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1.1 PROGRAM STANDARDS AND VOCATIONAL OUTCOMES

The Ministry of Training, Colleges and Universities (MTCU) oversees the development and the review of standards for programs of instruction. In order to clearly identify the essentials skills and knowledge that graduates of each program must acquire. The MTCU standards are based on achievement of Vocational, Essential Employability Skills and General Education Goals. Niagara College programs are based on these standards. For emerging program fields, the college may have the opportunity to set the outcomes.

If you are developing a course, ensure you know what program standards this course meets before proceeding any further. All program standards are posted on the MTCU website, but not all programs have standards listed on the MTCU website. All Niagara College programs WILL have outcomes, which can be found on the Niagara College G. Drive.


G:\Corporate\Program Outcomes

1.2 ESSENTIAL EMPLOYABILITY SKILLS

Essential Employability Skills (EES) are relevant to all students enrolled in a post-secondary certificate and diploma program at all colleges in Ontario. These skills support students’ success in their careers, daily living and life-long learning.

The teaching and attainment of these Essential Employability Skills (EES) for students in, and graduates from, Ontario’s colleges of applied arts and technology are anchored in a set of 3 fundamental assumptions:

• these skills are important for every adult to function successfully in society today;
• our colleges are well equipped and well positioned to prepare graduates with these skills;
• these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path or further education.
Skill Categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge:

• Communication
• Numeracy
• Critical Thinking and Problem Solving
• Information Management
• Interpersonal
• Personal

Further detail about these skills and the level of proficiency successful students must demonstrate can be found on The Ontario Ministry of Training, Colleges and Universities on-line. (http://www.edu.gov.on.ca/) The skill matrix from the MTCU can be found also in Appendix 3: Essential Employability Skills.

1.3 GENERAL EDUCATION THEMES

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students’ Essential Employability Skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

General education courses are complementary – they round out or complete a course of study.

The following themes will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill the General Education requirement for programs of instructions:

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

The rationale for each General Education theme can be found in Appendix 4.
1.4 **Seven Questions About Your Course Design**

When thinking about your course, ask yourself:

1. Would students have difficulties accessing course materials or participating in any essential activities related to this class?
2. Are there major areas of confusion or inconsistency among what the course objectives are, what your expectations are and/or how the course is presented?
3. Does the course offer enough choices in how it is presented so that a student could, to a certain extent, approach the course in a way that suited that student’s own needs and abilities?
4. Are there obstacles to receiving or understanding the information and resources needed in this course?
5. Do students feel respected as persons, welcome to express their thoughts and able to explore new ideas in this course?
6. While students participate in this course, are there physical challenges or obstacles that could be avoided?
7. Are there any materials or activities in this course that might be inappropriate or unsuitable for your students?

Consideration of alternatives is always easiest in the planning stages. It is easier to build in options earlier proactively, rather than just simply reacting to situations as they come up.

**Section 2: The Course Outline**

2.1 **Course Outline Template**

The course outline is a course-specific document that is shared among all faculty members teaching a specific course. Faculty members may determine the specific details for each section of a course to reflect their individual approaches to instruction in the teaching and learning plan (TLP). The Course Outline is the official course information and our contract with students, the contents of which are detailed below.

The course outline contains all the course information relevant to determine the depth of knowledge and level of performance a student will be able to demonstrate on successful completion of the course. Because course outlines are utilized by different people for different reasons, the information needs to be robust enough to meet the needs of several populations, students, faculty and assessors at other post secondary institutions. What differs between each of these user groups is the need for detail. As you progress through the Course Outline and Teaching and Learning Plan, you will notice a steadily increasing level of detail.

