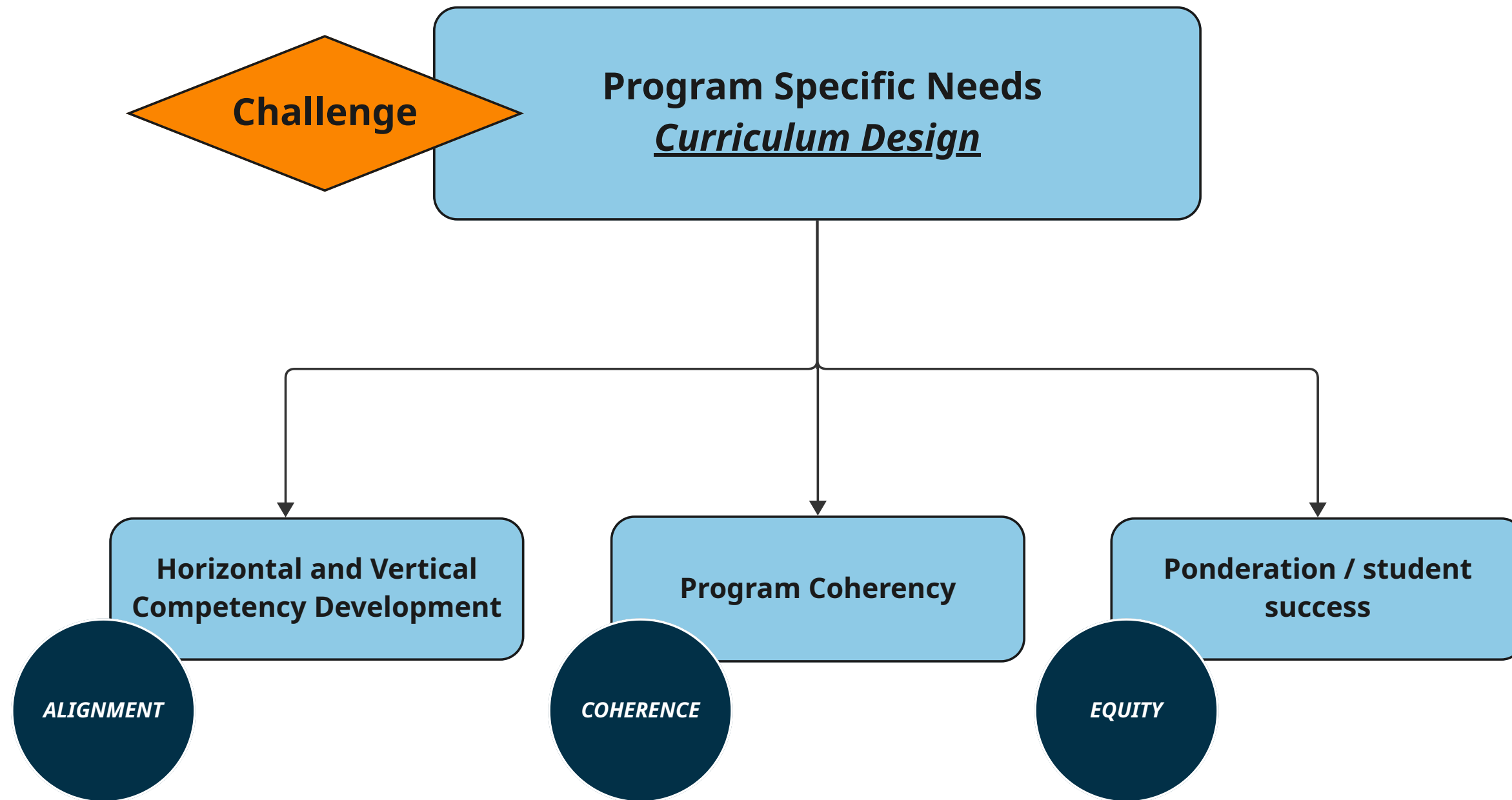


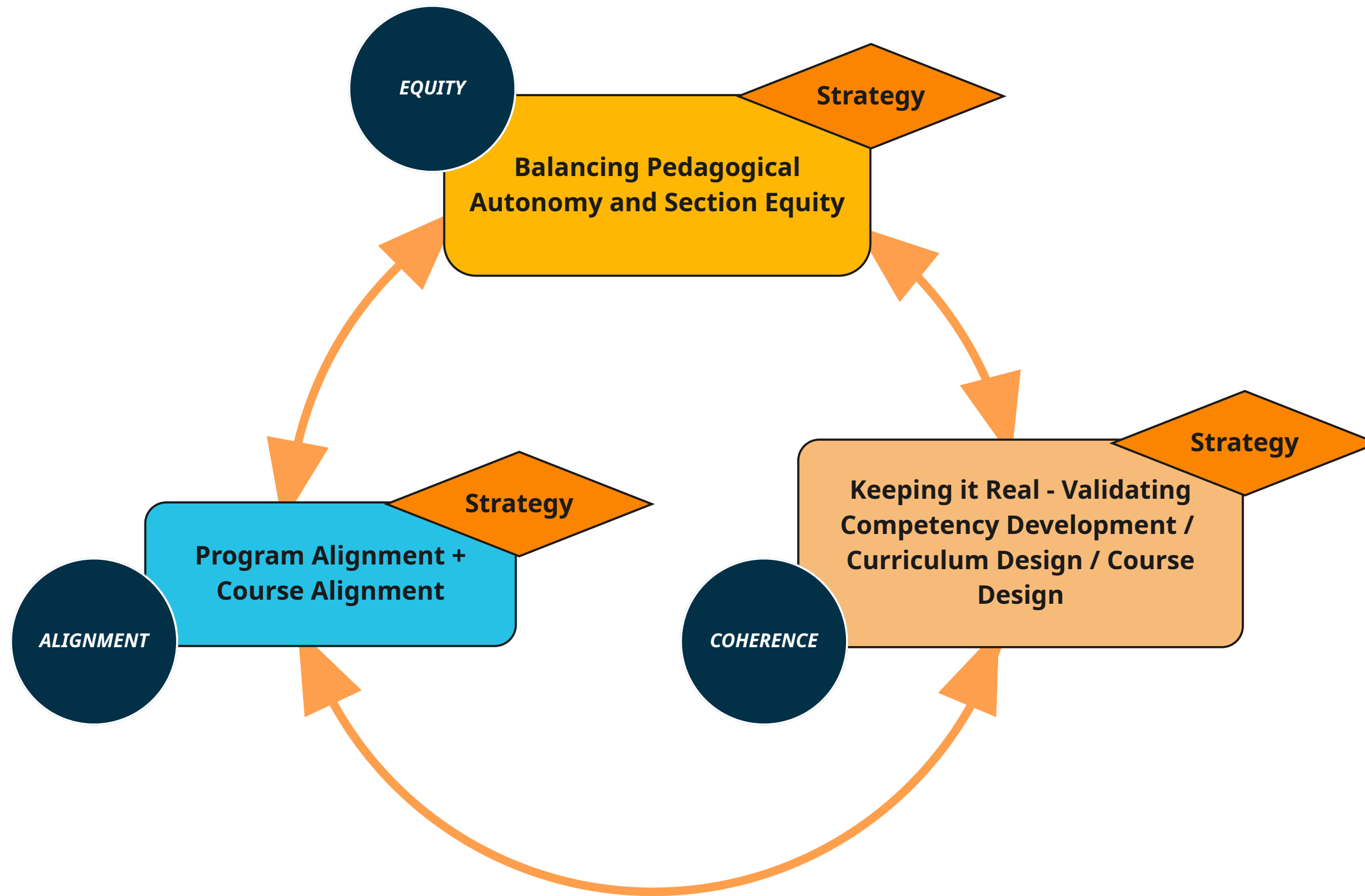












Strategy

Program Alignment +
Course Alignment

ALIGNMENT

Revision and Implementation are **multi-year processes** that are daunting to revisit

Aligning a Program and Courses happens **while a revision is being taught.**

Alignment is a complex task without effective tools that support it.



