



RED DEER COLLEGE  
**Course Outline  
Guidebook**

Application of the Course Outline Policy  
Version 1.0  
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## **INTRODUCTION TO THE COURSE OUTLINE GUIDEBOOK**

Course Outlines are a key method of communicating the purpose, expectations, outcomes, evaluation criteria, and structure of a course to students. A Course Outline can also engage students and provide a method of communicating an instructor's passion and commitment.

When creating a Course Outline at Red Deer College, there are several factors to consider. This Guidebook will support you in creating a Course Outline. Please note that Schools may have additional requirements for Course Outlines; consult with your Associate Dean or designate for clarification when creation your Course Outline.

This Guidebook includes checklists, information, and sample statements (used with permission from RDC instructors) that will support the creation of your Course Outline. In addition to the standard elements that are normally included in a Course Outline, this Guidebook contains optional elements and stylistic considerations.

Course Outlines should be arranged in a logical and sequential format. Your School may have provided you with a template that helps format your Course Outline and the Arts and Sciences Template is appended to this Guidebook. When writing your Course Outline, consider your target audience (your students) and the readability of your Course Outline from their perspective.

Faculty are free to add elements to their Course Outlines that are not listed here and this Guidebook is not intended to limit the ability of faculty to create an inspiring, innovative, and engaging Course Outline that communicates their enthusiasm to their students.

## ADDITIONAL RESOURCES ON PREPARING A COURSE OUTLINE

Bart, Mary. "A learner-centered syllabus helps set the tone for learning." *Faculty Focus*. 29 July 2015. <http://www.facultyfocus.com/articles/effective-classroom-management/a-learner-centered-syllabus-helps-set-the-tone-for-learning/>

"Course Outline Manual: A Publication of the Senate Subcommittee on Course Curriculum." Kwantlen Polytechnic University. 2009. <https://www.kpu.ca/sites/default/files/downloads/comannual11185.pdf>

Gannon, Kevin. "DIY Syllabus: What Is a Syllabus Really For, Anyway?" *Chronicle Vitae*. 15 September 2016. <https://chroniclevitae.com/news/1545-diy-syllabus-what-is-a-syllabus-really-for-anyway>

Gannon, Kevin. "DIY Syllabus: What Goes Into a Syllabus?" *Chronicle Vitae*. 13 October 2016. <https://chroniclevitae.com/news/1575-diy-syllabus-what-goes-into-a-syllabus>

Gannon, Kevin (28 Nov 2016). "DIY Syllabus: How to Move Beyond the Transactional." *Chronicle Vitae*. 28 November 2016. <https://chroniclevitae.com/news/1624-diy-syllabus-how-to-move-beyond-the-transactional>

Knaack, Liesel. "Preparing Your Useful Syllabus. In *A Practical Handbook for Educators: Designing Learning Opportunities*, 73-90. Whitby, ON: De Sitter Publications, 2011.

Nilson, Linda B. *The Graphic Syllabus and the Outcomes Map: Communicating Your Course*. San Francisco: Jossey-Bass, 2007.

Nilson, Linda B. "The Complete Syllabus." In *Teaching at Its Best: a Research-Based Resource for College Instructors, 4<sup>th</sup> Edition*, 61-70. San Francisco, CA: John Wiley & Sons, Inc. 2016.

Rotenberg, R. (2010). "Constructing the Syllabus." In *The Art & Craft of College Teaching: A Guide for New Professors and Graduate Students*. Walnut Creek, CA: Left Coast. 88-122.

Weimer, Maryellen. *Learner-centered teaching: five key changes to practice*. 2nd ed. San Francisco: Jossey-Bass, 2013.

Weimer, Maryellen (2011). "What does your syllabus say about you and your course?" *Faculty Focus*. 24 August 2011. <http://www.facultyfocus.com/articles/teaching-professor-blog/what-does-your-syllabus-say-about-you-and-your-course/>

## DEFINITIONS

**Assessment:** the practice of identifying student learning outcomes, measuring/observing the extent to which outcomes are achieved, and using that information to maintain or improve student learning. Assessment is used by instructors at the course level to determine a student's achievement of specific outcomes.

**Course Outcomes:** measurable statements, using verbs from Bloom's Taxonomy.

**Course Schedule:** a detailed schedule of the course, deadlines for assignments, and additional details.

**Curriculum:** refers to the Course Learning Outcomes, learning activities, experiences, skills, content, and assessments and evaluations used in a course and maintained in a School's Curriculum Elements Sheets.

**Curriculum Element Sheets:** the official documentation standard for curriculum at RDC. Curriculum Elements include a Program Map and information for each course in a program.

**Learning Activities:** activities that help students prepare for the Assessments that will measure whether or not they have attained the Course Outcomes. There can be overlap between Learning Activities and Assessments. Learning Activities cover a broad range of options. Please consult the Centre for Teaching and Learning for more information.

**Learning Management System (LMS):** the virtual learning environment for all courses. These LMS course sites allow instructors to deliver and assess learning in a virtual environment.

**Midterm Feedback Date:** The date, as set in the Academic Schedule ([Academic Schedule Policy](#), page 2), by which students receive feedback from instructors on assessments completed by the midpoint of the academic term. Midterm feedback is required by students to assess their performance and make decisions regarding their academic standing. Instructors determine the best method to communicate midterm feedback to students.

# INSTRUCTOR CHECKLIST FOR CREATING A COURSE OUTLINE

When creating a Course Outline, standard elements are included to provide clear and transparent information to students and to ensure that the Purpose of a Course Outline is met. The order and flow of the following standard elements may follow a designated School Course Template. Templates from the School of Arts and Sciences (Winter 2017 Course Outline Template), School of Health Sciences, School of Trades and Technologies, and Donald School of Business have been appended at the end of this Guidebook as examples. Please consult directly with the appropriate School for their most current Template.

## Standard Elements on a Course Outline

- Academic Calendar Information
  - Course Code and Full Course Name
  - Department, School, and Red Deer College (or use School specific letterhead)
  - Approved academic calendar entry (Course Description), including prerequisite and/or co-requisites (if any) and credit hours
  - The academic term and year of the course offering
  - Primary methods of delivery (e.g. face-to-face, blended, online) as timetabled for the academic year
  
- Names and pertinent contact information for all instructors involved in the section of the course. Please note, as Course Outlines are published on the RDC website, personal contact information and physical office location should not be included on the Course Outline but can be communicated to students in other ways such as through the Learning Management System.
  
