

# **COSSID FACULTY GUIDE**

**INNOVATIVE LEARNING**

## Table of Contents

Table of Contents.....	2
Welcome to the COSSID Faculty Guide! .....	3
Considerations for good practice .....	5
Accessing a course outline in COSSID .....	7
Step 1: Review Course Information .....	10
Step 2: Course Description .....	12
Step 3: Brainstorming Questions .....	13
Step 4: Course Rationale .....	15
Step 5: Learning Design.....	16
Step 6: Essential Employability Skills.....	17
Step 7: Program Outcomes Emphasized in this Course .....	19
Step 8: Learning Outcomes and Assessments .....	20
Step 9: Assessment Weighting .....	26
Step 10: Required Resources.....	28
Step 11: Supplemental Resources .....	29
Step 12: Additional Tools and Equipment.....	30
Step 13: Modules of Study.....	31
Step 14: Prior Learning Assessment & Recognition (PLAR) .....	33
Appendix A: Assessment Categories .....	37
Appendix B: PLAR Learning Portfolio Options .....	39

# Welcome to the COSSID Faculty Guide!

Below, you will find the answers to frequently asked questions and important information to know before using the tool.

## What Is COSSID?

COSSID (Course Outline Software Supporting Instructional Design) is an online tool that aids faculty in developing consistent Course Outlines throughout the college. This tool populates the [Completed Course Outline Repository](#), which allows anyone in the Humber Community to access course outlines from any year.

## What is a course outline?

A course outline is a high-level document that outlines course information, program learning outcomes, course learning outcomes, resources needed for the course, modules covered in the course, prior learning assessment & recognition (PLAR), and other important information. It serves as a commitment to students taking the course, allowing them to understand what will learn and how they can expect to learn. A course outline is consistent across sections of an individual course; elements such as specific assessment information or resources unique to an individual instructor should not be included in the course outline, but rather a critical path or other course documentation.

## Why do we use COSSID?

COSSID provides an easy way to align program learning outcomes with course learning outcomes, assessments, and modules. The tool generates outlines that can be duplicated from one year to the next, which will minimize time spent on course outlines in the future. All outlines completed in COSSID are immediately available in the [Course Outline Inventory](#), which eliminates the need to produce and distribute PDF outlines. Live links to the course outline on the [Course Outline Inventory](#) can be uploaded to your course Blackboard website, which ensures students always have access to the most current version.

## What are the symbols throughout the COSSID tool?



**Information button** - If you click this button, you will find information in how to proceed with this step and/or examples of the completed step.



**ID (Inclusive Design) button** - if you click this button, you will find information on how to develop this section of your outline with inclusivity in mind.



**AODA (Accessibility for Ontarians with Disabilities Act) button** - if you click this button, you will receive information on how to make this section of your outline more accessible.

## What do you need before you get started in COSSID?

1. **A program map** - This will help you with Course Learning Outcome to Program Learning Outcome alignment.
2. **An old course outline** - Use an old course outline (if available to you) to help you develop your course.
3. **To be assigned to an outline** – You will receive an email each time an outline has been assigned to you to edit, review, or publish. The email title will be **Course Outlines – [Your role] – [Course name] [Course code] [Academic year]**. You can also view outlines that have been assigned to you on the [tasks](#) page.

## Considerations for good practice

As you review your course and proceed through the COSSID steps, it is a good idea to consider how the different pieces of your course fit together in a way that supports student learning and outcomes. Ensuring that learning outcomes are clear and are aligned with both the smaller pieces of a course - assessments and learning activities – and the larger pieces – program learning outcomes – helps to ensure that students are clear on expectations and understand why the course is important.