ALIGNMENT

Program Alignment + Course Alignment

Strategy

Mapping Competency Development:

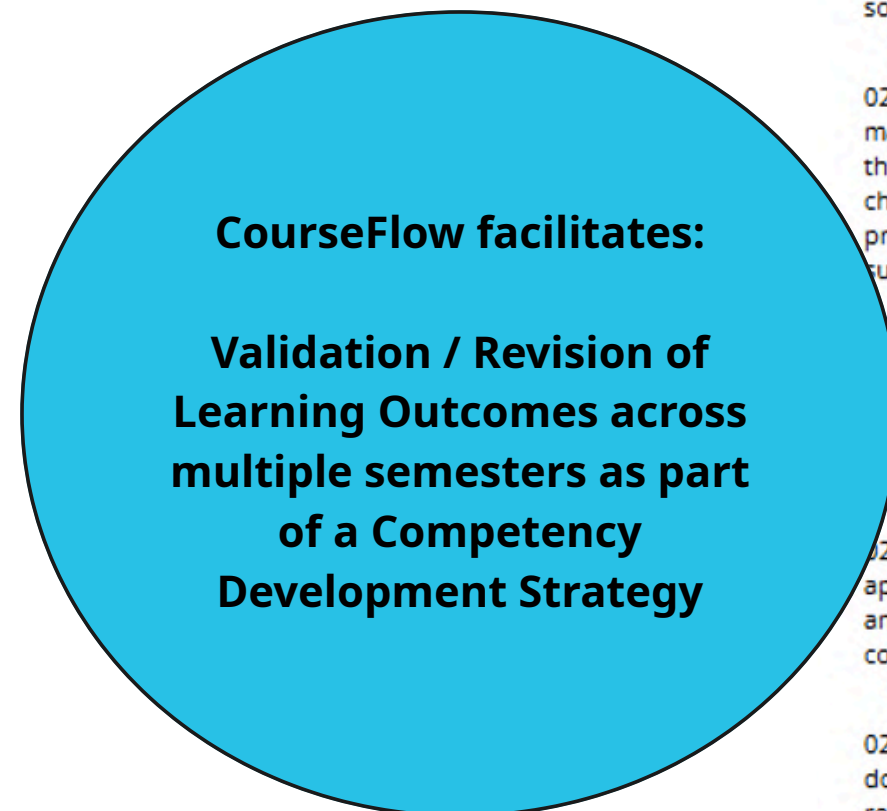
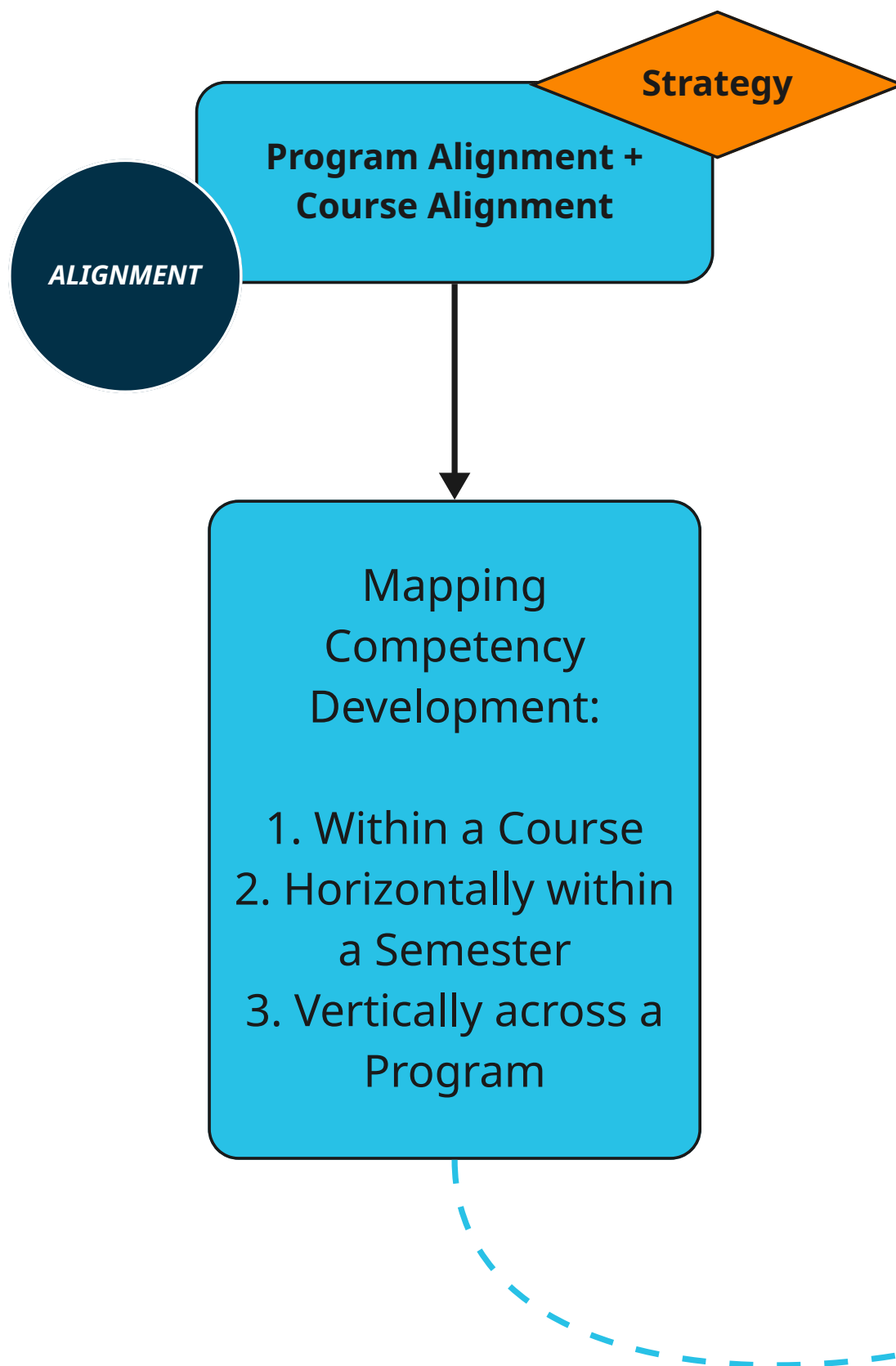
- 1. Within a Course
- 2. Horizontally within a Semester
- 3. Vertically across a Program

CourseFlow facilitates:

Validation of the intent of a Course Framework against the reality of Course content.
Are we doing what we said we would do?

In Program Assessment, are we still doing what we said we would do?

	Learning Outcome							
	1 - Recognize and show 7 descendants	2 - Research, analyze, and show 7 descendants	3 - Understand and show 2 descendants	4 - Understand and apply show 5 descendants	5 - Understand, interpret, show 2 descendants	6 - Research, analyze, and show 5 descendants	7 - Determine, prepare, show 6 descendants	8 - Present a project in a show 4 descendants
Week 8	✓	✓	✓					✓
Final Project Viewing								✓
Project Introduction	✓							
for Week 9		✓	✓					
for Week 9		✓						
Week 9	✓	✓	✓	✓	✓			✓
Concept Documents	✓				✓			
Concept Presentations In-					✓			✓
Primary Design Development		✓		✓	✓			
Building Code Lecture	✓		✓	✓	✓			
Preliminary Design Development			✓	✓				
Part 1 In-Class Planning Exercise .5%			✓					
Week 10		✓		✓	✓	✓		
Commercial Kitchen Planning		✓						
At-Desk Critiques				✓	✓	✓		
Preliminary Design and Case Studies								
Week 11	✓	✓	✓	✓	✓	✓	✓	
Part 2 Case Studies Due 4%	✓	✓						



The screenshot displays the CourseFlow interface. At the top, two course cards are visible: "570-140-DW - Materials &..." and "570-240-DW - Materials &...". Both cards indicate they were created by different users on specific dates and are marked as "2025 proposed...". Below the cards, a list of learning outcomes is shown, each with a circled number indicating its level or status. The outcomes are related to recognizing interior designer functions, identifying materials, and organizing information. Each outcome has a "show 3 descendants" link. At the bottom of the list, there are two green buttons labeled "+ Add new".