- Preferred contact information, including anticipated response times and personal communication preferences
  
- Academic Schedule Dates: The following dates must be included in all course outlines as set by the [Academic Schedule Policy](#) and published in the [Academic Schedule](#), found on the RDC Events calendar, as they impact student success:
  - The date and method by which Midterm Feedback will be available to students.
  - The date to Add/Drop courses without financial penalty
  - The date to Withdraw without academic penalty
  - The dates on which the College is closed or on which there are no scheduled classes
  
- Required class meeting times, including required alternate learning experiences outside of scheduled class times as timetabled for the academic year
  
- A statement referring students to the [Student Rights and Responsibilities Policy](#) including a link to the Policy.

- A statement of procedures for making changes to the approved Course Outline and a statement about when such changes might be made.
- Curriculum Information including:
  - Course Outcomes used consistently across sections as approved by School Council and recorded on the Curriculum Elements Sheets. If you do not have the current Curriculum Elements Sheets for your course, please contact your Associate Dean.
  - Course Topics
  - Learning Activities: a brief description of the types of learning activities that students may expect to encounter and that learning activities may be subject to change following pedagogical requirements (e.g. lecture, group work, guest speakers, flipped classroom, online discussions, etc.).
  - Assessment methods, including participation, attendance, or professionalism, used in the course and the weight of each as it relates to the calculation of the Final Grade. Assessments must be quantified, qualified, and provide all students with equal opportunity to achieve. Please refer to the [Assessment and Grading Policy](#) for more information.
  - Due dates for all graded Assessments using specific dates or anticipated timelines (indicated by “the week of” or “between X and Y date”) if flexible or student-driven due dates are utilized. Note that changes to due dates cannot violate the [Final Examinations Policy](#).
  - A brief description of the expectations as they relate to the grading criteria for each Assessment and/or a statement referring students to additional Assessment details and/or rubrics/marketing guides.
  - A statement of penalties and procedures for late or missed graded Assessments.
  - A statement indicating if any or all components of the Course must be either attempted or passed in order to successfully pass the Course.
  - If the course includes a Final Exam, a statement indicating that the [Final Examinations Policy](#) is followed. E.g. exams written in the last 7 days of classes are weighted at *less than* 20% of the final mark and scheduled final exams have a weighting of at least 20% and no more than 50% of the final grade.
- A list of required textbooks, equipment, and materials.
- A list of supplemental, recommended, or optional textbooks, readings, equipment, or materials.
- A short statement on Academic Misconduct.
- If using a plagiarism detection tool, such as SafeAssign, that places student work in a global repository, a statement informing students must be included and students must be able to view the Originality Report.
- A statement informing students that the following policies are in effect and that students should refer to these policies should questions or concerns not be resolved with the instructor: [Student Rights and Responsibilities](#), [Appeals: Formal](#), [Appeals: Informal](#)

[Resolution](#), and [Student Misconduct: Academic and Non-Academic](#).

- A statement regarding Prior Learning with a link to the Policy: “This course may be eligible for [Recognition of Prior Learning](#). Students should refer to the RDC College Calendar for a list of excluded courses.”
- A statement informing students if, and under what conditions, audio or video recording of class is permissible (outside of approved accommodation plans).
- A statement referring students to services available on campus such as: Students are encouraged to explore the Services that RDC has to support them on the RDC Website, in Blackboard, and on the Loop. For a list of Services, see: <http://www.rdc.ab.ca/future-students/services/student-services>.

## Optional Elements on a Course Outline

Instructors may include Optional Elements in a Course Outline. These elements may include, but are not limited to:

- Content or Trigger Warnings (see Sample Statement)
- Teaching Philosophy Statement (informing your students what you believe about teaching and learning and how this is enacted in your classroom)
- Expanded Course Description
- Rubrics and Grading Guides/Marking Guides
- Letter Grading Scale to Percentage Conversion Chart
- Explanation of Usage of the Learning Management System
- Classroom Norms
- Links to Online Classroom Websites or Online Textbook Resources

## Graphic Course Outlines

Course Outlines can be very text heavy. Graphic Course Outlines can provide an alternative to a text-heavy course outline while still providing students with the key information. Knaack (2011), Nilson (2016), and Nilson (2007) have information on Graphic Syllabi (see Resources, above). A Graphic Course Outline may include charts or graphic timelines that visually represent your course to your students.

## Style, Language, User-Friendliness, and Inclusion

When writing your Course Outline, consider your audience and how they may interpret what you have written.

- Does your Course Outline flow in a logical manner?
- Readability of Document: documents are more readable and easier to comprehend when they use consistent styles and formats. These include: lots of white space, left justified alignment, limited numbers of legible fonts, minimum 11 pt font, high contrast



between font colour and page colour (usually black on white), use of headers to highlight information, use of bullets and tables where appropriate, and use of page numbers for ease of reference. For more information, see “Improving Document Readability” from Gonzaga University: <http://www.gonzaga.edu/academics/colleges-and-schools/school-of-business-administration/undergraduate/SBAWR/IDR.asp>

- ❑ User-friendly Language: Consider the use of inclusive language in your Outline and language aimed at students. For more on inclusive language, see the Government of Canada: <https://www.noslangues-ourlanguages.gc.ca/bien-bien/fra-eng/style/nonsexistguidelines-eng.html#sn>

Traditional Wording or Issue	Inclusive Wording or Suggestion
<ul style="list-style-type: none"> <li>• Journeyman</li> <li>• Mankind</li> </ul>	<ul style="list-style-type: none"> <li>• Journeyperson</li> <li>• Humankind or humanity</li> </ul>
<ul style="list-style-type: none"> <li>• Each student must submit his... (gender specific singular)</li> </ul>	<ul style="list-style-type: none"> <li>• Students must submit their... (gender neutral plural)</li> </ul>
<ul style="list-style-type: none"> <li>• Abbreviations and Jargon</li> <li>• Spell out abbreviations at first use. Try to avoid the use of jargon in introductory level Course Outlines.</li> </ul>	<ul style="list-style-type: none"> <li>• ACAT versus “Alberta Council on Admissions and Transfer (ACAT)”.</li> <li>• Consider the difference to a student between: <i>Students will draw the fashion figure</i> versus <i>Students will draw the croquis</i>.</li> </ul>
<ul style="list-style-type: none"> <li>• Bias and stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Check your Course Outline for bias and stereotypes.</li> <li>• Check other course materials for bias and stereotypes.</li> </ul>
<ul style="list-style-type: none"> <li>• Directive Wording: “Students who miss class are likely to fail. If you miss class, talk to a classmate to make up missed material.”</li> </ul>	<ul style="list-style-type: none"> <li>• Learner-Centred Wording: “Regular attendance is one of the keys to success. Vital information is learned in class and you will benefit from attending class. Should an absence be necessary (due to illness or other circumstances), please contact the instructor and your group members in advance or as soon as possible after missing class to ensure your success.”</li> </ul>

## Learner-Centeredness

- ❑ As appropriate for the level of the course and the context of the course, does your Course Outline demonstrate learner-centeredness? If not, consider whether these aspects of your course could be communicated to your students outside of your Course Outline?

