MOHAWK
COLLEGE OF APPLIED ARTS AND TECHNOLOGY

CORPORATE POLICY

POLICY NUMBER:	**AC512**
POLICY TITLE:	**Course Outline**
OWNER:	**Vice President, Academic**
APPROVED BY:	**Mohawk College Council**
EFFECTIVE:	**May 14, 2007**
REFERENCE:	
LINKS TO OTHER POLICY:	

BACKGROUND

Mohawk College has an ongoing commitment to maintain policies and practices that ensure that students are provided with learning experiences that consistently meet the highest standards of quality and excellence. The course outline is recognized as a critical tool within the quality framework for college programming, ensuring that students are provided with a relevant overview of the learning to be achieved within the specific course. The course outline:

- Clearly communicates expectations to learners concerning requirements for admission to the course, opportunities for prior learning assessment, and other course-specific policies and procedures.
- Clearly articulates the learning to be accomplished in the course, through a set of relevant, performance-based course outcomes and learning elements that are integrated with program learning outcomes, internal/external standards and provincial standards as appropriate.
- Provides information on how achievement of the learning outcomes will be measured for each component of the course.
- Provides a consistent perspective and framework for all faculty members engaged in teaching the course.

Definitions

Course Outline: The course outline is a contract between the college and the student that provides information on a unit of curriculum presented by the College as a learning experience. Typically, a course outline for a credit course specifies learning outcomes to be achieved and assessments that measure achievement of that learning, and offers a general description of the course, its content, requirements, learning resources and relationship to standards.

Learning Plan: The learning plan is a supplement to the course outline that provides details of course delivery. In addition to describing learning activities designed by faculty members to help students achieve course learning outcomes, it specifies the method(s) and criteria by which learning will be assessed.

Purpose:

This policy presents consistent procedures for the creation, approval, maintenance, storage, retrieval and distribution of outlines for courses offered by Mohawk College.

Scope

This policy applies to all postsecondary courses offered by Mohawk College including Continuing Education. Note: Course outlines prepared for collaborative degree programs offered in partnership with McMaster University and apprenticeship programs may be presented in a format that differs from the standard college format appended to this policy and may not be stored in the college course outline database.

POLICY STATEMENTS

1. One master course outline will be developed for every postsecondary course offered by Mohawk College, using the approved online course outline application. This customized outline application integrates a consistent, outcomes-based format and has been designed to support clear and transparent articulation of linkages with provincial program standards where they exist and/or other external vocational standards as appropriate.

   There is only one master course outline for each course, regardless of the number of programs in which the course is delivered, or whether it is delivered as a postsecondary day school course or through Continuing Education. The master course outline is the approved official document for reference in prior learning assessment applications, academic appeals and any disputes related to course structure/content or assessments.

   This policy respects the provisions of the Collective Agreement; all Mohawk College faculty have a responsibility to comply with this consistent course outline standard.

2. Responsibility for course outline creation and revision rests with the academic area delivering the course. The Associate Dean is responsible for delegating one or several faculty members to create or revise the course outline. Service areas must collaborate with relevant program areas when creating or revising course outlines.

3. The course outline document is the property of the college; any changes or amendments to the outline must be accomplished within the review framework initiated by the Department responsible for the course. As a normal practice, outlines will be reviewed annually to ensure they reflect program directions and current industry practices. Substantial changes in the Program of Studies should always be accompanied by review of the course outline. However, changes to the course outline may not always be necessary; the course outline will only be revised when substantive changes to the course outcomes are necessary.

   Academic areas delivering each course are responsible for ensuring that revisions to course learning outcomes and/or standards are reflected in an updated Curriculum Mapping Matrix maintained under the direction of the appropriate Vice-President.

4. The Associate Dean is responsible for approval of the master course outline for each course within his/her portfolio. Revisions undertaken as the result of the annual review require the approval of the Associate Dean. An approved course outline is valid from the date of approval (effective date) until any subsequent revision is initiated and approved by the Associate Dean.