570-140-DW - Materials &... Course
Created by kholfeld on 2025/04/16
2025 proposed...

570-240-DW - Materials &... Course
Created by jgripper on 2021/12/09
2025 proposed ...

Learning Outcome:

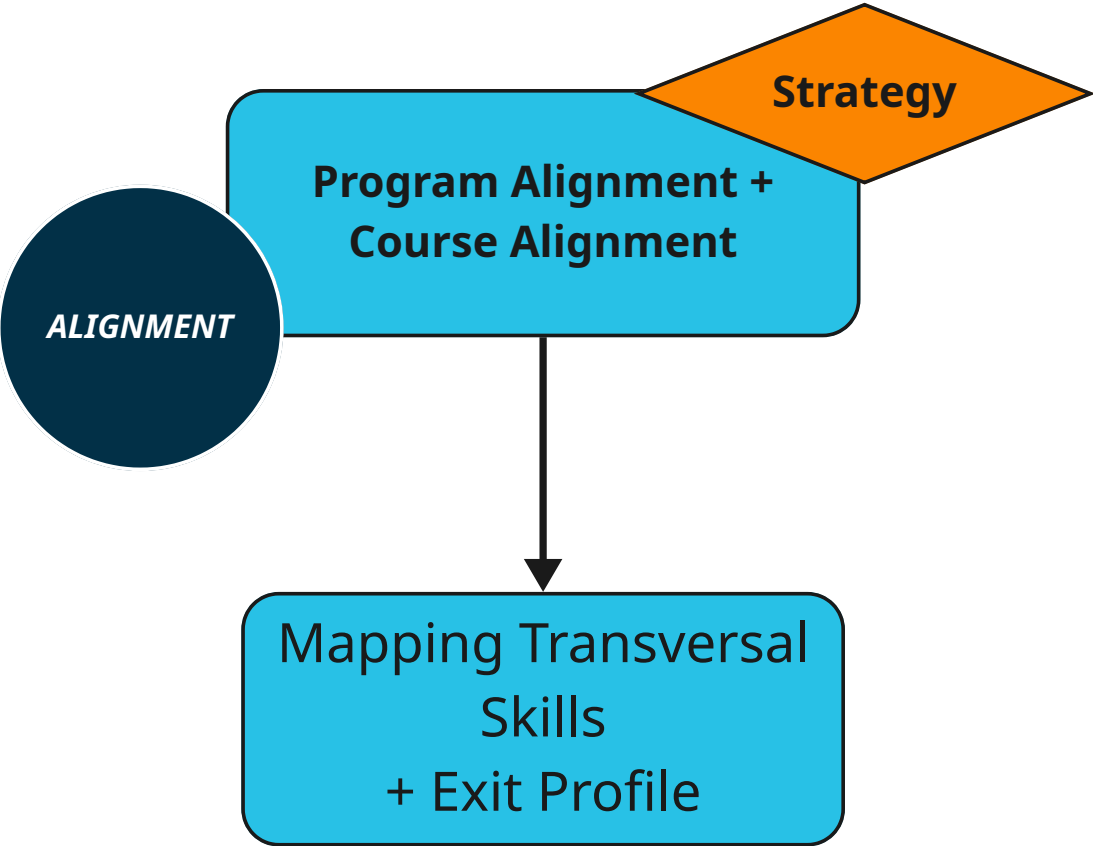
- 022A - LO.1 Recognize the job function of an interior designer as it relates to materials & product sourcing and selection. (3)
- 022B + 022H - LO.2 Identify materials by category and recognize their basic properties, characteristics, manufacturing processes, historic applications, and sustainable use. (4)
- 022H + 022J - LO.3 Identify reputable industry sources for materials and furnishings used in residential and commercial interiors. (4)
- 022H + 022J - LO.4 Identify appropriate selections for Materials and Furnishings in residential and commercial contexts. (6)
- 022H + 022J - LO.5 Organize, document, and present information related to materials and furnishings selections based on industry standards. (4)

+ Add new

Learning Outcome:

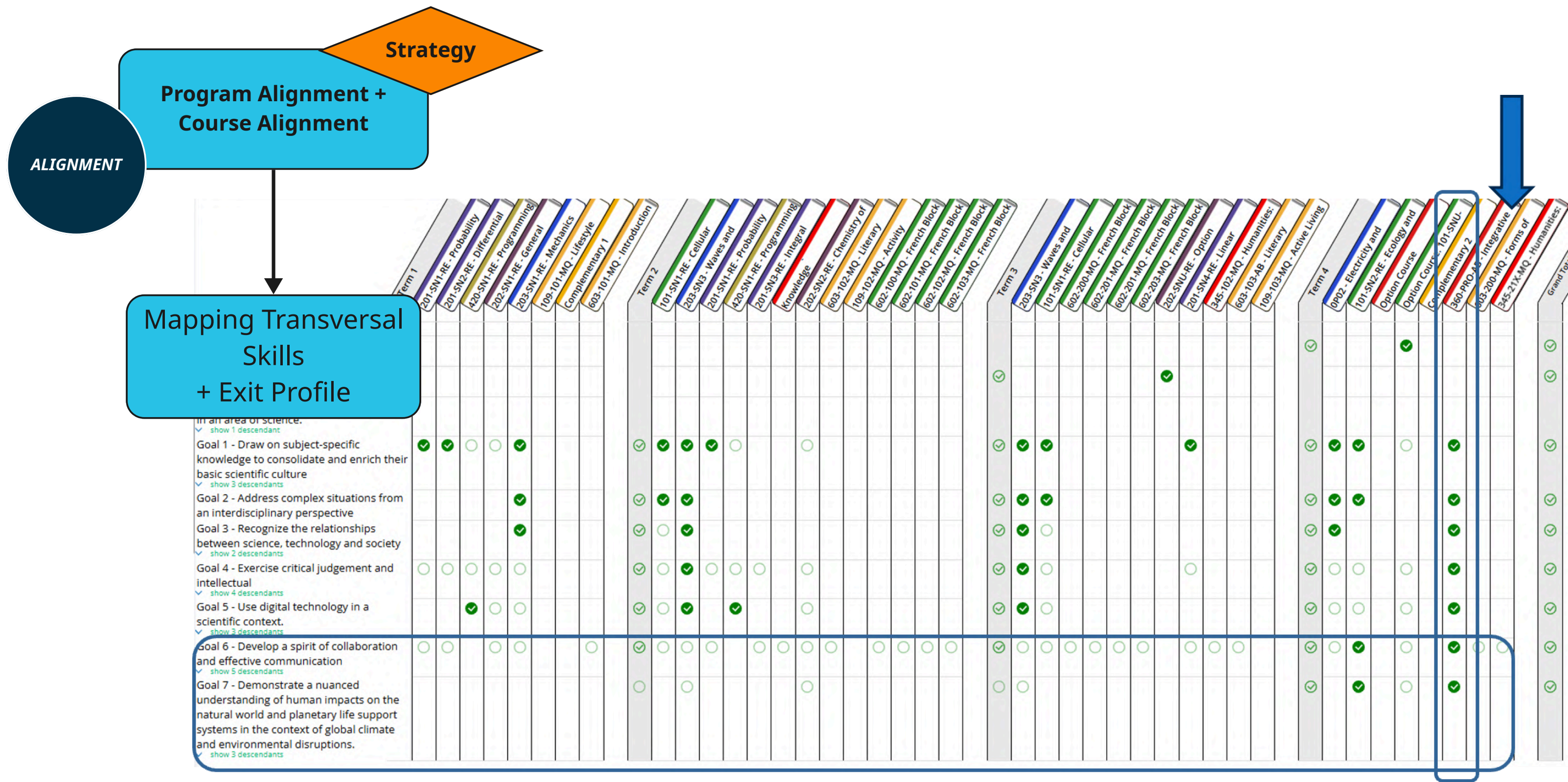
- 022A - LO.1 Recognize the job function of an interior designer as it relates to materials & product sourcing and selection including HSW, budgets, and product availability. (3)
- 022B + 22H - LO.2 Classify materials by category and recall their properties, characteristics, advanced manufacturing processes, historic applications, and sustainable use. (4)
- 022H + 022J - LO.3 Consult reputable industry sources for Materials and Furnishings and Equipment (FF&E) used in residential and commercial interiors. (4)
- 022H + 022J - LO.4 Select and Specify Materials and Furnishings and Equipment for a residential project. (4)
- 022H + 22J - LO.5 Determine the availability and calculate the quantities and costs of materials, furnishings, and equipment specified for a residential project (022H, 022J). (2)
- 022H + 022J - LO.6 Organize, document, and present information related to materials and FF&E based on industry standards for a residential project. (2)