- The Role of the Instructor: is your role, as the instructor, defined for your students?
- The Function of Content: does your Course Outline indicate both the content and the learning skills that students will gain from your course?
- Assessments: is the function and purpose of your assessments clearly presented to students?
- Student Responsibility for Learning: does the Course Outline clearly lay out the students' responsibilities within the classroom?
- Power Sharing: does the Course Outline indicate where student power, choice, and decision making are incorporated into the course?

## INSTRUCTOR CHECKLIST FOR SUBMITTING COURSE OUTLINES

Each School may have a particular procedure for the submission and approval of Course Outlines. Please consult with your Associate Dean or designate for additional information. Templates and Sample Statements may reflect School specific procedures. Please consult with your School for current templates and sample statements.

- The Instructor of the course (or the designated faculty member) creates a Course Outline that meets all elements of the Course Outline Policy.
- The Instructor of the course (or designated faculty member) checks with the School's Associate Dean for a Course Outline Template or, if no template is used in the School, for any information about School norms for Course Outline creation.
- The instructor sends the completed electronic copy to the Associate Dean or designate by the School-specific deadline for it to be reviewed and approved before the first day of classes.
- Following approval by the Associate Dean, changes to elements within the Course Outline require consultation with students. Ensure that students are aware of the process by which changes are made and what circumstances might lead to changes.
- On or before the first day of class, the instructor distributes the Course Outline electronically to all registered students.
- Instructors are to present and explain the initialed and electronically stamped Course Outline on the first day of class and provide an opportunity for discussion of it.

## ASSOCIATE DEANS (OR DESIGNATE) AND SCHOOL ADMINISTRATOR CHECKLIST FOR REVIEW, APPROVAL, AND FILING OF COURSE OUTLINES

Associate Deans, or their designate, will follow, at minimum, the following steps to approve a Course Outline. If required, additional procedures will be communicated to faculty within each School.

- Thoroughly review the electronic copy of the Course Outline for completeness and consistency with associated Curriculum Element Sheets, the Course Outline Policy, the Course Outline Guidebook, additional College policies and School standards, collaborative agreements (if applicable), and term dates.
- Ensure that the Final Exam Policy is being followed if the Course has a final exam. E.g. exams written in the last 7 days of classes are weighted at *less than* 20% of the final mark and scheduled final exams have a weighting of at least 20% and no more than 50% of the final grade.)
- Review with faculty the approval process should the instructor require changes to the Course Outline after sign-off.
- Initial and electronically stamp if error-free.
- Forward the initialed and electronically stamped electronic copy of the Course Outline in PDF format to:
  - the Instructor
  - the Holder of the School's files
- The Holder of the School's files submits the approved Course Outline to the Office of the Registrar by the end of the first week of classes and publishes it to the online [database](#) of Course Outlines, sorted by term and course section, maintained by the Office of the Registrar.

## **SAMPLE STATEMENTS**

The following Statements have been provided as Samples by RDC Faculty Members and are used with permission. These statements can be used as a foundation for your Course Outline.

### **Sample Statement of Student Responsibility**

“It is the student’s responsibility to be familiar with the information contained in this Course Outline and to clarify any areas of concern with the instructor. It is also the student’s responsibility to be familiar with RDC Policies.”

### **Samples Statements of Procedures for Changes to the Course Outline**

“No changes will be made to this course outline without the consent of the class and the approval of the Associate Dean of the School of Arts and Sciences.” School of Arts and Sciences Course Outline Template.

“Changes to the course outline will be made with the consent of the course instructor and students. Changes will be reviewed by the Associate Dean for consistency with College policies.” Donald School of Business Course Outline Template

“Changes to the course outline will be made with the consent of the course instructor and students. Changes will be reviewed by the Department Chairperson for consistency with College policies.” School of Trades and Technologies Course Outline Template

“Any changes to this Course Outline will be made in consultation with students. A majority vote (51% of the students in attendance) is sufficient for a change, provided it is reviewed by the Associate Dean for completeness and consistency with all college policies.” (Used with permission from Edie Heavin, EDIT 302 Fall 2016 Course Outline, School of Education).

“Changes to the Course Outline may be made after the first class, providing this is done during a regular class, by class consensus with all the students who are in attendance on that day. These changes are then reviewed by the Associate Dean or designate for completeness and consistency with all college policies and school standards.” (Used with permission from Jane Proudlove, ELCC 211A, Fall 2016, Course Outline, School of Education).

“The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.” (Nilson, *Teaching at Its Best*, 37).

Changes to the above schedule, class policies, class procedures, and assignments in this course are subject to change providing they do not academically disadvantage students or conflict with another RDC Policy. Changes to the Course Outline will be enacted in order to enhance student learning and success and to harmonize with the flow of the class and student learning. (Created for the RDC Course Outline Guidebook as a Sample Statement).

### **Sample Statement on Use of SafeAssign**

Assignments in this course will be submitted through SafeAssign on Blackboard. SafeAssign compares your work to a global repository of student work at RDC and to published work located online. Students are able to access the Originality Report in Blackboard. If you have concerns with your Originality Report, please come and see me to discuss what it means.

### **Sample Statement on Assignments, Extensions, and Late Penalties**

All assignments in this course must be submitted in order to pass the course. Late penalties will be assessed at 1/3 letter grade per day late without an instructor granted extension. I recognize that life can conflict with your studies at times and, in the event that something happens, communication is key. Please come and see me as soon as possible to discuss any interruptions to your learning in this course so that we can discuss options.

### **Sample Statement on Final Examinations Policy**

This course has a Final Exam scheduled by the Registrar. Students must be available for entire Final Exam Period and deferrals will not be granted without serious cause. Following the Final Examinations Policy, exams written in the last 7 days of classes are weighted at *less than* 20% of the final mark and scheduled final exams have a weighting of at least 20% and no more than 50% of the final grade. If you have questions or concerns, please talk to me as soon as possible.