The template is displayed in Appendix 6: New Course Outline Template. Each section of the template also has text that is (bracketed) that provides instructions for completing each section.
The Course Outline includes the following information:

- Course Information, Course Number, Course Title, Credits, Pre-requisites, etc.
- Course Description: a brief description of the course in 100 words or less written from the student perspective in the 2nd person i.e. “in this course, you will...”
- External Standards
  - Program Outcomes / Standards or
  - General Education Themes
  - Essential Employability Skills
- Evaluation Principles
- Resources: The common resources for all sections of the course.
- Course Outcomes and Learning Objectives
- Promotion/Grad Requirements as per the Ministry of Training, Colleges and Universities
- Statement of Inclusive Education
- Reference to a Teaching and Learning Plan

Use the Course Development (Checklist Appendix 2) to self-assess your course.

If you are having difficulty with your course revisions, help is available at the college to assist you in the process. Contact our Centre for Educational and Professional Development (CEPD) to inquire about individual assistance from a curriculum coach.

2.2 COURSE OUTCOMES

A Course Outcome is a statement that describes the level of performance of one skill, attitude, belief or ability that a student will be able to demonstrate upon successful completion of a course. Course outcomes are the foundation of an active learning curriculum. Usually, each outcome represents 7 – 9 hours of timetabled instruction. Typically a three credit hour course at Niagara will contain a maximum of five to seven outcomes.

When writing a course outcome, match it to a specific domain (cognitive, affective or psychomotor) using Bloom’s Taxonomy for Learning (Appendix 1). Select a verb which identifies the appropriate level of performance expected. If the domain is Cognitive, the appropriate levels would be Application, Analysis, Synthesis, and Evaluation; in the Affective, the appropriate levels would be Valuing, Organization and Characterization; in the Psychomotor, the appropriate levels are Precision, Articulation, Naturalization and Origination.

10 Criteria for Writing Effective Course Outcomes

An Effective Course Outcome Should do the following...

1. Respond to the statement, “Upon successful course completion, the student will be able to:”
2. Avoid specifying content, modes of delivery or assessment

3. Describe learning that will be measurable

4. Avoid being too broad or too narrow

5. Specify: What learning is to be demonstrated (performance)?
   How that learning is to be demonstrated (conditions)?
   What level/measure of achievement is required (criteria)?

6. Describe learning that is realistic and achievable by students

7. Confine itself to one complete and concise sentence

8. Begin with an appropriate verb

9. State one essential performance expectation

10. Move students beyond the applied level of learning taxonomy

2.3 LEARNING OBJECTIVES

Learning Objectives define the specific steps in the course learning process that support each learning outcome. In other words, the outcome is what the student will be able to DO upon course completion and the objective is a step of performance demonstrating an aspect of the outcome. Three to five objectives for each OUTCOME is usual.

Effective learning objectives answer the following questions:
1. As a result of participating in this activity, what should the learner be able to do?
2. Under what conditions should the learner be able to do it?
3. How well must it be done or at what level?

Remember the following points when writing your learning objectives:
- How the objective relates directly to the course outcome it supports.
- The intended objective of instruction (versus an instructional procedure).
- How the student will demonstrate mastery of the objective.
- Avoid vague terms such as “understand” or “appreciate”. Think ACTION whenever possible.

For further clarification about the distinctions between Course Outcomes and Learning Objectives, please see Appendix 5.
2.4 Teaching and Learning Plans

The primary purpose of a Teaching and Learning Plan is to convey the instructor’s expectations and course plan for a specific section of a course to students. This will facilitate students’ success.

The format of the Teaching and Learning Plan is not meant to be prescriptive or limiting. The Teaching and Learning Plan is meant to be a tool that the instructor can use to communicate expectations, personal style and creativity. There is room for all types and styles of instructors when designing a Teaching and Learning Plan.

Typically, a Teaching and Learning Plan is organized with three pieces of minimum information:

1. Faculty Information
2. Evaluation Details
3. Course Plan

The Faculty Information contains information about who the faculty member is and the best ways to contact that faculty member.

The Evaluation Detail elaborates on the information from the Course Outline and includes the type, number, weight and dates of evaluation.