### Reviewing your course

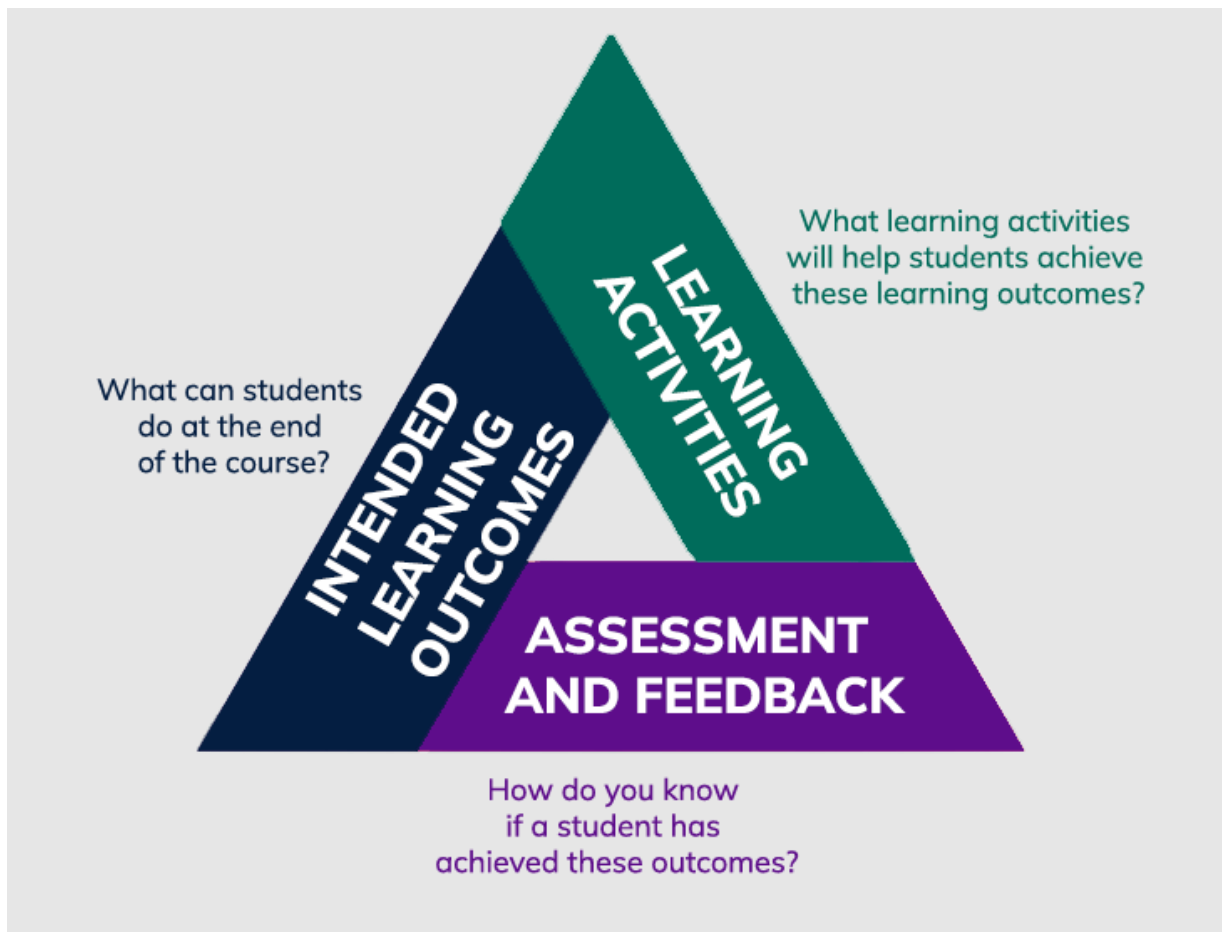
When reviewing your course consider doing so through the following four lenses to ensure that your course is cohesive, accessible to students, and impactful.



1. Write learning outcomes that are clear and measurable.
2. [Universal Design for Learning \(UDL\)](#) and [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) guidelines ensure student success.
3. Consider activities that build deep understanding.
4. Include the [Humber Learning Outcome skills and mindsets](#) that help develop students into career-ready citizens.

## The Goal: Constructive alignment

Sometimes it helps to start with the end in mind and work backward to imagine what learning activities and assessments would be useful to help students achieve the intended course outcomes. Constructive alignment ([Biggs, 2007](#)) is an outcomes-based approach in which all learning activities and assessments are designed intentionally to directly align with the intended course learning outcomes, resulting in deeper learning and understanding and student ability to better articulate what they have learned and why it is important.



## Accessing a course outline in COSSID

There are three ways to access course outlines on the COSSID website.

### Method One: Accessing the tool through your email

1. Go to your Humber Outlook inbox
2. When you are assigned as editor the COSSID system will send you an email. Look for the email from [cossid@humber.ca](mailto:cossid@humber.ca), the title will be **Course Outlines – [Your role] – [Course name] [Course code] [Academic year]**.
3. Click the hyperlink in the email that says **here**. This will take you to the tasks page in [COSSID](#).
4. Click **edit** on the course outline you would like to edit
5. You are now in the COSSID tool!