### **Sample Presentations of Assessments in Course Outlines**

#### *Sample Assessment Table 1*

This sample (used with permission from Edie Heavin, EDIT 302 Fall 2016, School of Education) informs students of the assessment type, the weighting, the due date, and gives a brief description.

<b>Learning Task</b>	<b>% of Grade</b>	<b>Brief Description</b>
<b>Participation and Professionalism</b> (ongoing)	10	Based on participation in class discussions and learning activities, contributions to discussion boards as assigned, and professional collaboration.
<b>Individual Portfolio</b> (due Dec 7)	30	The portfolio will consist of assignments completed as part of the lab portion of the course.
<b>Group Presentation</b> (Nov 1, 8, 15)	15	Groups will prepare a 45 minute activity exploring all sides of an issue/trend in educational technology.
<b>Online Lesson Submissions</b> (ongoing)	15	Students will engage in individual, small group, and full class discussions related to educational technology.
<b>Technology-enhanced Lesson Plan</b> (Dec 16)	30	Students will prepare a lesson plan/project to address a discipline specific outcome(s) as well as an ICT outcome(s). Assessment criteria is to be included.

*Sample Assessment Table 2*

This sample (used with permission from Jane Proudlove, ELCC 325A, Winter 2016, School of Education) gives students an overview of the Learning Outcomes and the associated Topics and Assessments. Later in the same Course Outline, another table informs students of the weighting and deadlines associated with each Assessment followed by a brief description of each Assessment.

<b>At the conclusion of this course, students will be able to:</b>	<b>Topics to be covered</b>	<b>Assignments</b>
1. Discuss the impact of historical perspectives, personal attitudes, government policies, and program models on current programming for children with special needs.	1. Special Needs Through the Years	3. Exam
2. Choose and demonstrate appropriate methods for recording the developmental progress of children with special needs.	3. Assessment – Observe, Screen, and Evaluate	2. Document 3. Exam
3. Compare the characteristics of \ programs that support inclusion with those that support integration or segregation for children with special needs.	2. Programming Approaches 4. Supporting Children in Inclusive Environments	3. Exam
4. Demonstrate written program planning	5. Individual Program Planning	2. Document

<b>At the conclusion of this course, students will be able to:</b>	<b>Topics to be covered</b>	<b>Assignments</b>
that supports the inclusion of children with special needs in homes, programs, and communities.	4. Supporting Children in Inclusive Environments	
5. Describe the roles and responsibilities of various professionals who support children with special needs and their families.	12. Professional Collaboration and Advocacy	2. Document 3. Exam
6. Develop and write short term objectives and appropriate strategies in order to achieve pre- determined long term goals.	6. Goals, Objectives and Strategies 7. Promoting Communication 8. Supporting Social/Emotional Development 9. Supporting Challenging Behaviours	3. Exam
7. Recognize when adaptations and modifications are required to accommodate children with special needs and know where to access this additional support.	4. Supporting Children in Inclusive Environments 10. Accommodations and Modifications 8. Supporting Social/Emotional Development 9. Supporting Challenging Behaviours	2. Document 3. Exam
8. Identify healthy strategies for developing relationships with and supporting families of children with special needs including the use of advocacy.	11. Building Partnerships with Parents 12. Professional Collaboration and Advocacy	3. Exam
9. Identify, consult and synthesize references in order to locate and utilize appropriate information on a topic connected to working with children with special needs.	All of the above topics	1. Individual Project



## Sample Statement on Audio-Visual Recording

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Source: University of Alberta, Building a Course Outline (page 9):

<https://d1pbog36rugm0t.cloudfront.net/-/media/ualberta/centre-for-teaching-and-learning/instructional-resources/build-course-outline/wmbuilding-course-outline.pdf>

## Sample Statement and Information on Content Warnings

**Content Warnings:** Some courses deal with topics and readings that are controversial or disturbing. There is debate in post-secondary about the use of Content Warnings (also referred to as Trigger Warnings). Faculty should consider their course content and the use of content warnings based on their expertise in the field of study. Content Warnings inform students of material that may be disturbing; they do not negate the necessity of examining that material. An example of an RDC Course Outline Content Warning is:

A word of caution: It is inevitable that certain topics or examples may upset or offend some persons. Each student will undoubtedly find topics and theories that are appealing as well as appalling to them. Given the subject matter, this is unavoidable. Life experiences may mirror, overlap with, challenge or otherwise be foreign to the course material. It is hoped that you will integrate, evaluate and critique the material rather than judge or criticize it. Please keep this sensitivity in mind when making contributions to our discussions by treating each other – and those we are studying – with respect, dignity, and compassion. Please feel free to contact me without hesitation or embarrassment if you anticipate problems or experience difficulties with the subject matter. I will try my best to assist you. If you feel that something about the classroom atmosphere is interfering with your ability to actively participate in this class, please bring it to my attention as soon as possible outside of class. One crucial aspect of a supportive learning environment is not disrupting the class, which includes (but is not limited to): arriving late/leaving early, chattering with your neighbors/friends, making noise, sleeping, texting, using computers for uses other than note taking, or otherwise distracting others. During the first week of class, we will establish some guidelines & expectations (consequences for violations) for some of our classroom interactions.

Used with permission from Dr. Krista Robson, Sociology 260 Fall 2016 Course Outline, School of Arts and Sciences.

## Sample Statement on Plagiarism and Academic Misconduct

This Sample Statement is from the Arts and Sciences Course Outline Winter 2017 Template. Please consult the School of Arts and Sciences for an updated version of this Statement each term. Used with the permission of the Associate Deans of Arts and Sciences.

### Academic Misconduct

Academic misconduct in all its forms is a serious offence. Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student's record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

**Plagiarism:** The use or close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are copying or paraphrasing another author's work without proper acknowledgement, using the ideas or lines of reasoning of another author's work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval.

Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

**Cheating:** Any attempt to give or obtain unsanctioned assistance in a formal academic exercise (e.g., examination). Some examples of cheating are unauthorized cheat sheets in a test or exams, the unauthorized use of electronic devices during an exam, and copying from an adjacent student.

- [Student Misconduct: Academic and Non-Academic Policy](#)
- [Appeal: Formal Policy](#)
- [Appeals: Informal Resolution Policy](#)

## Sample Course Schedules

A Course Schedule is intended to give students an overview of what they can, in general, expect in the course (term at a glance). Most Course Schedules are labelled as "Tentative" or "Subject to Change" in order to provide instructional flexibility. Instructors may include their Course Schedule with their Course Outline with the Course Schedule labelled as Subject to Change and directions to students on how changes to this Schedule will be communicated to the class. Alternatively, instructors may include the Course Schedule in the Learning Management System as a separate document that is updated as needed. Sample Course

Schedules (abbreviated) are provided to illustrate different methods of communicating important scheduling information to students.

