COURSE OUTLINES and SECTION-SPECIFIC INFORMATION Procedures:

1.   Introduction

1.1   The Vice President Academic implements the Course Outline and Section-Specific Information Procedure by providing leadership, support, information and counsel to the academic area.

1.2   Course outline development occurs during the early stages of the program development process. A course outline is developed with careful consideration of pedagogical principles that support learning and engagement. Together, all course outlines belonging to a program will map to the Program Learning Outcomes to ensure graduates are properly prepared for work in their field of study.

1.3   Once a program is launched for delivery, course outlines are entered into the course outline system and will be subject to the approval workflow process.

1.4   ACE launches the course outline process in accordance with the Annual Review of Curriculum cycle. In consort with the Dean, they provide leadership, support, information and counsel to the academic areas.

2.   Forms and Templates

2.1   The following resources are made available and are to be used in the administration of this procedure:

2.1.1   Online course outline template, with input blocks designed to streamline the input of course outline components and approval of course outlines.

2.1.2   Guides, templates and/or samples for course outlines and section-specific information are available in FAC100: Teaching and Learning Support on the learning management system (LMS).

3   Procedures

3.1   <u>Course Outlines</u>

3.1.1   All course outlines are to follow the approved College format using the template provided.

3.1.2   Required components for course outlines are course information; learning outcomes; teaching and learning activities; assessment and evaluation; policies and procedures; student services; and notes/disclaimers. Additional information may be required based on internal self-evaluation/quality assurance processes or external standards. The course outline guide is updated annually and available on the course outline system.

3.1.3   The course outline update, review and approval process takes place between November and June each year for implementation in the next academic year. The cycle is as follows:

3.1.3.1 The course outline review cycle is communicated via the Annual Review of Curriculum process document on iCan.

3.1.3.2 In January, editable course outline components are opened for proposed revisions, and faculty begin the update process.

3.1.3.3 Between January and May, professional development sessions outlining the course outline policy and procedures are organized by the Academic Centre of Excellence (ACE).

3.1.3.4 During January and May, program teams edit course outlines in preparation for submission to the Dean.

3.1.3.5 By June 1, Academic Coordinators submit final drafts to the Deans.

3.1.3.6 By June 15, Deans approve the final version of course outlines to be implemented in the following academic year.

3.1.3.7 By June 30, approved course outlines are made available to the general public.

3.1.4 Faculty provide learners with access to the current course outline in the LMS system by linking directly to the published outline.

3.1.5 Learners use course outlines to support their learning. They are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.

3.2 Section-Specific Information

3.2.1 Section-specific information consists of, at minimum, the faculty's name and contact information, section specific learning resources (if applicable), schedule of course dates of learning activities, mapping of course topics and assessments to course learning outcomes, section-specific teaching and learning activities, student conduct and general expectations are to be provided to all students prior to the start date of the course section.

3.2.2 Faculty provide learners with access to current section-specific information by uploading it to the course section in the learning management system.

3.2.3 Section-specific information is archived by faculty.

4 Responsibilities

4.1 Deans review and approve course outlines. They ensure that communication among collaborators is ongoing and that deadlines are adhered to.

4.2 Academic Coordinators (or designate) lead the course outline development and review process to ensure currency and accuracy of the information.

4.3 Faculty ensure that course outlines and section-specific information are completed and available to students as outlined in this procedure.

4.4 The Academic Centre of Excellence organizes professional development sessions and provides on-demand assistance to support the writing of course outlines and section-specific information. Course outlines are archived for reference purposes

COURSE OUTLINE TEMPLATE   Appendix A

HOME PAGE SECTION
(Course code, title, credit value & hours must match approved curriculum)

Is this course a degree level course: ☐ YES   ☐ NO

Course Code:	
Course Title:	
Course Credits:	
Course Hours:	
Course Description:	
Prerequisites:	
Co-requisite:	

PLAR Information (check one):

	This course is eligible for Prior Learning Assessment and Recognition.
	This course is not eligible for Prior Learning Assessment and Recognition.

Relationship to Program Vocational Learning Outcomes (check one):

	This course contributes to Program Vocational Learning Outcomes (PVLO's).
	This course meets the Gen Ed requirements under the selected theme below.
	This degree level course meets breadth (non-core) course requirements under the selected theme below.
	This course contributes to the PVLOs in some programs of study, and meets Gen Ed requirements under the selected theme below in other programs of study.
	This course does not contribute to Program Vocational Learning Outcomes and is not a General Education course.