### Method Two: Accessing the tool through the tasks page

1. Go to the [COSSID website](#)
2. Click the **Tasks** button in the top right corner
3. Scroll to the **outline edit requests** section
4. Click **edit** on the outline you would like to edit
5. You are now in the COSSID tool!

### Method Three: Accessing the tool through the course Inventory

1. Go to the [COSSID website](#)
2. Click the **Courses** button at the top of the page
3. Search your course code
4. Click **select**
5. Click the outline dropdown menu and select **manage outline**
6. You are now in the COSSID tool!

## What can you do on this main page of the COSSID tool?

### Access a preview of the completed outline

Above the steps, you can access the full view of the outline and student view of the outline at any time. The full view shows you all information that was entered in COSSID and can be useful for future years. The student view of the outline is what will be displayed to students in the [Course Outline Inventory](#).

### Enter any step of the COSSID process

From this page, you can enter any step of the COSSID process at any time. The steps are designed to be completed in order because some steps require information from previous steps. You can re-enter any step at any time and modify the content you created.



## Preparation: APQA program mapping

### Why?

The Annual Program Quality Assessment (APQA) process is an activity engaged in yearly to review the program map as well as indicators of overall program quality and improvement plans for the program. This helps to ensure the on-going currency and relevancy of the program for students.

Step 1 of the APQAs is to review your program map. This map is provided in Excel format. In this program map you will be looking for alignment between your Program Learning Outcomes, Essential Employability Skills and the learning outcomes for your course.

- [Resource: How to Complete the Program Map](#)

In tab 3 of the Excel spreadsheet, you will also be asked to complete a HLO Heat Map. In this heat map you are being asked to look for alignment between HLOs and content you are delivering in your course. At the course level, only a few (one to three) HLOs should emerge as the most dominant. It is unlikely that your course includes more than this unless it is a culminating course (such as a capstone). It is also okay if your course does not yet include any of the HLOs. This exercise is intended to give a sense of where the HLOs are present in the program overall and build a plan for more inclusion (if needed) in the future.

- [Resource: Information on Completing your HLO Heat Map](#)

Once this Excel spreadsheet is completed and uploaded to the APQA tool you will be able to access your map in COSSID in the preparation section as a resource available to you as you complete the components of your course outline in COSSID.

### How?

1. If you have not completed APQA program review, select **no** and follow the directions above.
2. If you have completed APQA program review, select **yes**, and ensure you have completed an HLO Heat Map as described above.

## Step 1: Review Course Information

### Why?

Course details define the format of the course and how it may relate to other courses in a program. This information is important for students as they plan timetables, transfer between programs, and may also be used when assessing exemptions.

### How?

1. Review the course information presented on this page. Descriptions of the information presented on this page are as follows:

**Total course hours:** The total number of hours scheduled on each student's timetable for this course. For example, a three-period course per week is considered 3 hours. A two-period course with a one period tutorial is considered 3 hours. A three-period course with a two-period lab is considered five hours. This information comes directly from Banner on a monthly basis. To change this information, a course inventory form must be submitted.

**Pre-Requisites:** Course(s) the student must complete before being allowed to take this course. If there are no pre-requisites, this section should be blank. This information comes directly from Banner on a bi-weekly basis. To change this information, a course inventory form must be submitted.

**Co-Requisites:** Course(s) the student must be taking at the same time as this course. If there are no co-requisites, this section should be blank. This information can be changed by your Associate Dean or PSO.

**Equates:** If this course is equivalent to other course(s) offered at Humber College, the equivalent course(s) should be listed. This information can be changed by your Associate Dean or PSO.

**Restrictions:** If the course is restricted to certain students, the group should be indicated. This information can be changed by your Associate Dean or PSO.

**Prepared By:** The editor's name and highest credential can be entered into this section by the Associate Dean, Academic Manager, or Program Support Officer. This field is not mandatory. This information can be changed by your Associate Dean or PSO.

**Modality:** Indicates whether the course is offered face-to-face, fully online, or a combination of both (hybrid). This information can be changed by your Associate Dean or PSO.