Course Plan communicates expectations, the schedule of topics or learning activities both in class and on-line, what students should prepare before coming to class and links to the course learning objectives.

A sample template for a Teaching and Learning Plan is provided in Appendix 7.

Section 3: Evaluation

3.1 Choosing Evaluation Tools

Selecting and designing the right assessment tool is at the heart of designing your course. You want to maximize the learning from the time and effort you and your students spend on a specific learning task (assignment). Evaluation instruments should be designed to assess appropriately the level of a student’s demonstrated performance of the defined course outcomes. Usually, each evaluation instrument addresses specific learning objectives related to each course outcome. There are a variety of evaluation methodology types and each instrument should be selected and designed to be effective in assessing the identified learning outcomes they are intended to evaluate.

3.2 Performance vs. Attendance

The quick answer to the question “Can you give a grade for attendance?” is “No.” Attendance is not an effective way to measure a student’s demonstration of learning.

Value can be placed on “in process” evaluations of student abilities through in-class activities. In-class activities are about active learning where the students apply new knowledge, skills, abilities and attitudes which can be measured.
3.3 CREATIVE METHODS OF EVALUATION

There are many types of evaluation using creative methods to allow students to demonstrate their learning. In selecting evaluation methods, start with the outcome in mind. Make sure your assessment measures the level of performance identified in each learning objective. What is it that the student must be able to DO? Consider what specific on-the-job skill, attitude or ability a graduate will need to demonstrate in the workplace and how to formulate it into an evaluation.

For more detailed information on Evaluation, please see The Niagara College Evaluation Guide.

Evaluation Methods

Listed below are some of the evaluation methods you might use to evaluate student performance. More details about each tool is available in the Niagara College Evaluation Guide.

Budget, Estimate, Business Plan, Financial Plan
Business Documents
Case Study, Scenario
Checklist
Clinical Experience, Practicum, Work Experience
Cyberography
Data Analysis, Decision Analysis
Debate
Demonstration
Discussion Board
Essay
Essay Exam or Test
Group Presentation
Group Project
Individual Presentation

Interview, Mock Interview
Lab
Multiple Choice Exam or Test
Oral Test
Portfolio, E-Portfolio, Profile
Poster
Problem Solving
Proposal, Plan
Reflective self-assessment Essay/Journal
Report
Research Paper/Report
Role Play, Simulation
Short Answer Exam or Test
Student Product
Visual Presentation
Webpage
SECTION 4: APPENDICES

APPENDIX 1: AN OVERVIEW OF LEARNING TAXONOMIES

Ever since Bloom et al (1956) published The Taxonomy of Educational Objectives: The Cognitive Domain, curriculum designers have been identifying objectives and outcomes by type – for example, as a cognitive, affective or psychomotor domain – and by level of complexity as well.

The categories in each of the following domains are presented in order from basic to most complex. Outcomes for courses at a college level should be written at Applied, Analysis, Synthesis and Evaluation levels. Below is a list of verbs suggested for use in writing outcomes related to each category of learning. Sample outcomes illustrate the use of the verbs. The verb in the outcome provides direction to student evaluation as it indicates the level of performance expected of the student upon course completion.

Cognitive Domain

Intellectual knowledge processes of the learner as suggested by Bloom (1956).

Affective Domain

This domain represents internalization of values, attitudes, beliefs, feelings, interests and adjustments as suggested by Krathwohl (1964). For example, a person internalizes a value by going through a process that begins with awareness and ends with development of a value system to guide behaviour.

Psychomotor Domain

Psychomotor emphasizes motor behaviours that involve performance and neuromuscular coordination. There are several versions of this domain in the literature. The Psychomotor Domain by Dare (1970) has coordination as an organizing principle.