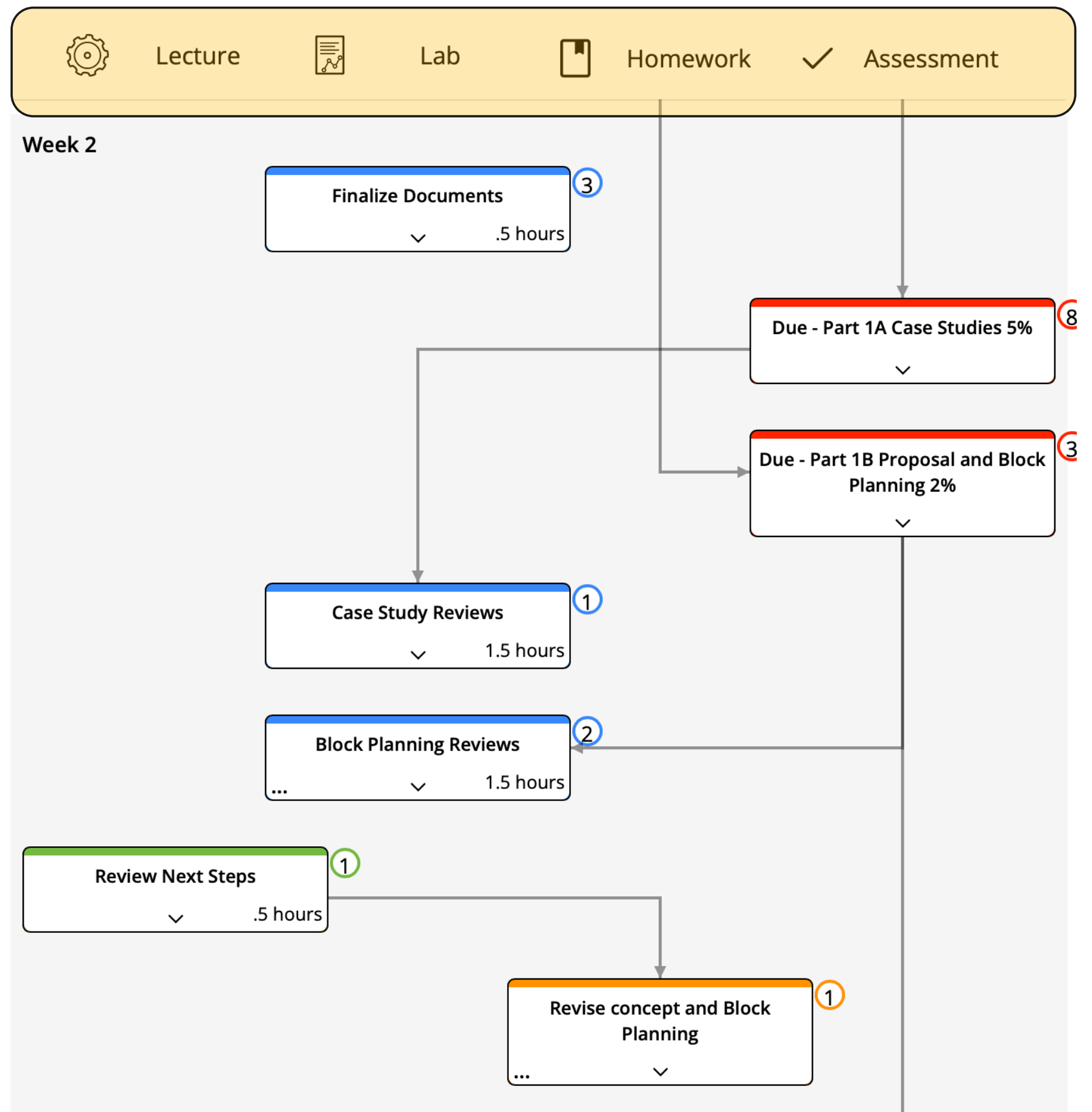
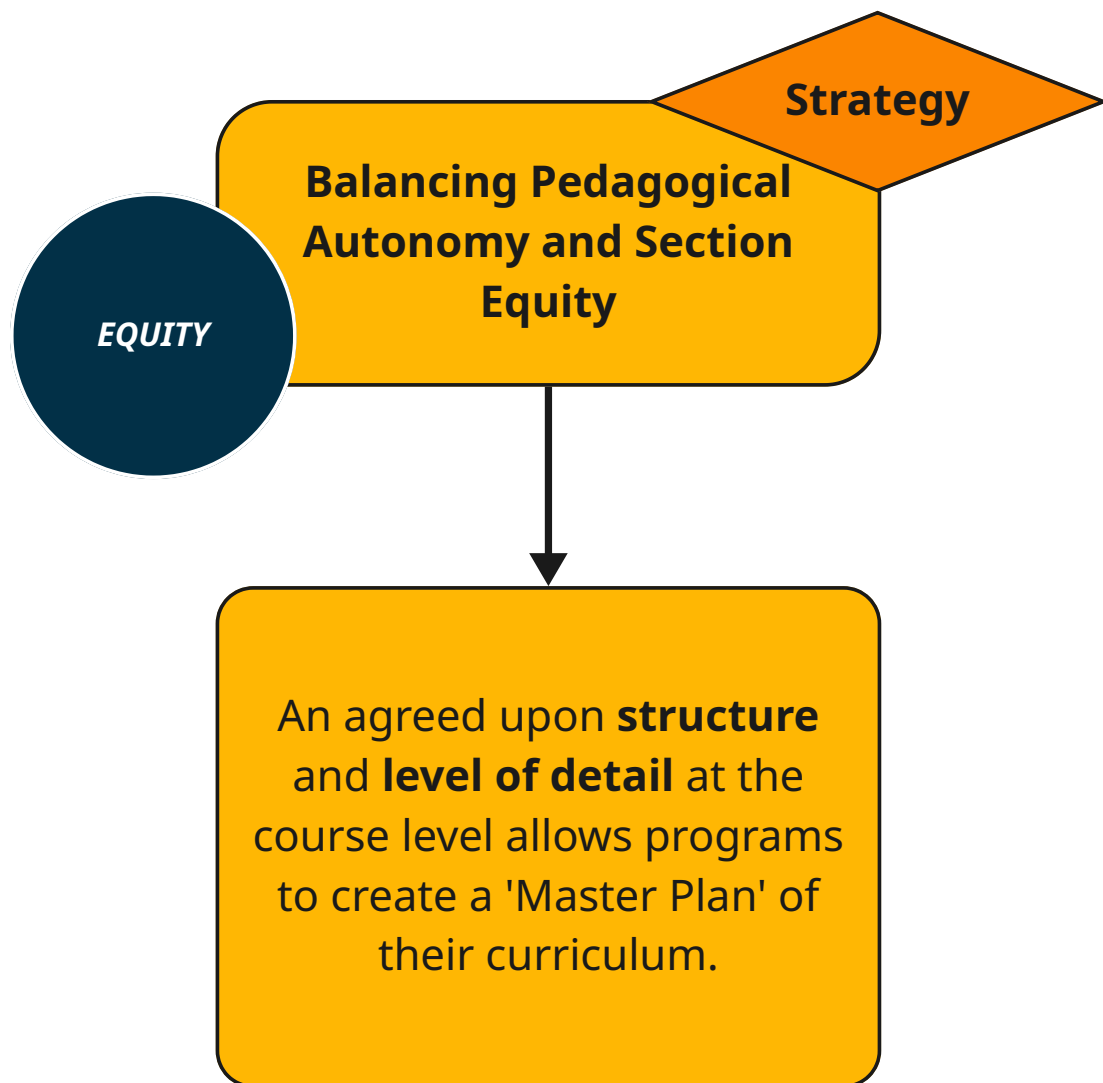
+ Add new