Gen Ed Themes (check one if GED course | n/a for Degree courses):

	Arts in Society
	Civic Life
	Social and Cultural Understanding
	Personal Understanding
	Science and Technology

Breadth (non-core) Course Theme (check one if Breadth course – applicable to degree courses):

	Global Cultures (including Indigenous Culture)
	Humanities
	Mathematics
	Sciences
	Social Sciences

LEARNING OUTCOMES SECTION
Learning Outcomes and Specific Learning Outcomes (called Sub-Items)
Upon completion of this course, the student will have reliably demonstrated the ability to:

General Learning Outcome	
1.0	
Specific Learning Outcomes (Sub-Items - use tab to make another row for additional sub-items)	
1.1	
1.2	
1.3	
1.4	
1.5	
1.6	Tab for additional rows

General Learning Outcome	
2.0	
Specific Learning Outcomes (Sub-Items)	
2.1	
2.2	
2.3	
2.4	
2.5	
2.6	Tab for additional rows

General Learning Outcome	
3.0	
Specific Learning Outcomes (Sub-Items)	
3.1	
3.2	
3.3	
3.4	
3.5	
3.6	
3.7	Tab for additional rows

General Learning Outcome	
4.0	
Specific Learning Outcomes (Sub-Items)	
4.1	
4.2	
4.3	

4.4	
4.5	
4.6	Tab for additional rows

General Learning Outcome	
5.0	
Specific Learning Outcomes (Sub-Items)	
5.1	
5.2	
5.3	
5.4	
5.5	
5.6	Tab for additional rows

General Learning Outcome	
6.0	
Specific Learning Outcomes (Sub-Items)	
6.1	
6.2	
6.3	
6.4	
6.5	
6.6	Tab for more rows

General Learning Outcome	
7.0	
Specific Learning Outcomes (Sub-Items)	
7.1	
7.2	
7.3	
7.4	
7.5	
7.6	Tab for additional rows

General Learning Outcome	
8.0	
Specific Learning Outcomes (Sub-Items)	
8.1	
8.2	
8.3	
8.4	

8.5	
8.6	Tab for additional rows

General Learning Outcome	
9.0	
Specific Learning Outcomes (Sub-Items)	
9.1	
9.2	
9.3	
9.4	
9.5	
9.6	Tab for additional rows

General Learning Outcome	
10.0	
Specific Learning Outcomes (Sub-Items)	
10.1	
10.2	
10.3	
10.4	
10.5	
10.6	Tab for additional rows

PROGRAM VOCATIONAL LEARNING OUTCOMES SECTION
See program map (from CVS approved document)

Program Title	
Program Code	

Program Vocational Learning Outcomes (check those which directly map to this course)	X
Tab for additional rows	

Essential Employability Skills (check those which directly map to this course)	X
1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.	
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.	
3. Execute mathematical operations accurately.	
4. Apply a systematic approach to solve problems.	
5. Use a variety of thinking skills to anticipate and solve problems.	
6. Locate, select, organize, and document information using appropriate technology and information systems.	
7. Analyse, evaluate, and apply relevant information from a variety of sources.	
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.	
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	
10. Manage the use of time and other resources to complete projects.	
11. Take responsibility for one's own actions, decisions, and consequences.	

Baccalaureate/Bachelor Honours Degree and Degree Standards (check those which map directly to this course)	X
1. Depth and Breadth of Knowledge.	
2. Knowledge of Methods.	
3. Communication Skills.	
4. Application of Knowledge.	
5. Professional Capacity Autonomy.	
6. Awareness of Limits of Knowledge.	

External Course Accreditations and Conditions:

TEACHING AND LEARNING ACTIVITIES SECTION

Book Required ☐ Book Recommended ☐

Book 1 Title	
Book 1 ISBN	
Book 1 Edition	
Book 1 Author	

Book Required ☐ Book Recommended ☐

Book 2 Title	
Book 2 ISBN	
Book 2 Edition	
Book 1 Author	

Book Required ☐ Book Recommended ☐

Book 3 Title	
Book 3 ISBN	
Book 3 Edition	
Book 1 Author	

Learning Resources – Required/Recommended (Software, outdoor clothing, lab coat, hardware, etc.)	
Learning activities:	
Delivery Mode and Hours for each: (eg., In Class, Online, Hybrid, etc.)	