Visit this site to view a helpful video explaining how to write course outcomes (competencies):
# Abridged List of Verbs for Learning Domains and Levels

## Cognitive Domain

<table>
<thead>
<tr>
<th>Level</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>define, describe, identify, label, list, locate, match, name, record, select, state</td>
</tr>
<tr>
<td>Comprehension</td>
<td>classify, describe, discuss, draw, distinguish, identify, interpret, report, paraphrase, review, summarize</td>
</tr>
<tr>
<td>Application</td>
<td>administer, apply, calculate, change, compute, create, demonstrate, discover, document, employ, illustrate, implement, interpret, infer, investigate, manipulate, modify, operate, plan, practice, predict, relate, restructure, solve</td>
</tr>
<tr>
<td>Analysis</td>
<td>analyze, break down, categorize, classify, compare, contrast, critique, differentiate, discover, discriminate, distinguish, dramatize, experiment, illustrate, interpret, investigate, modify, organize, predict, sort, translate</td>
</tr>
<tr>
<td>Synthesis</td>
<td>arrange, combine, compose, construct, create, design, develop, devise, explain, generalize, integrate, invent, modify, plan, produce, propose, rearrange, rewrite, substitute, synthesize</td>
</tr>
<tr>
<td>Evaluation</td>
<td>appraise, assess, choose, compare, conclude, contrast, convince, discriminate, estimate, evaluate, explain, grade, judge, justify, rank, rate, recommend, revise, select, value, verify</td>
</tr>
</tbody>
</table>

## Affective Domain

<table>
<thead>
<tr>
<th>Level</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
<td>accept, attend, demonstrate awareness, follow, listen, notice, observe, question, select, show willingness</td>
</tr>
<tr>
<td>Response</td>
<td>adapt, allow, answer, ask, assist, choose, complete, comply, consult, enjoy, follow directions, maintain, participate, practice, question, refrain, respond, show interest, spend time, volunteer, welcome, write</td>
</tr>
<tr>
<td>Valuing</td>
<td>accept, act, adopt, appraise, appreciate, argue, assist, assume responsibility, criticize, debate, demonstrate commitment, express concern, justify, organize, prize, protest, rate, recognize, reject, show concern, support</td>
</tr>
<tr>
<td>Organization</td>
<td>accept, alter, arrange, challenge, combine, compare, contrast, defend, develop, integrate, organize, shape</td>
</tr>
<tr>
<td>Characterization</td>
<td>act, can be counted on, demonstrate, display, practice, resolve conflict, revise methods, show habitual conduct, synthesize</td>
</tr>
</tbody>
</table>

## Psychomotor Domain

<table>
<thead>
<tr>
<th>Level</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imitation</td>
<td>detect, differentiate, feel, observe, touch</td>
</tr>
<tr>
<td>Manipulation</td>
<td>act, apply, proceed, react, respond, show readiness, volunteer</td>
</tr>
<tr>
<td>Precision</td>
<td>assemble, construct, display, keyboard, measure, print, remove, repair, sketch, throw, type, write</td>
</tr>
<tr>
<td>Articulation</td>
<td>assemble, construct, measure, record at a higher level of consistency, remove, repair, replace, type</td>
</tr>
<tr>
<td>Naturalization</td>
<td>adapt, change, modify, revise, vary</td>
</tr>
<tr>
<td>Origination</td>
<td>compose, create, design, devise, originate</td>
</tr>
</tbody>
</table>

**Verbs to Avoid:** appreciate, understand, know, be aware of, enjoy, realize, perceive
# Appendix 2: A Course Development Checklist