### Sample Schedule 1

This Schedule includes dates, topics, and readings/assignments in a grid format (used with permission from Patricia Campbell, COMM 381A, Fall 2016 Course Outline, School of Arts and Sciences):

DATE	TOPIC	READING/ASSIGNMENTS
Sept. 8	Course introduction	
Sept. 13	Some big ideas/Presentation outline	Preface and Forward
Sept. 15	The media of early civilization	Essays 1 & 2
Sept. 20	The media of early civilization	Essay 4 (3 & Marshack*)
Sept. 22	<i>Film: Signs of the times</i>	
Sept. 27	Western literacy	Essays 7 & 8
Sept. 29	<i>Film: A World Inscribed</i>	(Essays 5 & 6)
Oct. 4	The print revolution	Essays 11 & 13 (9 & 15)
Oct. 6	<i>Film: Print History</i>	(Essays 10 & 12)
Oct. 11	Wired worlds	Essays 14 & 17 (16)
Oct. 13	<i>Film: The Great Transatlantic Cable</i>	
Oct. 18	Imaging technologies	Essay 19 <b>Essay 1 Due</b>
Oct. 20	Imaging technologies Midterm Review	Sontag*

### Sample Schedule 2

This Schedule includes Weeks and Topics including a note on Assessments and flexibility (used with permission of Bryan Rowsell, GNED 1102: Controversies in Science, Fall 2016 Course Outline, School of Arts and Sciences):

**Assignments & Examinations:** This schedule outlines the direction and due dates for major assignments in our course. The pace of the course and the details of the material will be guided by the interest and preparation of the students

Week of	Topic
September 7	Introduction, Numeracy and Scientific Literacy
September 12	Numeracy and Scientific Literacy
September 19	Numeracy and Scientific Literacy, Library Session
September 26	Case 1 – Climate Change

<b>Week of</b>	<b>Topic</b>
October 3	Case 1 – Climate Change
October 10	Case 1 – Climate Change
October 17	Case 2 – The Search for Extraterrestrial Life (SETI)
October 24	Case 2 – SETI
October 31	Case 2 – SETI
November 7	Case 3 – Complementary and Alternative Medicine (CAM)
November 14	Case 3 – CAM

# APPENDIX A: SCHOOL OF ARTS AND SCIENCES COURSE OUTLINE TEMPLATE (UPDATED WINTER 2017)

Note: Items highlighted are optional elements and are not required for all courses.

School of Arts  
and Sciences



**Course Outline**  
*Course name and number*  
*Term and Year*  
*Instructor*

<b>Class Time:</b>	<b>Class Location:</b>
<b>Lab Time:</b>	<b>Lab Location:</b>
<b>Seminar Time:</b>	<b>Seminar Location:</b>
<b>Office:</b>	<b>Office Phone:</b>
<b>E-mail:</b>	<b>Office Hours:</b>
<b>Credit Hours:</b> <i>typically 3 or 6</i>	<b>Prerequisite:</b>

**Academic Calendar Entry**

**Required Texts and Equipment**

**Recommended Readings and Resources**

**Course Description**

**Course Topics**

**Learning Outcomes**

**Learning Activities** (*Include the proposed learning activities, such as lectures, discussions, field trips, activity-based learning, group work, web enhanced instruction, etc.*)

**Assessment** (Include methods, e.g., assignments, exams, along with weight, expectations, due dates, statement about penalties and procedures for late or missed graded assignments. Reference to any rubrics on Blackboard and so on.) A plagiarism detection tool will be used in this course. Instructor will advise.

**Attendance Requirements** (indicate your requirements here)

**Grading Scale** (Where applicable include percentage equivalents for letter grades.) Please note that a passing grade of D/D+ may not transfer to all receiving institutions; check with the receiving institution for clarification.

**Mid-Term Feedback** (If applicable, indicate your practices.)

### The RDC Final Examination Policy

In courses with Final Examinations, the [RDC Final Examination Policy](#) will apply. Please review this document to ensure that you understand the contents and implications of the policy.

### Academic Misconduct

Academic misconduct in all its forms is a serious offence. Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student's record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

**Plagiarism:** The use or close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are copying or paraphrasing another author's work without proper acknowledgement, using the ideas or lines of reasoning of another author's work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval.

Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

**Cheating:** Any attempt to give or obtain unsanctioned assistance in a formal academic exercise (e.g., examination). Some examples of cheating are unauthorized cheat sheets in a test or exams, the unauthorized use of electronic devices during an exam, and copying from an adjacent student.

- [Student Misconduct: Academic and Non-Academic Policy](#)
- [Appeal: Formal Policy](#)
- [Appeals: Informal Resolution Policy](#)

## Important Red Deer College Dates

## Winter 2017 Courses

January 3	College open. <b>No credit classes.</b>
<b>January 4</b>	First day of classes for Winter-term. <b>Mid-term feedback date for Full-year 2016-2017 courses.</b>
<b>January 11</b>	<b>Last day to register late or add/drop Winter-term courses.</b>
January 11	Last day to have tuition refunded for Winter-term courses.
February 20	Family Day; College closed.
February 21-24	Mid-term break. <b>No credit classes.</b>
February 27	Credit classes resume for Winter-term.
<b>March 1</b>	<b>Mid-term feedback date for Winter-term courses.</b>
March 7	Emergency Response Day.
March 17	Final exams schedule posted Winter-term.
March 20	Continuing student registration begins for 2017-2018.
<b>April 11</b>	<b>Last day to withdraw from Winter and Full-year 2016-2017 courses and receive a WD.</b>
April 11	Last day of classes for Winter-term and Full-year 2016-2017 courses.
April 14	Good Friday; College closed.
<b>April 17-22</b>	<b>Final exams written.</b>
April 25	Deferred exams for Winter-term and Full-year 2016-2017 courses written.
April 27	Last day for submission of final grades for Winter-term courses.
<b>April 28</b>	<b>Final grades available for Winter-term and Full-year 2016-2017 courses.</b>
May 6	Supplemental exams for Winter-term and Full-year 2016-2017 written.

### Prior Learning Assessment

This course may be eligible for [Prior Learning Assessment and Recognition](#). Students should refer to the [RDC Academic Calendar](#) for a list of excluded courses.