5. Students are able to access the course outline once they have registered in a course. Faculty members are required to review their course outline with students enrolled in the course within the first week of officially scheduled classes.

6. The course description reproduced in various college publications must match the description provided in the course outline. If publication requirements necessitate use of an abbreviated description, care must be taken to ensure that the condensed version maintains the essential direction of the original. All material intended for publication requires the approval of the Vice President, Marketing, Communications, Alumni & Government Relations, or his/her designate.

7. Course outlines are owned and copyrighted by Mohawk College and are managed as a corporate resource. Course outlines will be stored and archived indefinitely in a central database, accessible to all college employees in read-only format. The Chief Information Officer is responsible for ensuring technical support for the database containing the course outlines (current and archived).

   The College is committed to ensuring that staff and students have access to current and previous course outlines. Students may print outlines for courses in which they are or have been registered. There is no requirement that course outlines be made available to the general public through the college web site or by other means. Requests for outlines from individuals who are not employees or current or previous Mohawk College students will be handled at the discretion of the Associate Dean responsible for the course.

MONITORING

The Vice President – Academic is responsible for monitoring this policy according to the schedule established by Corporate Services, or more frequently in response to feedback from the college community.

POLICY REVISION DATE: December 20, 2008

ATTACHMENTS: Attachment A –Sample Course Outline
Attachment B – Procedures for the Creation and Revision of Course Outlines

SPECIFIC LINKS

MOHAWK
COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Course Outline

1.0 IDENTIFICATION

COURSE INFORMATION

Subject Code	
Course Name	
Course Code	
Effective Term	
Classification	
Program Code and Name	
Total Course Hours	
Credit Value / Grade Type	
Academic Year	
Approving Associate Dean	
Revision Date	

2.0 LEARNING OVERVIEW

SUBSECTION	VALUE					
Course Description						
Resources Status REQ = Required REC = Recommended REF = Reference **Type** Online Supply Text Book Custom Courseware	**Code or ISBN**	**Name or Title**	**Author / Publisher**	**Version or Edition**	**Type**	**Status**

Pre-requisite(s)	**Course / Code**	**Course Name**

Equivalent Course(s)	**Course / Code**	**Course Name**

3.0   COURSE CONTENT

Major Themes or Topics

4.0   REFERENCE TO STANDARDS

VS CODE	Relevant Vocational Learning Outcome

EE CODE	Relevant Essential Employability Skills Outcome

GE CODE	Relevant General Education Theme

ES CODE	Other External Standard

5.0   COURSE LEARNING OUTCOMES
Upon successful completion of the course learning outcomes, the student will reliably demonstrate the ability to:

LO01	

Learning Elements

LO02	

Learning Elements

LO03	

6.0 ASSESSMENT

Assignment details to be provided by Instructor.

Assessment Method	Weight	Associated Outcome(s)
TOTAL	100%	

7.0 STUDENT SUCCESS - POLICIES AND PROCEDURES

Mohawk College has developed several policies and procedures designed to protect students and provide an enriching and rewarding learning experience in which the rights of individuals are respected. This may include the use of digital assessments such as turn it in.

Please be advised that these policies and procedures are subject to change. For the most up to date information on the following policies and procedures, consult the Policies and Procedures website.

Note:
Faculty are required to review Emergency Lockdown procedures and Emergency Evacuation Procedures, including Evacuation Procedures for students with disabilities, at the first class of every course they are teaching each semester. This information is available in the College Emergency Safety and Security Procedures Booklet distributed to all staff in hard copy, or online in MoCoMotion within the HR Staff Services Tab in the Occupational Health and Safety Channel (Occupational Health and Safety web site).

Course information correct as of:

ATTACHMENT B
Procedures for the Creation and Revision of Course Outlines

The official course outline is the contract between college, faculty and student. It is one of the more important documents given to students, and provides them with information about what they can expect from the course and what is expected of them as they undertake the course. A course outline gives the basic components of a course which are required to be taught by all faculty.

