



Category:	Academic Programming & Instructional
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Policy Sponsor:	Provost and Vice President Academic
Policy Administrator:	Dean Centre for Teaching, Learning and Innovation

Course Outline Standards Policy

Purpose

To set the standards for course outline development, revision, management, and use for all credit courses offered by Lethbridge College in order to preserve course integrity and manage student expectations.

Scope / Limits

This policy applies to course outlines used in relation to all credit courses offered by Lethbridge College regardless of delivery method. This policy does not apply to non-credit course outlines.

Definitions

Approved Course Outline is a document that outlines and defines a Lethbridge College credit course which complies with the Course Outline Template (see Appendix A: Course Outline Template) and has been approved in accordance with this policy.

Policy Statements

1. Each offered credit course will use an Approved Course Outline (Appendix A).
2. Course Outlines are reviewed and approved by the Dean or designate(s) of the Center from which the course originates in accordance with the procedures associated with this policy (Appendix B).
3. Approved Course Outlines are maintained and archived (electronic format is acceptable) within the office of the Dean for a period of twenty-five (25) years from date of use.
4. The information of an Approved Course Outline will be consistent with the course information as stated in the Academic Calendar of the corresponding year.
5. An Approved Course Outline will be made available to every student at the outset of each credit course in a format accessible by the student registered in the course.

- Instructors will follow the Approved Course Outline. Any changes to the course outline during the term must follow procedures outlined in Appendix B (Part 1 - Course Outline Development/Revision Procedures).

A: Policy Supports

[Course Outline Template Guide \(Appendix A\)](#)

[Course Outline Development/Revision Procedures \(Appendix B\)](#)

B: Legislated References

C: Other References

[Course Outline Template](#)

[Course Outline Review Checklist](#)

D: Related Policies

Academic Program

Assessment

Grading

Student Rights and Code of Conduct



Parent Policy:	Course Outline Standards
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Appendix A	

Course Outline Template Guide

A course outline is to be developed and made available to every student at the outset of a credit course. It outlines the expectations for both students and instructors and is an essential document for determining Transfer Credit at other institutions or Prior Learning Assessment Credit. For that reason, approved course outlines are maintained within the office of the Dean for a period of twenty-five years.

The purpose of this guide is to provide guidance to Deans, Associate Deans, Chairs, Faculty and Administrative Assistants for preparing course outlines for credit courses at Lethbridge College.

Consistency of information included in a course outline across multiple sections is expected. Under special circumstances variations may be approved by the Dean.

Template Headings, Fonts and LC Logo

- Use headings as provided on the course outline template
- Ensure the LC logo is used according to brand standards
- Font to be used is Arial 12

Course Code/Course Name

- Use information as it appears in the current LC Calendar (Course Catalog)
- Course code is to be included in the course outline footer

Semester/Year

- Semester/year should also be included in the course outline footer

Lethbridge College Mission

- Statement, as worded on the template, is to be included on each course outline

Centre

- Centre name written in full

Program

- Name of program which is responsible for the course

Instructor(s)

- Provide Instructor's name and contact information

- If there are more than two instructors (each having unique sections of the course) it is recommended that separate outlines be created for each instructor.

For example,

- ENG150 Sections C01, C02 1 outline created for Instructor A
- ENG150 Section C03 1 outline created for Instructor B
- ENG150 Section C04, C05 1 outline created for Instructor C

Instructor Availability

- List days, times, location (see note below)
- Note Regarding Instructor Availability - In general, a faculty member is expected to schedule one hour of contact time per week per course when they will be accessible to students outside of class time. Depending on course delivery mode, this time may be held in either a face-to-face or virtual format. Full time continuing instructors with typical classroom contact hours should schedule a minimum of 4 contact hours per week of which at least 50% should be in a face- to-face format. Teaching schedules, as well as out of class availability, must be updated/posted on the instructor's office door by the start of each term and it is equally important for office door schedules to identify times when an instructor is unavailable.