### **Classroom Learning Resources** *(If applicable, note that these are available in other formats)*

### Student Services on Campus

Students should be aware that Personal Counselling, Career, Learning and Disability Resources are provided by RDC. Students may inquire about locations at the Information Desk. It is the responsibility of students to discuss their specific learning needs with the appropriate service provider.

[Learning Support](#) (Library: 403-342-3264, [help\\_learn@rdc.ab.ca](mailto:help_learn@rdc.ab.ca) )

- [Writing Skills Centre](mailto:writingskills@rdc.ab.ca) ([writingskills@rdc.ab.ca](mailto:writingskills@rdc.ab.ca))
- [Math Learning Centre](#) (math concepts and advanced theoretical math)
- [Learning Strategies](#) (note-taking, studying, and exam-writing strategies)
- [Peer-Assisted Study / Tutoring](#) (one-on-one tutoring by students)

[Disability Resources](#) (Library: 403-357-3629, [disabilityservices@rdc.ab.ca](mailto:disabilityservices@rdc.ab.ca))

- Coordination of services (tutoring, alternate format text, note-taking, and so on)
- Academic accommodations, including exam accommodations

[Counselling and Career Centre](#) (Room 1402: 403-343-4064, [counselling@rdc.ab.ca](mailto:counselling@rdc.ab.ca))

### **Changes to the Course Outline**

It is the student's responsibility to be familiar with the information contained in this course outline and to clarify any areas of concern with the instructor.

Students should refer to the [Appeals: Formal Policy](#), [Appeals: Informal Resolution Policy](#) and [Student Misconduct: Academic and Non-Academic Policy](#) should questions or concerns about the Course Outline not be resolved directly with the instructor.

No changes will be made to this course outline without the consent of the class and the approval of the Associate Dean of the School of Arts and Sciences.

**Reading/Class Schedule** (subject to adjustments as required or in consultation with the class.)



# APPENDIX B: DONALD SCHOOL OF BUSINESS COURSE OUTLINE TEMPLATE (UPDATED SPRING 2017)

Note: Items requiring updating each term and areas of clarification are highlighted. Please consult with the Donald School of Business for template information for courses cross-listed with Mount Royal University as that template is not included here.



<b>Course Code</b> <b>Course Outline</b> Course Name Term			
<b>INSTRUCTOR</b>	<b>OFFICE</b>	<b>PHONE</b>	<b>EMAIL</b>
<b>CLASS TIMES</b> <i>Section</i>	<i>Day</i>	<i>Time</i>	<i>Room</i>
<b>LAB TIMES</b> <i>Section</i>	<i>(if applicable)</i> <i>Day</i>	<i>Time</i>	<i>Room</i>
<b>OFFICE HOURS</b>			
<b>CREDIT HOURS</b>			
<b>ACADEMIC CALENDAR ENTRY</b>			
<i>This should be exactly the same information that is contained in the RDC Calendar.</i>			
<b>X</b>			
<b>PREREQUISITES</b>			
<i>If applicable, list any prerequisites as listed in the RDC Calendar.</i>			
<b>X</b>			

## COREQUISITES

*If applicable, list any co-requisites as listed in the RDC Calendar.*

X

## COURSE TOPICS

X

## LEARNING ACTIVITIES

X

## TRANSFER AGREEMENTS

Formal transfer agreements between Red Deer College and other Alberta universities and colleges are found at [www.acat.gov.ab.ca](http://www.acat.gov.ab.ca).

## LEARNING OUTCOMES

*Objectives (general or specific) should be concise and clear.*

X

## REQUIRED TEXTBOOKS AND EQUIPMENT

X

## RECOMMENDED READING AND RESOURCES

*If applicable*

X

## MATERIALS AND SPECIAL FEES

*Include breakdown of any materials and special fees – if applicable*

X

## REMIND / DSB Information & Events

*Remind* is a system designed to alert students of emergencies and important notices at the Donald School of Business via text message. **All students are encouraged to register their cell phone number by sending the message “@dsbs” to (587) 333-2775.** Please note that your information is kept confidential and will not be distributed for any other use.

The *DSB Information & Events* channel is located in Blackboard under “My Organizations”, and houses information about the Donald School of Business such as employer spotlights, job opportunities, and other important information and events. All DSB students are encouraged to self-enroll by visiting:

[https://rdc-bb.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content\\_id= 305735\\_1&course\\_id= 12705\\_1#](https://rdc-bb.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id= 305735_1&course_id= 12705_1#)

## COURSE REQUIREMENTS

### 1. Attendance

*INSTRUCTOR: Please use your own attendance requirements. (Optional wording: Regular attendance is expected. Students who miss a class are responsible for the material they have missed. "Attendance" means physical presence in the classroom on a regular basis. Or: For eCampus courses: "Attendance" implies regular attendance online.)*

a. Attendance may take many forms. Lack of attendance may impact the students' ability to successfully complete the course.

b. X

### 2. Class Participation

*Cell phone use (turned off or set to silent), being late, chatting, etc.*

a. X

### 3. General

a. Students who are encountering difficulty with the course are urged to contact the instructor at once.

b. Students should ensure that they are familiar with Red Deer College's Student and Academic Standard Practices and Policies as well as the key dates in the Academic Schedule.

c. X

## BLACKBOARD

*Include a reference to any course materials available on Blackboard (if applicable)*

X

## ASSESSMENT OF STUDENT PERFORMANCE

*Explain as thoroughly as possible for your own grading system, including case studies, essays, class participation (if graded). Include the method of assessment, weight of each assessment as it relates to the calculation of the final grade, and an indication, with as much specificity as possible, the expectations as they relate to the grading criteria for each assignment.*

X

## GRADING SYSTEM

*Explain as thoroughly as possible or reference RDC Calendar. For example: "Final grades in the course will be assigned based on the Alberta Education Grade Comparison letter grading system as described in the Red Deer College Calendar on page nine."*

### 1. Homework and Assignments

a. Students are expected to have read in advance the material to be taken up in class, and to have completed all assigned homework.

b. Students are expected to satisfactorily complete all assignments and examinations on time. An unexcused failure to submit an assignment will result in a mark of zero.

c. Late assignments will not be accepted.

d. Assignments will be graded and returned within (timeframe)

e. X

### 2. Examinations

- a. Any student missing an exam without having made arrangements with the instructor prior to the exam will receive a grade of zero for that exam.

b. X

### MIDTERM FEEDBACK

*(Suggested: Midterm feedback for this course will be available from the instructor following marking of the midterm examination. After reviewing their marks to this point, students should make an appointment with the instructor to discuss their progress and concerns if the cumulative total to this point is less than 20 marks. The instructor is also available prior to this in designated office hours if students have any concerns. Please see "Important Dates" below.)*

X

### RDC FINAL EXAMINATION POLICY

The RDC Final Examination Policy will be followed with respect to Final Examinations. Please review this document to ensure you understand the contents and implications of the policy at

<https://rdc.ab.ca/node/52219/attachment>

### ACADEMIC MISCONDUCT

Please become familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student's own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter's own but in fact were created by someone else.