2. If there are any errors on this page, please use the Report Errors button located above the table to easily report the error to your Associate Dean. Write a message in the text box, then once you are satisfied with the message, click the Submit button.
3. When you've confirmed that the information on this page is current and correct, you may click **Next** to proceed.

## Step 2: Course Description

### Why?

A course description is a clear and concise articulation of the key concepts and broad learning goals of the course. Ideally, it will attract a group of students who are eager to take the course after reading about the main goals and concepts. Course descriptions are also used by other institutions to assess whether a course is equivalent to another, which means these descriptions are important when students apply to transfer credits.

### How?

1. Review the course description presented on this page and ensure it matches what is presented on Humber's [program website](#).
2. If there are any errors on this page, please use the **Report Errors** button located above the table to easily report the error to the COSSID Support team. Write a message in the text box, then once you are satisfied with the message, click the **Submit** button.

**Note:** Course descriptions are populated directly from Banner and cannot be changed through COSSID. To change a course description in COSSID, [a course inventory form](#) must be submitted by the Associate Dean to Program Planning Development and Renewal (PPDR).

3. When you've confirmed that the information on this page is current and correct, you may click **Next** to proceed.

## Step 3: HLO Icon Selection

### Why?

The HLO icons exist in COSSID to encourage consideration of the skills and mindsets to succeed in the future of work. You are likely already teaching some of these critical skills and mindsets as they are universally desired traits in industry. For more information, please refer to the [Humber Learning Outcomes framework](#).

### How?

1. Select all HLOs that apply to your course according to the HLO Heat Map (See the [Preparation: APQA Program Mapping](#) step for more information).

The icons appear as follows:

#### Key Mindsets



Equity, Diversity, Inclusion & Belonging



Sustainability



Systems Thinking



Indigenous Ways of Being Knowing and Doing (IWBKD)

#### Meta-Skill



Critical Thinking

## Skills in Action



Collaboration



Communication



Digital Fluency



Innovation



Leadership



Professionalism



Strategic Problem-Solving

2. Click **Save**.

## Step 4: Course Rationale

### Why?

The information entered here is intended to help learners understand why the course is important and how it relates to their field of study and future employability. The Course Rationale should not be more than 2 sentences.

### How?

1. Click the **Edit** button
2. Enter the course rationale in the text box
3. Click the **Update** button
4. Once you are satisfied with the course rationale, you may click **Next** to proceed

### Examples

#### Example 1

This foundational course introduces students to the purpose of television commercials within the broader field of advertising. Knowledge acquired in this course will be used throughout the student's program and professional career.

#### Example 2

This course is designed to give students an overview of Content Strategy and provide a rapid onboarding into the communications and media industry fields of study. Students will be introduced to systems thinking frameworks and critical thinking guides to support the required decision making for building out content strategies for a wide range of industry.

## Step 5: Learning Design

### Why?

Having students be aware of the primary learning methods used in a course can help them be purposeful and strategic as they plan how to be successful. The course learning method might affect many things including how students approach their resource and information management, peer networking, and time management. This step is valuable for faculty because it encourages thoughtful reflection on whether there may be new course learning methods that would be more effective than what has traditionally been used.

Indicating which types of room(s) will be needed for this course is used to track the needs of the Humber community, which can provide useful and important data for future classroom redesign.

### How?

#### Course Learning Method(s)

1. Click the **Edit** button.
2. Select one or two **Learning Methods** that will be used in your course. Although you may use many methods on the list, we suggest selecting only the main one or two.
3. Once you have selected the course learning methods that apply to your course, click the **Update** button at the bottom of the page.

#### Example:

For a degree-level capstone course, two methods may be **Capstone** and **Teamwork**.

#### Classroom Design

1. Click the **Edit** button.
2. Select the classroom spaces that are required for your course, and the ones you would prefer to have. Unless the course is always run online, please do not select online as the classroom type.
3. Once the classroom type(s) have been selected, click the **Update** button.

#### Example:

For a nursing lab-based course, you may require the classroom types **Simulation Lab** and **Conference**, and prefer a **Classroom**.



## Step 6: Essential Employability Skills

This step is required only for Non-Degree courses.

### Why?

Essential Employability Skills are mandated by the Ministry of Colleges and Universities (MCU) and are transferable skills that provide the foundation for a student's academic, vocational, and personal success. These skills include communication, personal, interpersonal, thinking, mathematics, and computer skills. It is important to integrate employability skills into all courses as they reflect the College's and the MCU's mandate of preparing students for success in work and life. As with academic and vocational skills, essential skills need to be articulated and measured.