Credits

- Number of credits as indicated in the current LC Calendar (Course Catalog)

Chair

- Chair's name and contact information

Associate Dean

- Associate Dean's name and contact information

Dean

- Dean's name and contact information

Class Time and Location

- List day(s), time(s) and location(s) for each scheduled class and/or lab.

Pre-Requisites and Co-Requisites

- List courses as indicated in the current LC Calendar (Course Catalog)
- If there are no pre or co-requisites indicate "None"
- Contact Program Chair if changes to pre and co-requisites are needed

Open to Prior Learning Assessment

- Indicate "Yes" or "No" to agree with the current LC Calendar (Course Catalog)
- If the Calendar does not have a statement referring to Availability for Challenge or PLAR then the course is considered to be open to prior learning assessment.
- PLA availability is determined by the Program, not the individual instructor

Open to Supplemental Exam

- Indicate "Yes" or "No" to agree with the current LC Calendar (Course Catalog)
- The course must have a comprehensive final exam to be eligible for a supplemental exam
- If the Calendar does not have a statement referring to Availability for Supplemental then the course is considered to be open to a supplemental exam

Course Catalog Description

- The description should be recorded exactly as it appears in the current LC Calendar (Course Catalog)
- If the instructor feels that the description needs to be edited or modified in any way they are to contact the Program Chair who will review the proposed changes with the program faculty
- Description changes that are approved by the Dean or Academic Council, will appear on course outlines after, not before, the effective date that is identified on the Academic Council form.

Course Outcomes

- Approved course outcomes are to be used consistently across all sections of a course in a semester
- Outcomes are to use measurable verbs (see handout at end of document)
 - Phrases such as "students will learn, know, understand, demonstrate an understanding of, demonstrate knowledge of" are not measurable and should be replaced with verbs that are measurable
- Course outcomes should reflect the key knowledge, skills and attitudes covered in the course
- Each outcome should be formally assessed in some way
- If the instructor feels that the course outcomes need to be edited or modified in any way they are to contact the Program Chair who will review the proposed changes with the program faculty

Course Format/Instructional Method

- Include information on the following as it applies to the course:
 - Extent of Blended Learning
 - Relationship between Lecture and Lab classes
 - Work Based Experience
 - Problem Based Learning
 - Field Trips
 - Service Learning Option

Required Text(s), Materials, and Technology

- List required text(s) using appropriate referencing method (i.e. APA)
- List any materials that are needed to be successful in the course
- List required technology (hardware, software)
- If text(s) and/or materials are not available in the LC bookstore provide information as to how the student should attain the texts/materials

Other Learning Resources

Course Specific:

- Identify websites, reference books, journals, etc. that support the course content

Learning Café: (use this standard statement)

- Students are encouraged to access the Learning Café (CE1340) for various free services, including academic tutoring support (online and face to face), APA documentation and study skills workshops, peer tutoring, and online learning resources at www.lethbridgecollege.net/elearningcafe

Accessibility Services: (use this standard statement)

- Students requiring academic accommodation (e.g. extra time, separate space, etc.) must register with Accessibility Services to determine eligibility for and implementation of these supports. If you have further questions, please feel free to speak to your instructor or contact Accessibility Services for more information.