<table>
<thead>
<tr>
<th>Course Outline Includes</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Information:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies all items completed including Course Number, Course Title, Credits, Pre-requisites, Co-requisites, Division, Prepared by, Date, PLAR Eligible &amp; Equivalencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description is in active voice from a student perspective and does not exceed one paragraph of 100 words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies Vocational Learning Outcomes being taught and assessed OR identifies General Education theme; identifies Essential Employability Skills being assessed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Outcomes and Learning Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has course outcomes which each represent 7 – 9 hours of timetabled instruction (i.e.: 5 – 7 Course Outcomes for a 3 credit course maximum)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begins with an appropriate verb and states one essential measurable performance expectation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Avoids specifying content or modes of delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describes three to five specific performances in the learning objectives that the learner must demonstrate to achieve each outcome</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluations:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lists each specific assessment methodology by number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specifies percentages that add up to 100 per cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching and Learning Plan:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lists required resources in proper format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies a weekly plan of objectives, topics, preparation and evaluations as required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specifies evaluation deadlines that include date, time and submission instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies the appropriate Promotion / Graduation Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes Statements of Accommodation for Students with Identified Special Needs</td>
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</tr>
</tbody>
</table>
# APPENDIX 3: ESSENTIAL EMPLOYABILITY SKILLS

All graduates with the following Ontario College credentials - Ontario College Certificate, Ontario College Diploma and Ontario College Advanced Diploma - must be able to reliably demonstrate the Essential Employability Skills required in each of the following six categories:

<table>
<thead>
<tr>
<th>SKILL CATEGORY</th>
<th>DEFINING SKILLS: Skill areas to be demonstrated by graduates</th>
<th>LEARNING OUTCOMES: The levels of achievement required by graduates.</th>
</tr>
</thead>
</table>
| COMMUNICATION                   | • Reading  
• Writing  
• Speaking  
• Listening  
• Presenting  
• Visual literacy | 1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.  
2. respond to written, spoken, or visual messages in a manner that ensures effective communication. |
| NUMERACY                        | • Understanding and applying mathematical concepts and reasoning  
• Analyzing and using numerical data  
• Conceptualizing | 3. execute mathematical operations accurately. |
| CRITICAL THINKING & PROBLEM SOLVING | • Analyzing  
• Synthesizing  
• Evaluating  
• Decision making  
• Creative and innovative thinking | 4. apply a systematic approach to solve problems.  
5. use a variety of thinking skills to anticipate and solve problems. |
| INFORMATION MANAGEMENT          | • Gathering and managing information  
• Selecting and using appropriate tools and technology for a task or a project  
• Computer literacy  
• Internet skills | 6. locate, select, organize, and document information using appropriate technology and information systems.  
7. analyze, evaluate, and apply relevant information from a variety of sources. |
| INTERPERSONAL                   | • Team work  
• Relationship management  
• Conflict resolution  
• Leadership  
• Networking | 8. show respect for the diverse opinions, values, belief systems, and contributions of others.  
9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. |
| PERSONAL                        | • Managing self  
• Managing change and being flexible and adaptable  
• Engaging in reflective practices  
• Demonstrating personal responsibility | 10. manage the use of time and other resources to complete projects.  
11. take responsibility for one’s own actions, decisions, and consequences. |
## APPENDIX 4: GENERAL EDUCATION THEMES

<table>
<thead>
<tr>
<th>THEME</th>
<th>RATIONALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts in Society</td>
<td>The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student’s cultural and self-awareness.</td>
</tr>
<tr>
<td>Civic Life</td>
<td>In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society’s various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level, and an awareness of international issues and the effects of these on Canada, and Canada’s place in the international community.</td>
</tr>
<tr>
<td>Social and Cultural Understanding</td>
<td>Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.</td>
</tr>
<tr>
<td>Personal Understanding</td>
<td>Educated people are equipped for lifelong understanding and development of themselves as integrated physiological and psychological entities. They are aware of the need to be fully functioning persons - mentally, physically, emotionally, socially, spiritually and vocationally.</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena. Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This development and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.</td>
</tr>
</tbody>
</table>
APPENDIX 5: DISTINCTIONS BETWEEN COURSE OUTCOMES AND LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>COURSE OUTCOME</th>
<th>LEARNING OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Terminal</strong></td>
<td><strong>Enabling</strong></td>
</tr>
<tr>
<td>Describes what learners will be able to do at the end of the course when they have integrated learning from the whole course.</td>
<td>Describes the essential knowledge, skills and attitudes for each unit/step of instruction within a course related to a single course outcome.</td>
</tr>
<tr>
<td>Aligned with other courses in the Program of Instruction (POI) to help students achieve the program level of vocational outcomes determined by MTCU.</td>
<td>Designed and organized to help learners achieve the course outcomes. Describes in detail for this component what the student will be able to demonstrate at the acceptable level of performance as determined by the practitioner in a subject area. Often sequenced so that learners build on previous experiences and move to higher level of performance and deeper understanding and applications.</td>
</tr>
</tbody>
</table>