### How?

1. Click the **Add Essential Employability Skills** button.
2. Select the category the essential skill(s) you would like to add belong to. The list of skills that appear below will depend on the category selected. If you would like to enter skills from multiple categories, you will need to make separate entries within Step 6. If you would like to view a full list of categories and skills, click the (i) button beside the **Category** title.
3. Select the skill(s) you would like to add. Multiple skills can be selected within a category.
4. In the measurement section, select at which level these skills will be addressed and evaluated. **Reinforce and measure** builds on learning the students have received earlier in the program. **Teach and measure** is when students have not been taught the skill(s) earlier in the program.
5. Select at which learning level the essential skills will be measured.

**Foundational** is a high level of support to students, low level of complexity of challenges, and basic level of expected sophistication of output.

**Developing** is moderate support to students, increasing level of complexity of challenges, and good level of expected sophistication of output.

**Proficient** is when students will seek out resources and work independently, students will tackle new or unfamiliar challenges and apply knowledge, and students will be expected to demonstrate high levels of sophistication of output.

6. Include a brief description of how the skill will be taught or reinforced in the course. Examples include reflection activities, collaborative learning, authentic tasks,

written assignments, learning portfolios, role plays, problem-based learning, or other methods.

7. Include a brief description of how the students' success in achieving the skill will be evaluated. Examples include student response software (e.g. Kahoot!), learning logs, learning portfolio, interviews, group assignments, journals, vlogs, peer evaluations, or other methods.
8. Once you are satisfied with the information you have entered on this page, click the **Save** button.
9. To enter learning skills from another category, repeat steps 1-8.

## Step 7: Program Outcomes Emphasized in this Course

This step is required only for core courses. Electives do not complete this step.

### Why?

Program learning outcomes (PLOs) specify the knowledge, skills, abilities, and attitudes that learners must master by the end of the program. PLOs are developed using a variety of resources such as: standards set by the Ministry of Colleges and Universities; professional organizations; advisory boards; and accrediting bodies. Understanding how a particular course fits within the larger program context enables students and faculty to make connections across the program curriculum. These connections foster critical thinking and enable students to consider how ideas and concepts are applied in the broader context of employment within a particular sector.

### How?

1. Click the [Edit Program Learning Outcomes](#) button.
2. Use the check boxes to select the PLOs that learners will work towards achieving in this course as specified by the program map. If you are unsure which PLOs apply to the course you are editing, contact the Associate Dean for help.
3. If necessary for your program, you can add **Accreditation Standards** in this step. Accreditation standards are requirements from professional bodies that regulate your program, such as the Ontario Law Society's competencies for Paralegal programs. This field is NOT required.
4. Once you have selected the correct PLOs and added accreditation standards (if needed), click the **Save** button at the bottom of the page.

## Step 8: Learning Outcomes and Assessments

### Why?

Creating measurable learning outcomes will guide students in their learning and help them to understand the knowledge, skills and attitudes that they will achieve. Outcomes are critical for faculty to consider when developing course curriculum, topics, teaching strategies and evaluation methods. Outcomes help to ensure learning stays focused on tangible knowledge, skills and attitudes that are demonstrated by the student and evaluated by faculty through a variety of assessment methods.

### How?

The completion of this step involves four sections: Learning Outcomes, Learning Objectives, Summative Assessments, and Formative Assessments. Both Learning Outcomes and Summative Assessments are required for this step, while Learning Objectives and Formative Assessments are optional.

### Course Learning Outcomes (Required)

Course Learning Outcomes (CLOs) are the measurable outcomes students will achieve in the course. Every CLO will align to either essential employability skills (for non-degree elective courses) or program learning outcomes (for core program courses) to ensure outcomes are designed to achieve overall goals of the program.

1. Before you start this step, ensure you have completed **Step 7: Program Outcomes Emphasized in this Course**.
2. Click the [Add Learning Outcomes and Assessments](#) button.
3. For a **Degree or core program course**, select the Program learning outcomes (PLOs) that are met by the achievement of this course learning outcome. If any PLOs shown are incorrect or missing, you can correct the issue by revisiting **Step 7: Program Outcomes Emphasized in this Course**.

