



# Course Outline

PROGRAM NAME AND CODE:

**COURSE INFORMATION PRE-POPULATED BY ACADEMIC DATA**

Course Number:                      Co-Requisites:                      Pre-Requisites:                      Classification:

Applicable Program(s):              Offering term:                      Core/Elective:

Approved by:

Approval Date:

Approved for Academic Year:

Normative Hours:

**COURSE DESCRIPTION**

**Enter the course description here. Course descriptions should use student-focused, measurable imperative verbs drawn from Bloom’s Taxonomy to identify the level of learning for specific content in the course. Broadly, the description outlines the transferable outcomes for students who complete the course. Do not include unnecessary language (e.g., marketing language, “this course will...”, “students will...”). Two Exemplar descriptions are listed below:**

**Prepare and analyze financial information of a business to develop sound managerial decisions relating to Corporate Finance, including the valuation of securities, working capital management, and short term financing**

**Examine a wide variety of technologies that have influenced our society significantly. Analyze the contribution these technologies make to society, associated ethical dilemmas, and critique their value to the individual and society.**

**RELATIONSHIP TO VOCATIONAL LEARNING OUTCOMES/PROGRAM STANDARDS**

**Identify which of the Vocational Learning Outcomes (VLOs) this course contributes to for each program this course is offered in. A list of VLOs is available in COMMS, or from Program Quality. For each VLO occurring in the course, identify if the VLO is explicitly Taught (T), Assessed (A), or Reinforced (R) during the course. Repeat this process for each program the course is offered in.**

**Note: every course must teach and assess at least 1 VLO for each program it occurs in. Most courses will not cover most VLOs (though some will) – select only those VLOs which are central to this course’s content.**

### Relationship to Essential Employability Skills

Identify which of the Essential Employability Skills (EESs) this course contributes to. EESs are common to all programs, and are province-level outcomes that all students should achieve after completing any college program in Ontario. As with the VLOs, identify which EESs occur in this course, and whether those skills are Taught (T), Assessed (A), or Reinforced (R).

### Relationship to External Standards (Program Accreditation/competencies etc.)

Complete only if this course is part of an accredited program (e.g., Nursing). If so, identify which of the External Standards are Taught (T), Assessed (A), or Reinforced (R) in this course, following the same process used for the VLOs and EESs.

### Course Learning Outcomes/Elements of Performance and Relationship to Vocational Learning Outcomes

Identify the key Course Learning Outcomes (CLOs) for this course, and the Elements of Performance (EoPs) for each outcome. CLOs should begin with a student-centered, measurable imperative verb drawn from Bloom's Taxonomy. They should identify a singular area of subject content and, if applicable, the level of achievement students will meet, as well as any relevant conditions of performance. EOPs should identify the steps students take that build toward the larger outcome, using equal or lower-level verbs from Bloom's Taxonomy. As a formula:

**action verb + subject content + level of achievement (optional) + condition of performance (optional)**

#### Sample CLO:

**Examine areas of consensus and disagreement among publications on global warming**

#### Sample EOPs for this CLO:

**Explain the criteria for a reliable publication**

**Identify global warming publications**

**Identify the main idea and argument of each publication**

**Discuss findings in a group setting**

**Investigate areas of consensus and disagreement among the publications**

**Typically, a 42 hour course will include 3-5 CLOs. Each CLO typically includes 4-8 EOPs.**

### Evaluation/Earning Credit

Identify the evaluation and assessment tools that will be used during the course (e.g., written assignments, tests, exams, lab demonstrations). For each tool, identify either that the evaluation is Pass/Fail, or a specific percentage value (%) for that assignment. Repeated assignments (e.g., weekly quizzes) may be bundled (e.g., list ten 1% quizzes as "Quizzes: 10%"). For each evaluation, identify which outcomes (VLOs, EESs, CLOs) are assessed. All outcomes must be mapped to at least one tool.

### Learning Resources

Identify any required or recommended resources, including textbooks, equipment, or supplies.

### Delivery Format

Identify the weekly breakdown of the course's delivery. E.g., 2 hours lecture, 1 hour lab, 1 hour online

### Prior Learning Assessment and Recognition (PLAR)

Identify what assessment(s) would be used to determine a student's eligibility for PLAR for this course. Possible selections include (but are not limited to) portfolios, challenge exams, and performance tests.

### Grade Scheme

#### COLLEGE GRADING NUMERICAL EQUIVALENT TABLE

Final Grade	Mark Equivalent	Final Grade	Mark Equivalent
A	80% - 100%	B	70% - 79.9%
C	60% - 69.9%	D	50% - 59.9%
F	Less than 50%		

### Course Related Information

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Enter any policies or procedures specific to this course. These may include policies for late assignments, missed tests, or specific information that students need to know in order to be successful in the course. Since the course outline is the legal contract between the student and the college, these policies must be listed on the course outline. If no such policies exist, refer students to the learning plan or other specific materials (e.g., department guidelines).

#### Department/Program Related Information

PRE-POPULATED BY ASSOCIATE DEAN

#### College Related Information

PRE-POPULATED BY PROGRAM QUALITY