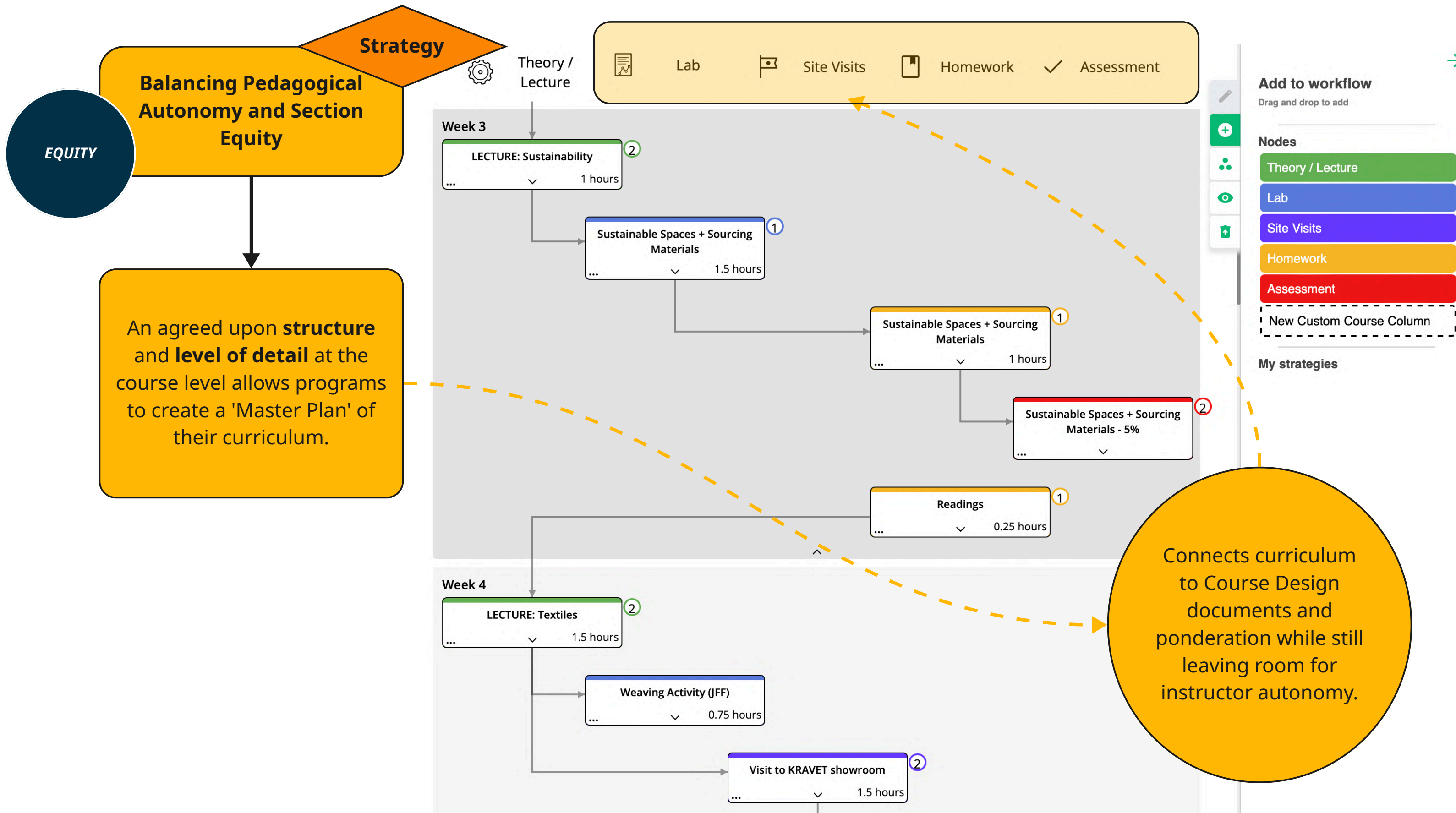


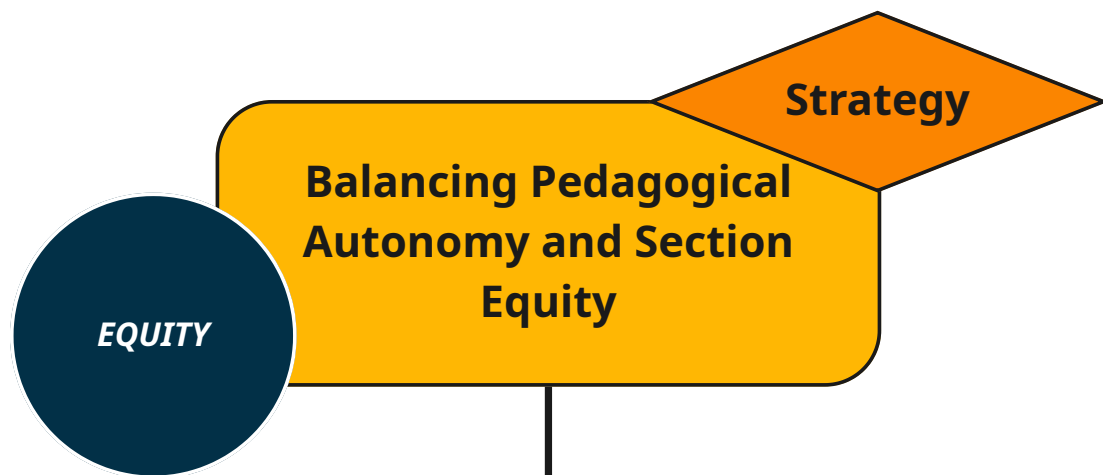
Goal 7: Demonstrate a nuanced understanding of human impacts on the natural world and planetary life support systems in the context of global climate and environmental disruptions.	7.1 Identify and explain factors that drive CEE (Climate and Ecological Emergency), how they affect Earth systems as well as their physical, societal and health impacts
	7.2 Identify human factors that complicate effective action from being taken.
	7.3 Describe solutions and actions that can reduce climate change and its impacts.