For a **Non-Degree elective course**, select the **Essential Employability Skills (EESs)** that will be developed by the completion of this learning outcome. If any EESs shown are incorrect or missing, you can correct the issue by revisiting **Step 6: Essential Employability Skills**.

When a PLO or EES has been aligned to a CLO, a green checkmark will appear beside it. To complete Step 8, all PLOs or EESs added to the course outline in Step 6 or Step 7 must be aligned to at least one CLO.

4. Select the learning domain most relevant to the CLO you would like to create. Affective is attitudes and feelings, Cognitive is thinking and knowledge, and Psychomotor is Doing and Skills. For a list of verbs that fall under each category, click the **Download PDF Graph** button.
5. Select the learning level expected to be met with the achievement of this CLO.  
  
**Foundational** is when there is a high level of support to students, low level of complexity of challenges, and basic level of expected sophistication of output.  
  
**Developing** is when there is moderate support to students, increasing level of complexity of challenges, and good level of expected sophistication of output.  
  
**Proficient** is when students will seek out resources and work independently, students will tackle new or unfamiliar challenges and apply knowledge, and students will be expected to demonstrate high levels of sophistication of output.
6. For **Degree courses** only, select the OQF Category. The OQF (or Ontario Qualifications Framework) highlights the generic competencies that the holder of the qualification is expected to be able to demonstrate, with a focus on knowledge and skills transferable to the workplace or useful for further study.
7. Now, the CLO will be created. It is created by entering information in the action verb, learning statement, and criterion sections. All content entered in these sections will appear in the **Live Phrase** box.
8. Select the **Action Verb** that will start your CLO. If the Action Verb you would like to use is not present in the COSSID tool, please email [coscid@humber.ca](mailto:coscid@humber.ca) and a COSSID Support Technician will add your desired verb to the tool.
9. Enter the **Learning Statement** for this CLO. The learning statement is what articulates the concept or skill students will be able to demonstrate upon completion of the course.
10. Enter the **Criterion** for this CLO. The criterion describes the standards at which the learning statement will be measured upon.  
  
Once the Action Verb, Learning Statement, and Criterion have all been entered, you can see the completed CLO in the **Live Phrase** box.
11. Once you are satisfied with the information entered on this page, click the **Save** button at the bottom of the page.
12. To create more CLOs, repeat steps 2-11. Each course should have 6-10 CLOs and can have a maximum of 12.

## Example CLOs

By the end of this course, students will be able to...

Communicate effectively in a professional environment through technical reports and presentations.

Evaluate the theoretical foundations of secondary critical material to defend their position on the topic.

Design a creative playschool area to facilitate the development of gross and fine motor skills.

## Summative Assessments (Required)

Summative assessments are assessments that are administered at the end of an instructional unit (or at the end of the course). These assessments should be designed to evaluate student learning against a related course learning outcome and are frequently designed against specific performance criteria or benchmarks. They are often high stakes, having high point value.

We strongly suggest creating the highest level of assessment possible rather than every individual assessment. For example, rather than adding 10 separate quizzes valued at 1%, add one assessment called “quizzes” valued at 10%.

1. Before you start this step, ensure you have added a course learning outcome following the steps outline above.
2. For each course learning outcome, click the “[Add]” button in the corresponding **Summative Assessments** column of the table.
3. Enter the title of the assessment you would like to add.
4. Select the assessment type:

**Product:** The assessment will be evaluating something tangible that the student produces. For example, a final project in which the quality of the work is assessed would be considered a product.

**Process:** The assessment will be evaluating the steps that the student takes to demonstrate learning. For example, a group project with the goal of improving collaboration skills would focus on the process that the group took to collaborate (planning, goal setting, conflict management, etc.) instead of the final outcome would be considered process.

**Process and Product:** The assessment will be evaluating a combination of steps taken and an end product. For example, an essay assignment in which the steps taken to produce the product (outline, annotated bibliography, first draft) are

assessed in addition to the final version of the essay would be considered process and product.