Mohawk College respects students' rights to information and expectations regarding their learning activities. All course requirements and the criteria used in course evaluations must be explicitly stated in the course outline.

Definitions

The term **"Master Course Outline"** refers to those parts of a course outline that are common no matter to which program the course is being delivered. The master course outline excludes the resources and links to vocational and/or external standards, both of which are program specific.

The term **"Course Outline"** refers specifically and exclusively to a document that complies with the following format requirements. Completion and approval of all seven sections of the Course Outline is mandatory.

1.0   Identifying Course Information

The identifying course information for each course resides in the Banner database and is automatically populated to the course outline as it is created in the online application.

1.1   Subject Code, Course Name, Course Code
The subject and course code are assigned by the Academic Data Officer upon receipt of the course create form. The course name is assigned by the program and should not be longer than 60 characters.

1.2   Effective Term
The effective term identifies the term in which the master course outline was created and the period from which it remains in effect until revised. Master course outlines remain effective until there are substantive changes to course learning outcomes and/or elements.

1.3   Classification
There are three classifications of courses:

1.3.1   Foundational: learners acquire a broad introduction to and/or context for further learning.
1.3.2   Specialized: learners achieve in-depth and/or focused learning on a limited number of topics
1.3.3   Integrational: learners synthesize numerous concepts and processes at a program-exit level.

1.4   Program Code and Name
The program code and name are assigned during program development although they may be amended should substantive changes in program content or direction warrant. Note: Official changes to program names must be approved by the Credentials Validation Service.

1.5   Total Course Hours
Total course hours = weekly course hours x number of weeks in semester

1.6   Credit Value/Grade Type
Effective Fall '04, credit values have been assigned to most courses based on the following definition from the National Transcript Guide: "Credits is the unit of value that expresses the quantity of course work required. The number of credit hours of a course is usually determined by the number of hours of class per week multiplied by the number of weeks in a term or session. One credit hour is usually assigned for each hour which meets per week over a term or session." (Refer to p.14 – "Determining Credit Values" for details.)

1.7   Academic Year
Identifies the academic year in which the course is offered.

1.8   Approving Associate Dean
Identifies the Associate Dean who approved the master course outline.

1.9   Revision Date
The date on which the course outline was revised.

2.0   Learning Overview

2.1   Course Description
The course descriptions are developed when a course is created and thereafter stored in the Banner database. Course descriptions should:
- be clear and concise,
- detail significant learning experiences and benefits students can expect
- use brief descriptive phrases that begin with an imperative verb
- answer the student's question, "What's in it for me?"

If a course outline does not have a course description, it cannot be approved. The course description must be sent for inputting by the Academic Data Officer, using a hard copy of the Course Create/Update Form.

Revisions to course descriptions must be communicated to the Academic Data Officer using a hard copy of the Course Create/Update Form.

2.2   Resources
Resources on a course outline are program specific and, therefore, not part of the master course outline. Resources may be changed on a semester by semester basis although faculty are strongly encouraged to maintain resources for a full academic year.

In the course outline application, resources must be attached to the master course outline and subsequently approved by faculty, to ensure that students enrolled in that program will be able to access the electronic copy of the course outline.

2.2.1 Status
- REQ = Required (by the student for successful completion of the course)
- REC = Recommended (to students but not required for successful completion of the course)
- REF = Reference (materials that are not required but which may help clarify course concepts for the student)

2.2.2 Types of Resources
- Online – identifies the URL for online resources
- Supply – lists all supplies required for students to successfully complete the course
- Text Book – provides the ISBN, title, author, publisher, version or edition
- Custom Courseware – provides the title, author/editor, publisher for materials produced at Mohawk College

2.2.3 Pre-requisites
Courses, as identified in the Program of Studies (POS), which must be completed prior to registration in the course. These may be reviewed during the annual POS review.