Performance-based at the appropriate level (Application, Analysis, Synthesis, Evaluation)

Upon successful course completion, the student will be able to:

1. Explain issues, expectations, and requirements of property management in a coherent and professional manner.

Learning Objectives:

1.1 Identify standard usage and definitions of property management vocabulary
1.2 Use positive communication techniques to project a professional manner
1.3 Express opinions and conclusions in a clear and logical fashion
1.4 Explain the benefits and drawbacks of a property and its facilities with discipline specific language

Evaluation #: 1, 2, 3
APPENDIX 6: COURSE OUTLINE TEMPLATE

Course Number:

Course Title:

Credits:

Pre-requisites for this course:

Co-requisites to be taken with this course:

This course is a pre-requisite for:

Division:

Prepared by:

Approved by: {Divisional Dean/Academic Chair} Signed:

Date: {current academic year}

PLAR Eligible: (yes) or (no)

Equivalencies:

Course Description:

{1 paragraph, 100 words maximum, active voice, student perspective, 2nd person, i.e. “In this course, you will learn...”}

Vocational Learning Outcomes:

<table>
<thead>
<tr>
<th>MTCU #</th>
<th>Outcome</th>
<th>Evaluation #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2,3,4,5,</td>
<td>{Select Ministry of Training Colleges and Universities (MTCU) Vocational Outcomes/Program Standards being taught AND assessed}</td>
<td>{Link the assessment number (see below) to the specific outcome}</td>
</tr>
<tr>
<td>etc....</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OR

General Education

<table>
<thead>
<tr>
<th>Theme (Select specific General Education theme(s) as appropriate)</th>
<th>Evaluation #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts in Society</td>
<td>(Link the assessment number (see below) to the specific theme)</td>
</tr>
<tr>
<td>Civic Life</td>
<td></td>
</tr>
<tr>
<td>Social and Cultural Understanding</td>
<td></td>
</tr>
<tr>
<td>Personal Understanding</td>
<td></td>
</tr>
<tr>
<td>Science and Technology</td>
<td></td>
</tr>
</tbody>
</table>

Essential Employability Skills:

<table>
<thead>
<tr>
<th>MTCU #</th>
<th>{Select Essential Employability Skill(s) which are either taught AND assessed OR reinforced AND assessed}</th>
<th>Evaluation #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</td>
<td>(Link the assessment # (see below) to the specific skill)</td>
</tr>
<tr>
<td>2</td>
<td>Respond to written, spoken, or visual messages in a manner that ensures effective communication.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Execute mathematical operations accurately.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Apply a systematic approach to solve problems.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Use a variety of thinking skills to anticipate and solve problems.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Locate, select, organize, and document information using appropriate technology and information systems.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Analyze, evaluate, and apply relevant information from a variety of sources.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Show respect for the diverse opinions, values, belief systems, and contributions of others.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Manage the use of time and other resources to complete projects.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Take responsibility for one’s own actions, decisions, and consequences.</td>
<td></td>
</tr>
</tbody>
</table>

Evaluations and Weights:

<table>
<thead>
<tr>
<th>#</th>
<th>Evaluation Types</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3 etc...</td>
<td>See Evaluation Techniques the Course Development Guide</td>
<td></td>
</tr>
</tbody>
</table>

Total - 100 %

Required Resources:

<table>
<thead>
<tr>
<th>Author:</th>
<th>Title:</th>
<th>Publisher:</th>
<th>ISBN:</th>
<th>Edition:</th>
<th>Other:</th>
</tr>
</thead>
</table>
*supplemental resources specific to your section may be listed on the Teaching and Learning Plan.