Experiential Learning:

(One course per program of study is required to provide an Experiential Learning opportunity)

Does this course provide an Experiential Learning opportunity and/or Inter-Professional education? (check one)	Experiential Learning Only	☐
	Both Experiential Learning and Inter-Professional Education	☐
	Inter-Professional Education Only	☐
	None	☐

Experiential Learning Categories & Activities: (skip if None)

(Select the appropriate Experiential Learning categories associated with this course and the corresponding Inter-Professional Education activities as applicable)

Experiential Learning		Inter-Professional Education	
Work/Field Placement	☐	Core Course Content Introductory Case Discussion Large Introductory Event Case Discussions Simulations Projects Clinical Placement with other professions Work Placements with other professions	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Clinical Placement	☐	Core Course Content	☐

Experiential Learning		Inter-Professional Education	
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐
Service Learning	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐
Workplace/Lab Simulation	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐
Applied/Industry Sponsored Research	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐
Formal Course Projects	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐
Job Shadowing	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐

Experiential Learning		Inter-Professional Education	
Performance/Artistic Production	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐
Internship	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐
Incubator/Entrepreneurial Activities	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐
Bootcamp/Hackathon	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐
Capstone Project	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐
Land-Based Learning	☐	Core Course Content	☐
		Introductory Case Discussion	☐
		Large Introductory Event	☐
		Case Discussions	☐
		Simulations	☐

Experiential Learning		Inter-Professional Education	
		Projects	☐
		Clinical Placement with other professions	☐
		Work Placements with other professions	☐

ASSESSMENT AND EVALUATION SECTION

Course Evaluation Strategy (Assignments, Case Studies, Debates, Portfolio, Quizzes, Tests, Exams, etc.)	
Program Specific Grading (i.e.: % to pass, # hrs, etc.):	
Additional Disclaimer Note:	

Course Outline System Permissions: (To be completed by Program Coordinator or Dean)

Dean	
Program Coordinator	
Editor(s)	

Please forward to Academic Centre of Excellence ace@canadorecollege.ca for entry onto the course outline system.

COURSE SECTION-SPECIFIC INFORMATION   **Appendix B**
COURSE INFORMATION

{Complete for your section and add rows as needed.}

Course Code and Title	
Semester and Year	
Class location(s)	
Meeting Times and Days	

FACULTY INFORMATION

{Complete for your section and add rows as needed.}

Name	
Email	
Office/Campus	
Preferred Method of Contact	

LEARNING RESOURCES

{Complete for your section and add rows as needed.}

Required	
Optional	
Others	

EVALUATION INFORMATION
{Complete for your section and add or delete rows as needed.}

Refer to the Course Outline for the full list of course learning outcomes (CLOs).

Category & Value (%)	Breakdown & Weight	Evaluation Description	CLOs Mapped	Grading Turnaround
				{Complete for your section.}
Total 100%	Total 100%			

Late or Missed Assignments and Tests

{Complete for your section.}

Extensions

COURSE SCHEDULE

This schedule is subject to change by the Professor.

iLearn's "Brightspace Pulse" mobile app is the recommended method for receiving all notifications in iLearn including news, content, deadlines, grades.

Refer to the Course Outline for the full list of course learning outcomes (CLOs).

Dates	Topics mapped to Course Learning Outcomes (CLOs)	Resources, Materials, Teaching/Learning Activities	Evaluations
Week #1 Date			
Week #2 Date			
Week #3 Date			
Week #4 Date			
Week #5 Date			
Week #6 Date			
Week #7 Date			
Dates	Reading Week	No Classes	No Evaluation
Week #8 Date			

Week #9 Date			
Week #10 Date			
Week #11 Date			
Week #12 Date			
Week #13 Date			
Week #14 Date			

ATTENDANCE AND PARTICIPATION EXPECTATIONS

{Complete for your section.}

CONDUCT EXPECTATIONS

{Complete for your section.}

TEACHING AND LEARNING INFORMATION

Academic Accessibility and Accommodations

Students who may require academic support and accommodations can reach out to Student Success Services. Email: studentsuccessnow@canadorecollege.ca.

Please reach out to me if you have any questions or concerns about this course, such as struggling with some aspects of it.

Academic Integrity

All students are expected to show integrity in their academic endeavours. Note that academic dishonesty (e.g., copying another student's work, or even portions of that work, copying information directly from the Internet or another source without citing your source, or paraphrasing the information without proper citations) will be dealt with as laid out by Canadore College's Academic Integrity Policy. Please carefully read the College's Academic Integrity Procedure to learn about the consequences of academic dishonesty.

COLLEGE POLICIES AND STUDENT SERVICES

Canadore's wide range of student services are dedicated to supporting your studies, health, and well-being. Canadore's policies provide information to help you make informed decisions about your academic performance. Refer to the Course Outline and Canadore's Policies and Procedures for more information.