2.2.4 Equivalent Courses
Courses, as identified in the Program of Studies, which provide the student with equivalent course learning outcomes. These may be reviewed during the annual POS review.

3.0 Course Content

3.1 Major Themes or Topics
The major themes or topics provide the student with an overview of the key concepts or ideas to be covered during the course; these align with course learning outcomes.

4.0 Reference to Standards
Provincial program standards apply to all similar programs of instruction offered by colleges across the province and are available at
http://www.edu.gov.on.ca/eng/general/college/progstan/index.html

Programs that do not have published provincial program standards likely have program outcomes identified by Ministry of Training, Colleges, and Universities (MTCU) codes. These are available from the Curriculum Design team and used in lieu of provincial program standards.

References to standards identify the vocational learning outcomes (VS), essential employability skills (EE), and general education themes (GE) from the provincial program standards that the course learning outcomes help the student achieve. External standards are identified as applicable. Course learning outcomes are linked to a standard only when the concept will be taught, reinforced, and assessed in the course.

In the course outline application, links to standards must be attached to the master course outline and subsequently approved by faculty, to ensure that students enrolled in that program will be able to access the electronic copy of the course outline.

Links to:

- vocational and, where applicable, external standards vary based on the program to which the course is being delivered;
- essential employability skills and general education themes remain the same for each program to which the course is delivered.

General education courses are linked to essential employability skills and general education themes. General education courses do not link to vocational standards.

5.0 Course Learning Outcomes

Course-level learning outcomes define only the essential, significant, transferable performances to be achieved by all learners before they receive credit for a course. Learning outcomes can be achieved without dictating specific course content, teaching methods, or assessment practices.

Learning elements for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the learning outcome. However, it is the performance itself on which the student is evaluated. The learning elements are indicators of the means by which the student may proceed to satisfactory performance of the learning outcome.

5.1 Guidelines for expression
Departmental consensus on the learning outcomes/elements of a course is often best achieved by faculty and staff of the same course working in teams. Determine the essential outcomes of a course by answering the following question: What should a student be able to do by the end of the course to demonstrate the required knowledge, skills and/or attitudes?

5.2 Number of outcomes
There should be as many outcomes/elements as needed to clearly reflect what the students should be able to do upon completion of your course. As a general rule of thumb, however, it is estimated that a 42 hour course will have between 3-5 learning outcomes.

5.3 Characteristics
A learning outcome:
- describes one of the required skill proficiencies for the course.
- captures a performance that a competent person would use outside the context of the course.
- begins with an action verb that describes what the learner will be able to do upon completion of the course.
- specifies an integrated performance, instead of multiple performances.
- describes a performance that is observable and can be assessed.
- requires application of skill, knowledge or attitude/value.
- presents a clear, concise and precise statement describing the required action.
- describes learner performance, not the faculty's activities, learning plans, or instructional strategies.

Learning elements have the same characteristics as learning outcomes.

6.0 Assessments
Although faculty are not required to use the same assessment instruments for each course delivery, they must adhere to the overall assessment guidelines as detailed in the course outline.

6.1   Assessment Methods
Assessment methods are selected from a list of broad assessment types. Since there is only one outline per course, the assessments section must remain broad enough to allow for faculty and student flexibility while maintaining the overall integrity of the course.

Faculty will use formative and summative evaluation methods that directly measure course learning outcomes. Summative evaluation is defined as evaluation that focuses on the end of a learning cycle and measures mastery of material. Formative evaluation focuses on continual assessment and the progressive development of skills or knowledge.

During delivery of the course, faculty provide specific assignment details to students while remaining within the assessment guidelines.

6.2   Weight
Indicate what percent of the course grade will be earned for each of the selected assessment methods. Assessments must add up to 100%. While a "requirements met" course may have assessment types defined, no % weight will be assigned.

6.3   Associated Outcomes
Course learning outcomes are linked to the specific assessment types in which they are assessed. Faculty must ensure that the weighting of assessments and linking of associated outcomes meets the true intent of the course.