The complete list of RDC academic policies is available at

<http://rdc.ab.ca/about/policies-publications/policies/policies>

### CHANGES TO THE COURSE OUTLINE

Changes to the course outline will be made with the consent of the course instructor and students. Changes will be reviewed by the Associate Dean for consistency with College policies.

### IMPORTANT DATES

*Delete unneeded tables*

*Fall Term Dates*

Last day to register or add/drop Fall or full year courses  
Last day to have tuition refunded for Fall or full year courses  
Emergency Response Day  
Thanksgiving Day – College Closed  
DSB Backpacks 2 Briefcases  
Mid-term Feedback date – Instructors give students formal feedback on their academic standing in Fall Term courses  
Final exam schedule posted  
Remembrance Day – College Closed  
College open, no classes  
Last day to withdraw from Fall Term courses and receive a WD  
Last day of classes for Fall Term courses  
Final Exams – students are expected to be available during this time period  
Final grades available for Fall Term

This course may be eligible for Prior Learning Assessment. Students should refer to the RDC Course Calendar for a list of excluded courses.

*(If applicable)* A plagiarism detection tool is used in this course.

Classroom Learning Resources may be available to students in alternative formats. Students should be aware that Personal Counselling, Career, Learning and Disability Services are provided by RDC. Inquire about locations at Information Desk. It is the student’s responsibility to discuss their specific learning needs with the appropriate service provider. It is the student’s responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the instructor. Students should refer to the Appeals; Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy should questions or concerns about the Course Outline not be resolved directly with the instructor.

*The Tentative Timetable for the course is “tentative”, but it is critical for inclusion as it is used extensively by our transfer partners in assessing the transferability of a course. In addition course timelines are required in course outlines as per RDC’s Course Outline policy.*

<b>TENTATIVE TIMETABLE</b>		
<b>Date</b>	<b>Outline of Topics</b>	<b>Activities/Readings</b>
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Final Exam Week	<b>Final Exam</b>	

Approved by:  
Associate Dean

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**Signature**

---

**Date**

# APPENDIX C: SCHOOL OF TRADES AND TECHNOLOGIES COURSE OUTLINE TEMPLATE (UPDATED FALL 2014)

Note: Items in red will need to be updated for the current course and term.



## GET 100 Professional Practice Course Outline

General  
Engineering  
Technology

Fall 2014

**Instructor:** \*\*\*\*\*

**Tel:** \*\*\*\*

**Office Hours:** \*\*\*\*\*

**Office:** \*\*\*\*\*

**Class Time:** Tue: 1030 – 1150; Thu: 1000 - 1120

**Room:** \*\*\*\*\*

**Lab Time:** \*\*\*\*\*

**Room:** \*\*\*\*\*

**Email Policy:** the students are required to use RDC email account to communicate to the instructor. Emails coming from non-RDC accounts will be ignored. This is to avoid potential breaches of privacy and to increase the confidence in the email communications.

### Academic Calendar Entry:

\*\*\*\*\*

**Credit hours:** 3; **Prerequisite:** MET 230, MET 260; **Corequisite:** None

### Learning Outcomes:

Students who successfully complete this course will be able to:

### Learning Activities:

Lectures, Readings, Laboratory Experiments, Discussions/Assignments, Small Group Work

### Course Topics:

- 
- 
- 

### Required Resources:

None. Reference texts will be kept on two hour reserve in the library. Those wishing to rent the e-text(s) should look at the <http://www.coursesmart.com> website.

### Recommended Resources:

Thinking like an Engineer, 2nd Edition (This is the primary reference)  
<http://www.aset.ab.ca/pages/Membership/CodeOfEthics.aspx>  
Introduction to Professional Engineering in Canada, 3rd Edition

### Assessment of Student Performance:

1. The final grade in this course will be computed based on the following elements. At all times the Red Deer College final examinations policy will be adhered to.

**NOTE: A supplementary document is included with this course outline which contains a**

**tentative course schedule. This schedule is tentative to allow the instructor some flexibility to deal with unexpected issues which might arise.**

**Grading System:**

The following conversion table will be used in determining the final grades:

<b>Percentage</b>	<b>Grade</b>	<b>Description</b>
96-100	A+	
90-95.99	A	Excellent Performance
85-89.99	A-	
80-84.99	B+	
76-79.99	B	Good Performance
72-75.99	B-	
68-71.99	C+	
64-67.99	C	Satisfactory Performance
60-63.99	C-	
55-59.99	D+	Pass
50-54.99	D	
0-49.99	F	Fail

**Midterm Feedback:**

Midterm course feedback will be available (upon appointment) from the instructor following the midpoint mark of the course. Students are strongly encouraged to consult with their instructor regarding cumulative academic performance below 2.0 (grade of C).

**The RDC Final Examination Policy** will be followed with respect to Final Examinations. Please review this document to ensure you understand the contents and implications of the policy. The [Final Examination Policy](#) is available on the RDC Policies website.

**Attendance requirements:**

The faculty of the Department believe that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent from those experiences. Any absence can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives.

Attendance is required in all labs. Any student who, due to extenuating circumstances, will be late or absent for a lab must notify the instructor at least one hour prior to the beginning of the lab. Failure to notify the instructor indicates a serious breach of professional and ethical conduct. Valid documentation for missing any assessment will be required. In most cases, make up activities will not be available.

**Late or missed deliverables:**

- Late deliverables (assignments, reports, etc.) will not be accepted and will earn a grade of zero.
- Missed exams will normally be awarded a mark of zero unless prior arrangements have been made with the instructor.
- Students will be advised in class of timelines for assignments and other assessments. It is their responsibility to ensure awareness of these timelines. Normally a medical certificate will be required to justify any extensions.
- If a student has to miss a class for any reason, it will be the student's responsibility to obtain notes,



handouts, announcements, etc. It is best to obtain copies of the missed material from a peer (their notes contain extra details and comments).