Assessments

- The course outline should identify the formal means by which a student’s learning will be assessed (i.e. midterm, research paper, on-line discussion), the tentative due date or “week of”, and the percent value of the assessment.
- Generally, the same assessment methods are to be used consistently across all sections of a course in a semester. If, due to the course delivery method, there is a need to use a different assessment method(s), the Dean or their designate could approve the proposed assessment(s).
- Specific expectations of an assignment and the corresponding grading rubric are to be provided as a separate handout.
- Providing a tentative date or “week of” in the assessment chart gives the student the information needed to manage their time (school, work, family responsibilities) effectively. A more comprehensive class schedule could be attached to the course outline or provided on the course Canvas site.
- The means by which a course is assessed and/or the percentage attributed to each type of assessment cannot be changed during the semester unless the Dean or their designate gives approval, and 100% of the students give written consent.
- When creating or reviewing the formal assessments for a course the following points are to be considered:
 - Each course outcome should be formally assessed by some means
 - The percent value of the assessment should reflect the depth by which the topic/content is covered
 - The number of, and/or the due dates of assessments should be reviewed in relation to the expectations of other courses in the program
 - The timing of assessments should allow for feedback and student decision making related to the last day to withdraw from a course
 - Grades should not be given for simply ‘attending’ or ‘participating’ in class activities. Refer to the next two bullets for ideas on how to handle this situation or contact a Curriculum Consultant for other options.
 - If participation in class activities is an integral means by which students will learn and/or demonstrate the knowledge, skills and attitudes covered in a course, then the expected learning should be reflected in a course outcome
 - If participation in class activities and/or interaction with peers is critical to the development of knowledge, skills and attitudes being formally assessed, then the participation or interaction should be reflected in the grading rubric for the

corresponding assessment

- If a program feels that safety and/or academic integrity is compromised by not having an attendance requirement then the program could seek Dean approval for an attendance requirement.

Full-class Testing Service: *(optional paragraph for inclusion by participating course only; omit if course is not using service)*

This class includes one or more exams/quizzes that will be written through Testing Services' full-class testing service. Rather than writing these tests during class time, you will have a window of time (typically 3-5 days) during which you will write your tests in Testing Services' Satellite Lab (located in TE1233, not in the main Testing Services office). This gives you the flexibility to write your exam at a time that best fits your schedule, and it allows for more teaching and learning activities during class time. Go to www.lethbridgecollege.ca/testing to book your exam appointment(s). Bookings will be accepted up to exam time, but due to limited space, it is strongly recommended that you book your appointment(s) at least a week in advance to reserve a seat. When booking your exam(s), make sure to select "Full-class Testing Service" as your exam group. Otherwise, Testing Services may not be able to accommodate your booking.

Grading: (use this standard statement)

Official final grades will be available on Web Advisor. Grades posted in Canvas should be considered interim grades.

Grading System:

- CR/NCR or the Alpha Grading Breakdown of the Centre who is responsible for the course is to be provided.

Program/Course Attendance Requirement (if applicable)

- This heading should only be used if the program has received Dean approval for a program/course attendance requirement. Contact your Chair for information on the process used in your Centre.

General Course Expectations

- This section can include program or course expectations related to, but not limited to the following:
 - Attendance as it relates to formal course assessment activities
 - Submission of assignments and/or arrangements for writing an on-line or off campus examination
 - Dress and/or conduct
 - Arriving late to class
 - Use of cell phones or other electronic devices during class

Institutional Practices

- The following statements are to be included in all course outlines verbatim. Any decision to make changes in content or wording will be communicated to Deans and Administrative Assistants.

Course Work Used as Examples

Should your instructor wish to use your work in future educational purposes, you will be asked to complete and sign a Student Release Form, authorizing both the instructor and/or the College to use your course work. This form, along with a copy of your work, is retained in the official copyright files located in the College's Intellectual Property Office. If you have any questions regarding Copyright and/or Intellectual Property, please contact the Intellectual Property Office.

Retention of Assignments and Exams

Examinations / assignments will be retained by instructors to the end of the final grade appeal period. After the appropriate retention period, records will be destroyed in a secure manner.

Academic Honesty

Academic Honesty is necessary for students to achieve excellence and for the preservation of the integrity and reputation of the course, the program and of Lethbridge College as an institution. Lethbridge College supports and demands academic honesty in all academic learning activities.

Plagiarism is a serious offence and will be handled in accordance with Lethbridge College policy. The penalties for plagiarism vary in degrees but may result in expulsion from the Lethbridge College.

Lethbridge College uses plagiarism detection software such as Turnitin.com. Students should be aware that if their paper is submitted to a plagiarism detection service, a copy of their paper is retained as a source document in its reference database. As the author, the student retains ownership of the paper submitted.