7.0   Student Success – Policies and Procedures
This section is common to all course outlines and directs students to the most up-to-date and relevant policies and procedures.

ADDITIONAL GUIDELINES & PROCEDURES

- Faculty are encouraged to work with the curriculum design specialists when developing or revising course outlines, especially with regard to the development of the course description, course learning outcomes and elements, assessments, and linking to the appropriate standards.

- By the end of the 2009/10 academic year, all course outlines for postsecondary credentialed programs will reside in the online course outline application.

- All master course outlines are approved by Associate Deans. Program resources and links to vocational and/or external standards are approved by faculty as assigned by the Associate Dean.

- Only Associate Deans can remove approvals to the master course outline, resources, and/or links to vocational and/or external standards.

- Critical dates for input of new course outlines and review/revision of existing course outlines will be published for each semester. Every effort will be made to ensure course outlines are approved and accessible to students upon course registration.

- Electronic course outlines will be accessible to students and reviewed by faculty during the first class. Faculty will advise students on how to access their course outlines through MoCoMotion.

- Courses are to be evaluated after their first offering, after any major revision, or where concerns are raised by students, and then routinely as part of the normal review processes.

- Course outlines are valid for one academic year; however, once a course outline has been input, it remains in effect until substantive revisions are made. Program resources and links to vocational and/or external standards can be revisited without affecting the approval status of the master course outline.

- Variations to the Course Outline during the semester of offer are not permitted, except in exceptional circumstances, where the Associate Dean, after consultation with all faculty teaching the course, may approve a variation that will be discussed with students in class. Notification will also be provided to students in writing.

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DETERMINING **CREDIT VALUES**

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Effective Fall '04, credit values have been assigned to most courses based on the following definition from the National Transcript Guide: "Credits is the unit of value that expresses the quantity of course work required. The number of credit hours of a course is usually determined by the number of hours of class per week multiplied by the number of weeks in a term or session. One credit hour is usually assigned for each hour which meets per week over a term or session."

Courses will be deemed <u>non credit and not assigned</u> a credit value if they are less than 10 hours in duration, have an AC/AN grade (Attendance Complete/Attendance Not Met), or are considered non-Postsecondary.

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The following legend is only a guideline for assigning credits.

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Lecture and Lab Courses	Clinical and Field Placement Credits
<10 total course hours = 0 credits	20 – 59 hours = 1 credit
10-21 total course hours = 1 credit	60 – 99 hours = 2 credits
22-35 total course hours = 2 credits	100 –139 hours = 3 credits
36-49 total course hours = 3 credits	140 – 189 hours = 4 credits
50-63 total course hours = 4 credits	190 – 219 hours = 5 credits
64-77 total course hours = 5 credits	220 – 259 hours = 6 credits
78-91 total course hours = 6 credits	260 – 299 hours = 7 credits
92-105 total course hours = 7 credits	300 – 339 hours = 8 credits
106-119 total course hours = 8 credits	340 – 379 hours = 9 credits
120-133 total course hours = 9 credits	380 – 419 hours = 10 credits
>134 total course hours = 10 credits	420 – 459 hours = 11 credits
	460 – 499 hours = 12 credits
Credit Value for Apprenticeship	500 – 539 hours = 13 credits
1-17 total course hours = 1 credit	540 – 579 hours = 14 credits
18-35 total course hours = 2 credits	580 – 619 hours = 15 credits
36-53 total course hours = 3 credits	620 - 659 hours = 16 credits
54-71 total course hours = 4 credits	> 660 hours = 17 credits
72-89 total course hours = 5 credits	
90-107 total course hours = 6 credits	
108-125 total course hours=7 credits	
126-143 total course hours=8 credits	**Co-operative Education Courses**
144-161 total course hours = 9 credits	35 hours/wk x 14 wks/semester = 4 credits
>162 total course hours = 10 credits	