**Academic Misconduct:**

- Please become familiar with what constitutes academic misconduct, as well as the consequences.
- Plagiarism involves submitting work in a course as if it were the student’s own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else. The complete policies are available on the RDC Policies website: [Appeals: Formal Policy](#), [Appeals: Informal Resolution Policy](#) and [Student Misconduct: Academic and Non-Academic Policy](#).
- While students are encouraged to help each other, assignments must be of original work and individual effort (unless explicitly designated otherwise—such as group assignments). In cases of obvious plagiarism, a grade of zero will be awarded for any of the parties involved. Repeat instances of plagiarism will automatically receive a final grade of zero (hence course failure). Please refer to the College policy regarding student dishonesty for additional information.
- Students are expected to attend all lectures and labs. Extra assistance may only be granted to students who regularly attend all classes. Lack of attendance may impact the students’ ability to successfully complete the course.
- Content delivered in this course are the property of their creator(s) and may not be reproduced/distributed without express written permission of the creator(s).

**Changes to the Course Outline:**

Changes to the course outline will be made with the consent of the course instructor and students. Changes will be reviewed by the Department Chairperson for consistency with College policies.

**Important Dates:**

Labor day. College closed.	September 1, 2014
First day of classes for Fall term	September 3, 2014
Last day to register or add/drop Fall courses	September 10, 2014
Thanksgiving day. College closed	October 13, 2014
No credit courses.	November 10, 2014
Remembrance day. College closed	November 11, 2014
Last day to withdraw from Fall courses without penalty	December 3, 2014
Last day of classes for Fall term	December 3, 2014
Final exams	December 8-13, 2014
Final grades available	December 22, 2014

- Classroom Learning Resources may be available to students in alternative formats.
- This course may be eligible for Prior Learning Assessment. Students should refer to the RDC Course Calendar for a list of excluded courses.
- Students should be aware that Personal Counselling, Career, Learning and Disability Services are provided by RDC. Inquire about locations at Information Desk. It is the student’s

responsibility to discuss their specific learning needs with the appropriate service provider.

- It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the instructor.
- Students should refer to the Appeals: Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy should questions or concerns about the Course Outline not be resolved directly with the instructor.
- A plagiarism detection tool may be used in this course.

Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX D: HARRIS AND CULLEN, LEARNER-CENTRED SYLLABUS ASSESSMENT MATRIX

The following Syllabus Assessment Matrix is provided for faculty as a self-assessment and reflective tool. Depending on the level and context of a specific course, the applicability of certain levels and criteria may vary.

	Highly Instructional (1)	Instructional (2)	Learner-Centered (3)	Highly Learner-Centered (4)
<b>Community</b>				
Accessibility of teacher	Available only for prescribed number of office hours	Available for prescribed number of office hours; provides phone and e-mail	Multiple means of access; encourages interaction	Multiple means of access; requires interaction
Learning rationale	No rationale provided for assignments or activities	Explanation of assignments and activities but not tied directly to learning outcomes	Rationale provided for assignments and activities; tied to learning outcomes	Rationale provided for assignments, activities, methods, policies, and procedures; tied to learning outcomes
Collaboration	Collaboration prohibited	Collaboration discouraged	Collaboration incorporated; use of groups for work and study	Collaboration required; use of groups for class work, team projects
<b>Power and Control</b>				
Teacher role	Rules are written as directives; numerous penalties	Numerous rules with no explanation of relevance; not tied to learning outcomes	Students offered some choice; relevance of rules offered	Students participate in developing policies; rules tied to learning outcomes
Outside resources	No outside resources other than required text	Reference to outside resources provided, but not required	Outside resources encouraged; students responsible for their own learning	Independent investigation required; outside learning required and shared with class
Syllabus focus	Policies and procedures; no discussion of learning or outcomes	Weighted toward policy and procedures with some reference to content covered	Includes course objectives; balance between policies and procedures and focus on learning	Weighted toward learning outcomes and means of assessment; policies are minimal or left to class negotiation
<b>Evaluation and Assessment</b>				
Grades	Focus on point deduction; grades used to penalize	Emphasizes accumulation of points disassociated from learning performance	Tied directly to learning outcomes; students have some options for achieving points	Tied to learning outcomes; options for achieving points; not all work is graded
Feedback mechanisms	Mid-term and final test grades only; students not allowed to see or to retain copies of tests	Mid-term and final test grades with minimal other graded work; tests not cumulative; students may see but not retain tests	Grades and other feedback in the form of non-graded assignments, activities, opportunities to conference with teacher	Periodic feedback mechanisms employed for the purpose of monitoring learning
Evaluation	Tests only (not comprehensive)	Tests, quizzes, and other summative evaluation	Multiple means of demonstrating outcomes; some ungraded peer assessment	Multiple means of demonstrating outcomes; self-evaluation and peer evaluation

	<b>Highly Instructional (1)</b>	<b>Instructional (2)</b>	<b>Learner-Centered (3)</b>	<b>Highly Learner-Centered (4)</b>
Learning Outcomes	No outcomes stated	Goals stated but not in the form of learning outcomes	Learning outcomes clearly stated	Learning outcomes stated and tied to specific assessments.

Source: This matrix is a modified version of the matrix in Roxanne Cullen and Michael Harris, *Assessing Learning-Centeredness*, "Assessment and Evaluation in Higher Education", 33(1), 2009, DOI: 10.1080/02602930801956018

## APPENDIX E: SYLLABUS RUBRIC, CENTER FOR TEACHING EXCELLENCE, UNIVERSITY OF VIRGINIA

The Center for Teaching Excellence at the University of Virginia created a Syllabus Rubric based on Fink's Taxonomy of Significant Learning. This information and the link to the Guide and Scoring Sheet are provided for faculty as a self-assessment and reflective tool.

The goal of this Rubric is to:

assess the degree to which a syllabus achieves a learning orientation. The rubric provides qualitative descriptions of components that distinguish learning-focused syllabi and uses a quantitative scoring system that places syllabi on a spectrum from content-focused to learning-focused. It is flexible enough to accommodate a diverse range of levels, disciplines, institutions, and learning environments yet nuanced enough to provide summative information to developers using the tool for assessment purposes and formative feedback to instructors interested in gauging the focus of their syllabi. (<http://cte.virginia.edu/resources/syllabus-rubric/>).

With a Guide and Scoring Sheet (in Excel), this Rubric is provided here as a method for faculty to self-assess. The source of this Rubric is the following article.

Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). [Measuring the promise: A learning-focused syllabus rubric](#). *To improve the academy: A journal of educational development*, 33 (1), 14-36.