Recording of Classes

Audio/video recording is permitted only with the prior written consent of the instructor or if recording is part of an approved accommodation plan. Such a recording is for the personal use only of the student who has permission to record. Following the course all such recordings must be destroyed.

Important Note

Students should be aware of policies and procedures that may impact them directly. More information can be found at <http://www.lethbridgecollege.ca/about-us/policies-procedures>.

Learning Outcome Verbs

Knowledge			
Count	Label	Point to	Recite
Define	List	Produce	Record
Describe	Match	Quote	Select
Draw	Name	Read	Tabulate
Identify	Outline	Recall	Trace
Indicate			Write

Comprehension

Associate	Describe	Explain	Infer
Compare	Differentiate	Extend	Interpret
Compute	Discuss	Extract	Rewrite
Contrast	Distinguish	Generalize	Summarize
Convert	Estimate	Give examples	Translate
Defend			

Application

Apply	Demonstrate	Operate	Produce
Calculate	Employ	Perform	Relate
Change	Illustrate	Practice	Show
Classify	Manipulate	Predict	Solve
Complete	Modify	Prepare	Use
Convert			Utilize

Analysis

Analyze	Construct	Discriminate	Point out
Break down	Detect	Group	Select
Classify	Diagram	Order	Separate
Compare			Transform

Synthesis

Arrange	Develop	Modify	Reorganize
Categorize	Devise	Organize	Revise
Combine	Formulate	Plan	Simulate
Compose	Generate	Propose	Substitute
Create	Integrate	Rearrange	Tell
Design	Invent	Reconstruct	

Evaluation

Appraise	Critique	Judge	Recommend
Assess	Determine	Justify	Select
Compare	Discriminate	Measure	Summarize
Conclude	Evaluate	Rank	Support
Criticize	Grade	Rate	

Outcome Words to Avoid

Learn
Know
Understand
Demonstrate an understanding of
Demonstrate comprehension of
Demonstrate knowledge of

Borderline Words

Determine
Examine
Discover

These words by themselves are weak. In combination with a more specific verb or additional conditions/criteria they may be fine.

Types of outcomes:

- ◆ Cognitive
- ◆ Psychomotor
- ◆ Affective

Here are action verbs to express learning outcomes in these areas:

Cognitive Domain:			Psychomotor Domain:	Affective Domain:
Apply	Dramatize	Predict	Adjust	Accept
Analyze	Duplicate	Prepare	Bend	Attempt
Appraise	Employ	Propose	Demonstrate	Challenge
Argue	Estimate	Question	Differentiate (by touch)	Defend
Arrange	Evaluate	Rate	Express (facially)	Dispute
Assemble	Examine	Recall	Extract	Join
Assess	Explain	Recognize	Grasp	Judge
Attach	Experiment	Relate	Handle	Praise
Calculate	Express	Repeat	Operate	Question
Choose	Formulate	Report	Perform (skillfully)	Share
Classify	Identify	Reproduce	Reach	Support
Compose	Illustrate	Restate	Relax	Volunteer
Construct	Indicate	Review	Stretch	
Contrast	Interpret	Schedule		
Collect	Judge	Score		
Create	Label	Select		
Criticize	List	Sketch		
Defend	Locate	Solve		
Define	Manage	Support		
Demonstrate	Memorize	Test		
Differentiate	Name	Translate		
Discriminate	Operate	Use		
Distinguish	Plan	Write		



Parent Policy:	Course Outline Standards
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Appendix B	

Course Outline Development/Revision Procedures

1. All existing or new course outlines are reviewed and approved by the Dean or designate(s) prior to course delivery.
2. Once course outlines are approved, instructors post course outlines to the Learning Management System and make print copies for distribution when necessary.
3. The Deans will ensure that all approved course outlines are stored on a common drive for the Centre, organized by academic year.
4. All changes to approved course outlines must be in accordance with the Academic Decision Making Matrix. (under review).
5. Any changes to a course outline during the term must be approved by the Dean or Designate(s) and requires 100% student written consent.