<table>
<thead>
<tr>
<th>Course Outcomes:</th>
<th>Learning Objectives:</th>
<th>Evaluation #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful course completion, the student will be able to:</td>
<td>{List 3 – 5 key performances learner must demonstrate to achieve each outcome.}</td>
<td>{Link the Evaluation # (see T.L.P.) to the specific outcome / objective}</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promotion / Graduation Requirements (select as appropriate)</th>
<th>Passing Grade</th>
<th>Satisfy Pre-requisite</th>
<th>Promotion – Level to Level or Year to Year</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Degree</td>
<td>60%</td>
<td>60%</td>
<td>65% GPA and = or &gt; 60% in all courses or permission of the academic administrator</td>
<td>65% GPA and = or &gt; 60% in all courses</td>
</tr>
<tr>
<td>Ontario College Graduate Certificate</td>
<td>60%</td>
<td>60%</td>
<td>65% GPA and = or &gt; 60% in all courses or permission of the academic administrator</td>
<td>65% GPA and = or &gt; 60% in all courses</td>
</tr>
<tr>
<td>Ontario College Advanced Diploma</td>
<td>50%</td>
<td>50%</td>
<td>60% GPA and = or &gt; 50% in all courses or permission of the academic administrator</td>
<td>60% GPA and = or &gt; 50% in all courses</td>
</tr>
<tr>
<td>Ontario College Diploma</td>
<td>50%</td>
<td>50%</td>
<td>60% GPA and = or &gt; 50% in all courses</td>
<td>60% GPA and = or &gt; 50% in all courses</td>
</tr>
<tr>
<td>Ontario College Certificate</td>
<td>50%</td>
<td>50%</td>
<td>N.A.</td>
<td>60% GPA and = or &gt; 50% in all courses</td>
</tr>
<tr>
<td>Certificate of Achievement</td>
<td>50%</td>
<td>50%</td>
<td>N.A.</td>
<td>60% GPA and = or &gt; 50% in all courses</td>
</tr>
</tbody>
</table>
Niagara College believes in an inclusive educational environment. Please click here to view the College’s Statements of Accommodation for Students with Identified Special Needs on the web at: http://www.niagaracollege.ca/practices/docs/students_with_disabilities.doc

Teaching and Learning Plan

The course professor in your specific section of this class will provide you with a Teaching and Learning Plan as a guideline to supplemental resources, specific evaluations, activities, topics and due dates.

**APPENDIX 7: TEACHING AND LEARNING PLAN**

This is a sample format. Each professor is encouraged to develop a teaching and learning plan which is most appropriate for their teaching style and the course.

**CONTACT INFORMATION FOR PROFESSOR**

**OFFICE HOURS**

**EVALUATION**

Post all course evaluations, their weight and date.

<table>
<thead>
<tr>
<th>#</th>
<th>Evaluation</th>
<th>% Weight</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# SCHEDULE OF TOPICS

Indicate teaching and learning activities by week. Include readings, assignments, in-class activities and evaluations.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Course Outcome Number from Course Outline</th>
<th>In-class Activities</th>
<th>Blackboard Assignments</th>
<th>Evaluation Scheduled for the week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Etc.</td>
<td></td>
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</tr>
</tbody>
</table>
References

Acknowledgements

In the true spirit of collaboration, we at the Centre for Educational and Professional Development thank our colleagues who, being the fine educators that they are, have selflessly shared their expertise and resources with us.

In addition, everything comes from the creative and spirited sharing we have with colleagues...discussions, workshops, meetings, conferences....let’s continue this productive dialogue.

Niagara College
Algonquin College
Aligning and Building Curriculum Group (ABC)
Curriculum Development Affinity Group
Georgian College
Mohawk College