Goals of the program	John Abbott College Science Program Exit Profile: at the end of the program, the student will be able to....
Goal 1: Draw on subject-specific knowledge to consolidate and enrich their basic scientific culture.	1.1 Develop and use disciplinary knowledge to explain natural phenomena (in natural sciences) or to complete a design task (in applied and computer sciences)
	1.2 Consider selected scientific phenomena from different disciplinary perspectives.
	1.3 Independently use theoretical and practical techniques from different disciplines.
Goal 2: Address complex situations from an interdisciplinary perspective.	2. Demonstrate learning acquired in other courses through the analysis of a chosen topic from the perspective of at least two science disciplines.
Goal 3: Recognize the relationships between science, technology and society.	3.1 Discuss, through the lens of scientific reasoning, selected contemporary technological and societal decisions.
	3.2 Identify, using evidence-based reasoning, ethical issues in the development of technology and in choices of scientific research.
Goal 4: Exercise critical judgement and intellectual rigour.	4.1 Critically evaluate whether a statement is supported by the available data / information.
	4.2 Identify flaws in arguments, logic, protocols or experimental design, and modify as required.
	4.3 Organize ideas in an efficient manner and apply strategies of autonomous learning and self-assessment.
	4.4 Critique scientific information, notably in general media and the scientific literature.

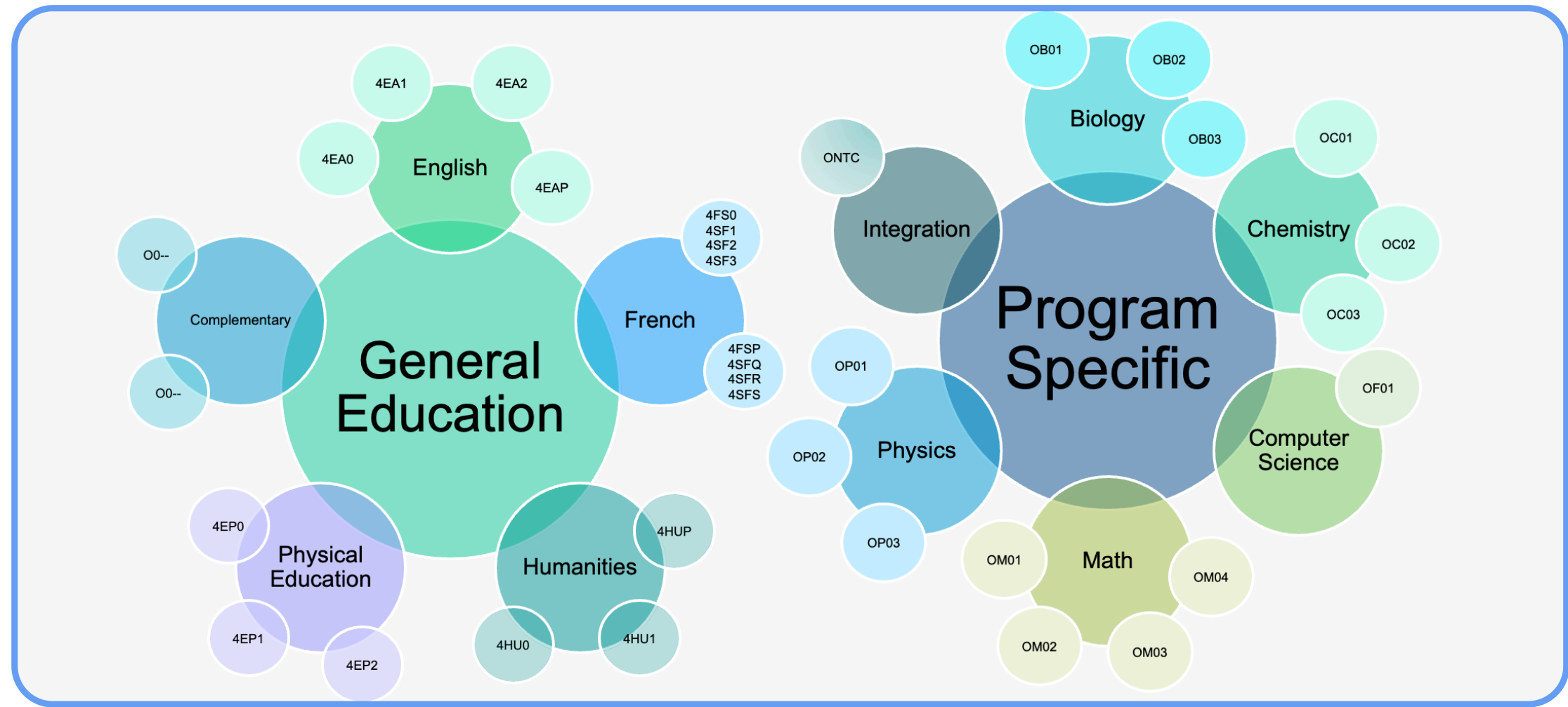




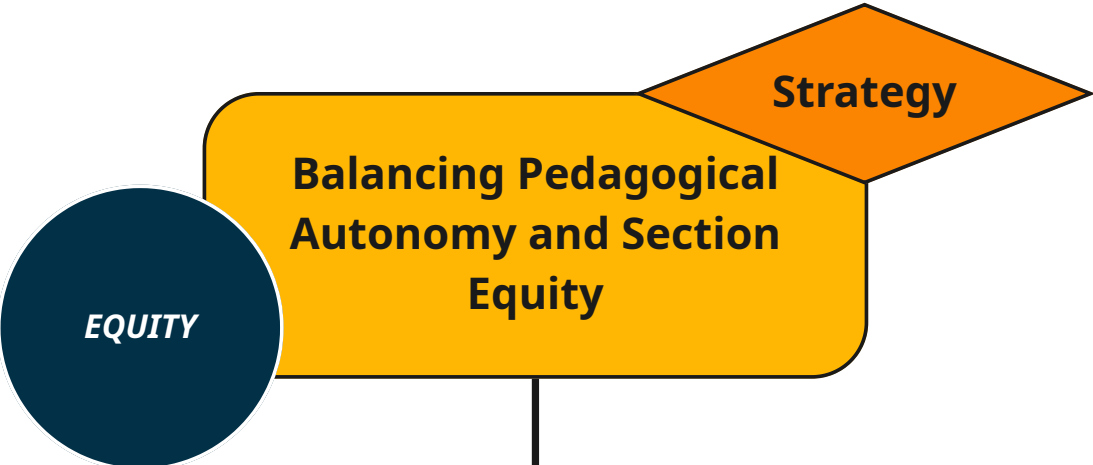




Recognize that students have to learn many competencies and have a heavy course load



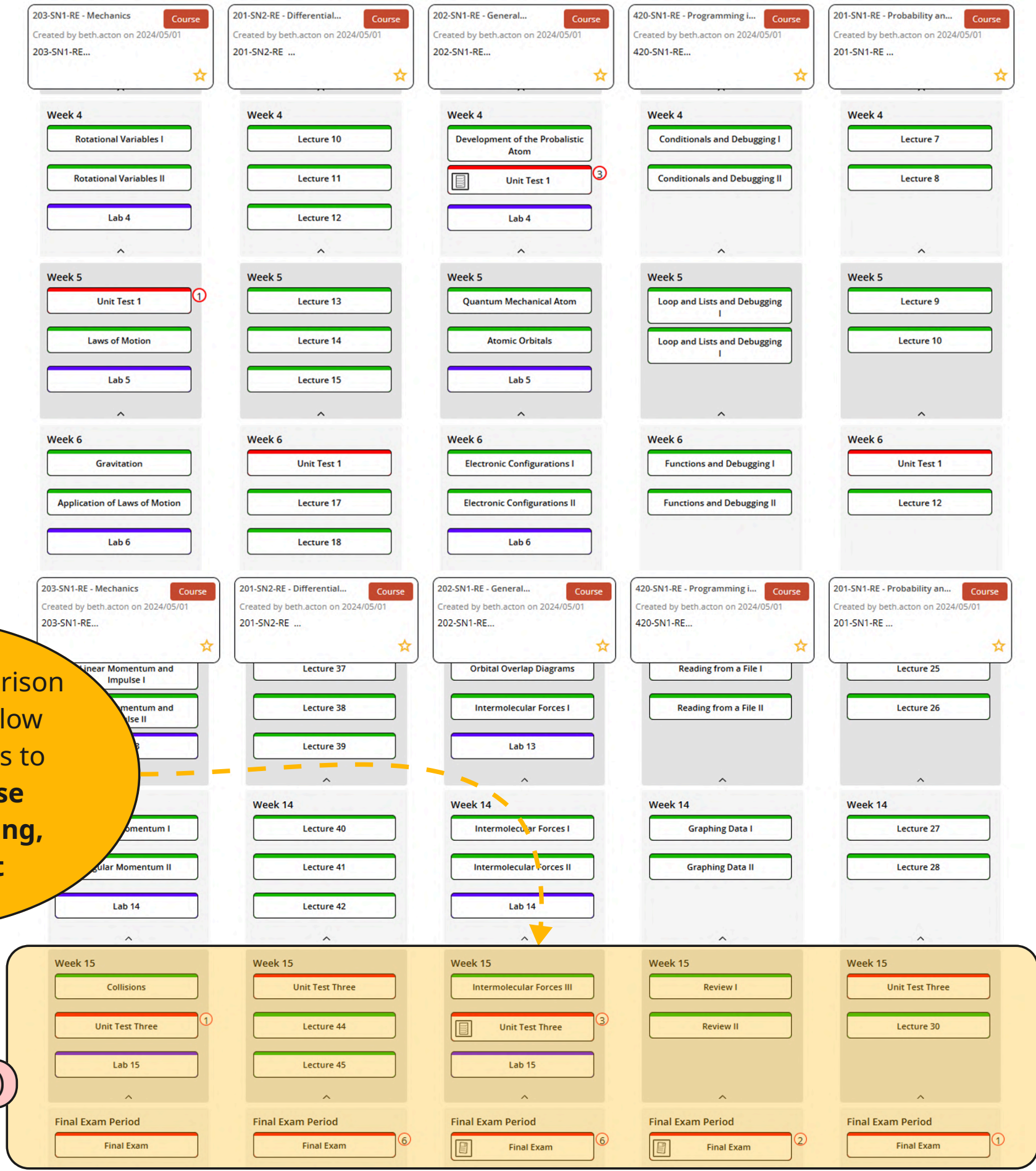
Science Program (200.B1)

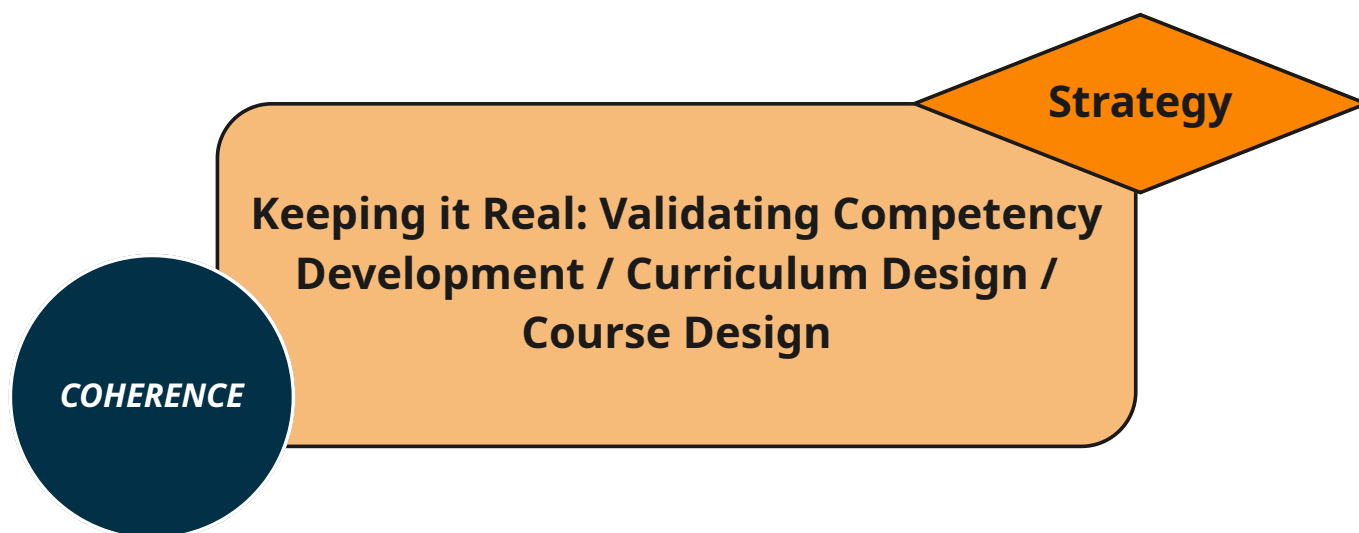


Recognize that students have a heavy workload

Workflow Comparison Tool in CourseFlow allows programs to address **Course Structure, Pacing, Assessment**

Science Program (200.B1)

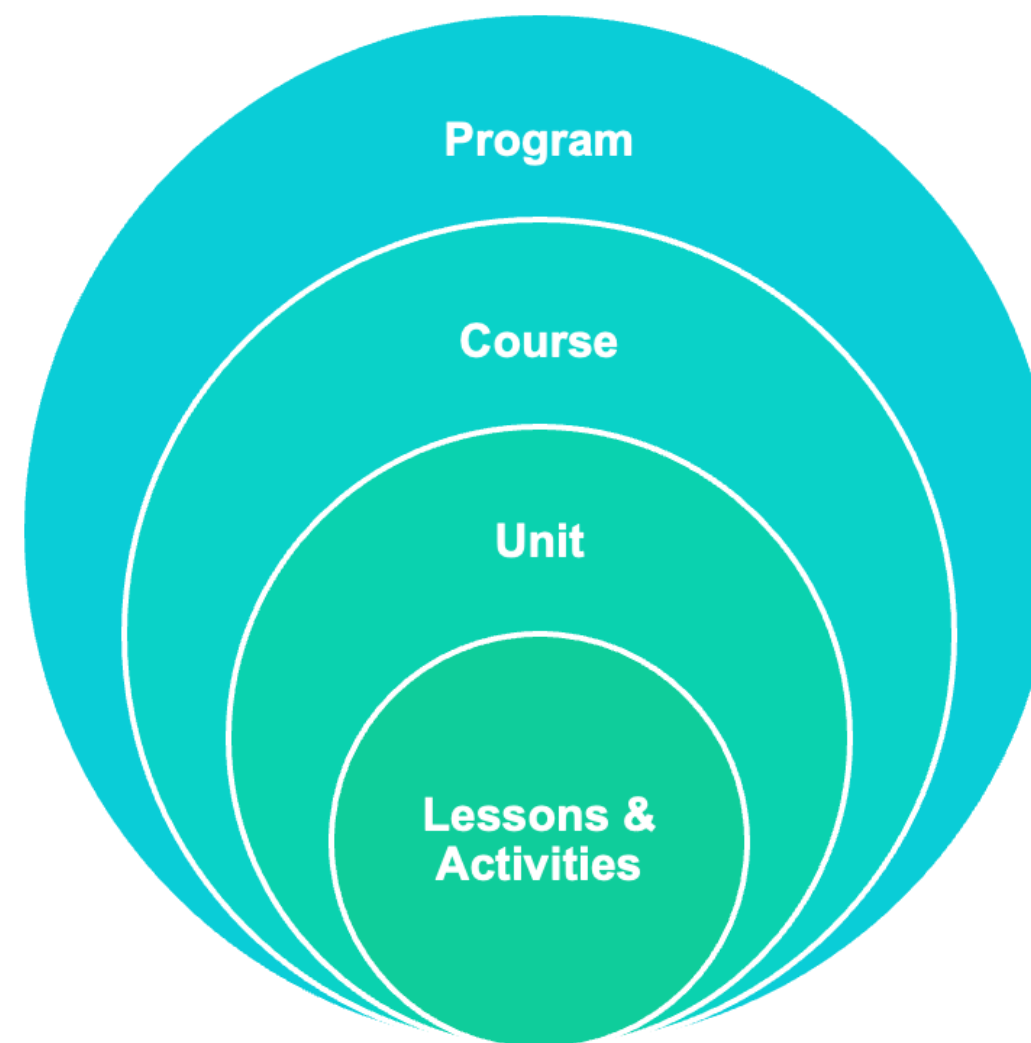




Programs need to regularly check back on their curriculum post-implementation.

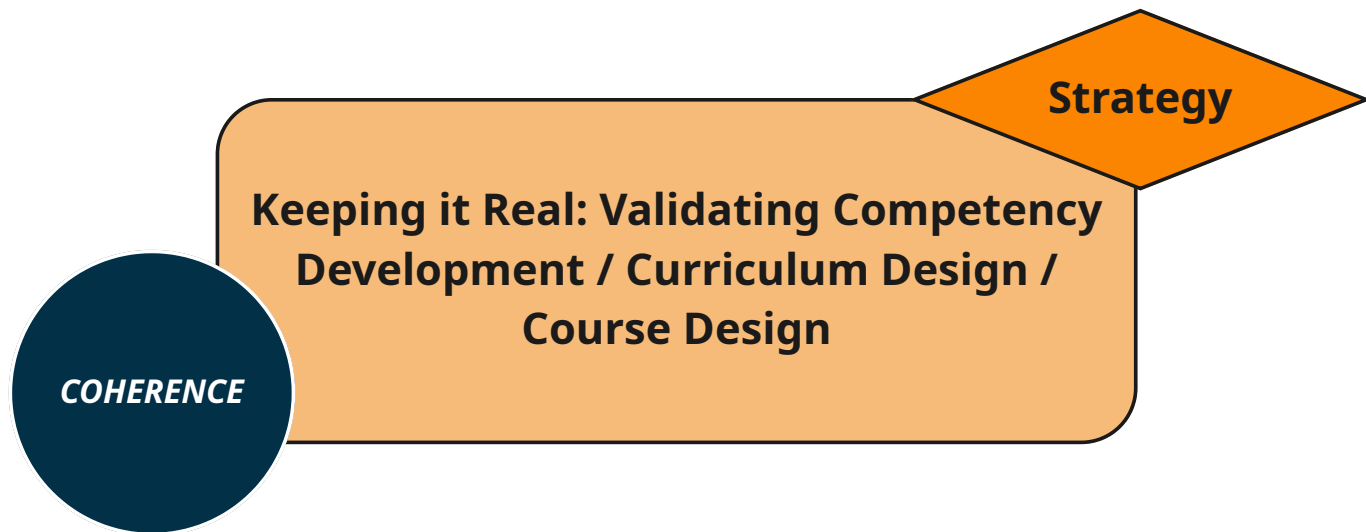
It's a tool for **ALL faculty** and not just coordinators. CourseFlow can facilitate Program Committee work, on-going maintenance, and mini-revisions.

Program Coherence is not static and needs to adapt with agility.



Consolidates Institutional Knowledge in a single platform:

- Ministry Competencies
- Performance Criteria
 - Program Matrix
- Course Descriptions
 - GLO's + SLO's
- Course Activities and Assessments



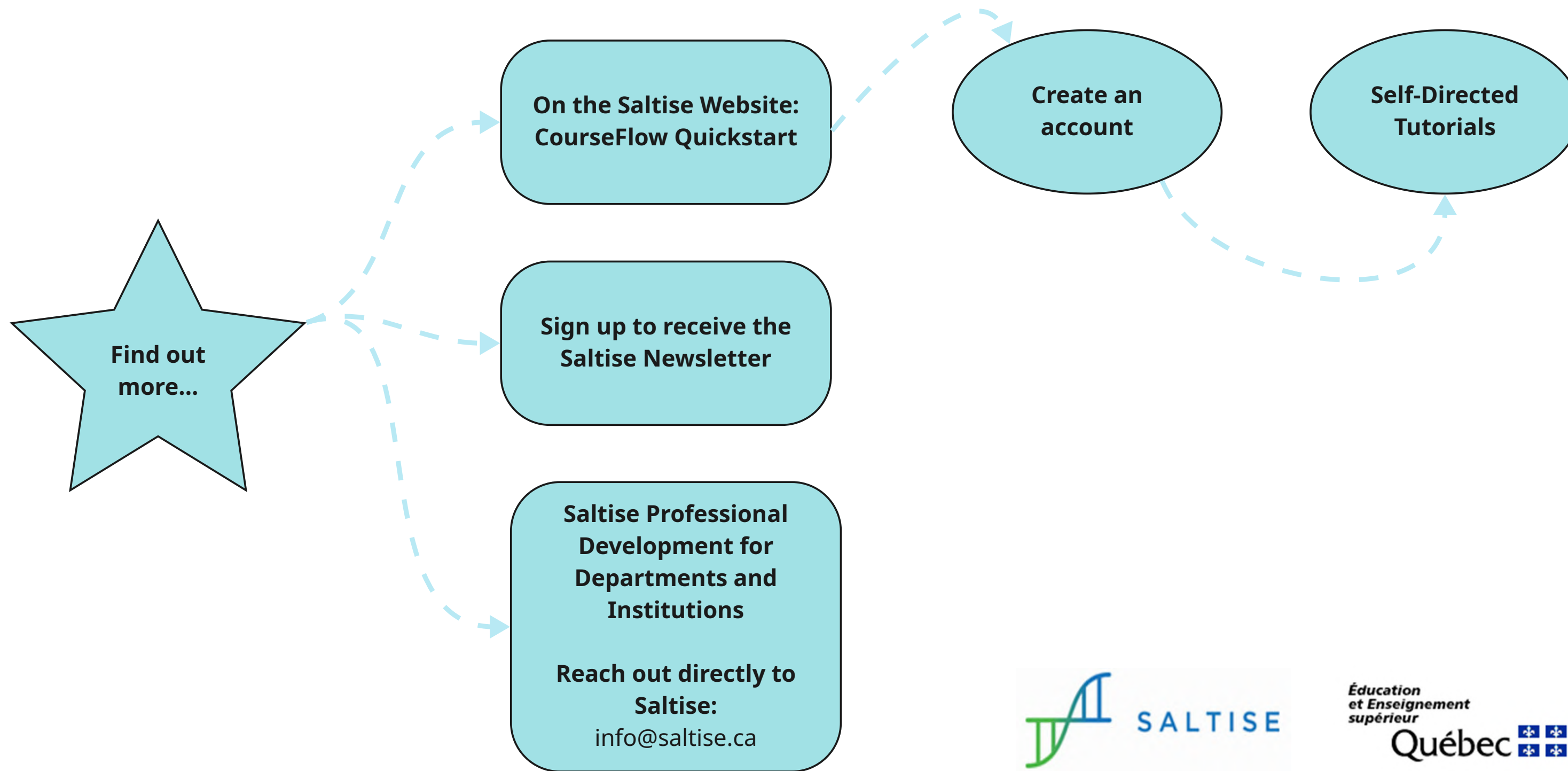
Onboarding for Coordinators

Onboarding for Faculty

Program Alignment Workshops

Setting of Expectations for Alignment by all

Cultural Shift



Entente Canada-Québec pour l'enseignement dans la langue de la minorité et des langues secondes