5. Select the general assessment category the assessment is considered. This step helps to organize the assessments on the final course outline. See [Appendix A](#) for a complete list and definitions.
6. Select the specific assessment method this assessment is considered. A full list of assessment methods and their descriptions can be viewed directly in this step on the COSSID website. If the assessment methods available will not work for your assessment, please contact the COSSID team by using the **Request Assessment Method** button at the bottom of the table.
7. Select the assessment level. Consider the complexity of the assessment and the degree to which students will need to apply their knowledge and skills to complete the assessment successfully.
8. Once you are satisfied with the information entered on this page, click the **Create** button at the bottom of the page.
9. To add **another assessment for the same course learning outcome**, click the “[Add another]” button in the Summative assessments column of the table, select **Create New Assessment**, and repeat steps 1-8.
10. To add an **existing assessment to a course learning outcome**, click the “[Add]” or “[Add another]” button in the summative assessments column, then **Select Existing Assessment**, and select all existing assessments you would like to add to the course learning outcome, then click the **Add Assessment Method** button at the bottom of the page.
11. If you need to edit or delete an existing summative assessment, click the **Edit Summative Assessments** button.

### Learning Objectives (Optional)

A learning objective is a smaller learning goal that, with other learning objectives, describes skills and knowledge that will be required to achieve the course learning outcome.

1. Before you start this step, ensure you have added a course learning outcome.
2. For each course learning outcome, click the “[Add]” button in the corresponding **Learning Objectives** column of the table.
3. Enter the learning objective in the text box.
4. Once you are happy with the learning objective you created, click the **Save** button at the bottom of the page.

5. To add another learning objective, click the “[Add another]” button and follow steps 1-4.
6. If you need to **edit or delete** an existing learning objective, click the **Edit Learning Objectives** button.

### Formative Assessments (Optional)

A formative assessment monitors student learning by evaluating student comprehension and skills development at various points during the learning process. Knowledge checks, pop quizzes and reflections can all be formative assessments, which are typically low-stake, low (or no) grade value. The purpose of formative assessment is for both the instructor and the students to evaluate progress.

1. Before you start this step, ensure you have added a course learning outcome.
2. For each course learning outcome, click the “[Add]” button in the corresponding **Formative Assessments** column of the table.
3. Enter the title of the assessment you would like to add.
4. Select the assessment type this assessment is considered.

**Product:** The assessment will be evaluating something tangible that the student produces. For example, a final project in which the quality of the work is assessed would be considered a product.

**Process:** The assessment will be evaluating the steps that the student takes to demonstrate learning. For example, a group project with the goal of improving collaboration skills would focus on the process that the group took to collaborate (planning, goal setting, conflict management, etc.) instead of the final outcome would be considered process.

**Process and Product:** The assessment will be evaluating a combination of steps taken and an end product. For example, an essay assignment in which the steps taken to produce the product (outline, annotated bibliography, first draft) are assessed in addition to the final version of the essay would be considered process and product.

5. Select the general assessment category the assessment is considered. This step helps to organize the assessments on the final course outline. See [Appendix A](#) for a complete list and definitions.
6. Select the specific assessment method this assessment is considered. A full list of assessment methods and their descriptions can be viewed directly in this step on the COSSID website. If the assessment methods available will not work for you



assessment, please contact the COSSID team by using the **Request Assessment Method** button at the bottom of the table.

7. Select the assessment level. Consider the complexity of the assessment and the degree to which students will need to apply their knowledge and skills to complete the assessment successfully.
8. Once you are satisfied with the information entered on this page, click the **Create** button at the bottom of the page.
9. To add **another assessment for the same course learning outcome**, click the “[Add another]” button in the Formative Assessments column of the table, select **Create New Assessment**, and repeat steps 1-8.
10. To add an **existing assessment to a course learning outcome**, click the “[Add]” or “[Add another]” button in the Formative Assessments column, then **Select Existing Assessment**, and select all existing assessments you would like to add to the course learning outcome, then click the **Add Assessment Method** button at the bottom of the page.
11. If you need to edit or delete an existing summative assessment, click the **Edit Formative Assessments** button.

### Resolving the warning message

If you are receiving a yellow warning message at the bottom of the screen, please ensure:

1. All program learning outcomes (for core, non-elective courses) or essential skills (for elective courses) are aligned to at least one course learning outcome by clicking edit on one of your course learning outcomes and making sure all program learning outcomes or essential skills have a green checkmark beside them.
2. All course learning outcomes have at least one summative assessment associated with them.

## Step 9: Assessment Weighting

### Why?

The course outline is a contract between students and faculty teaching the course. The grading strategy is a set of assessments, each contributing toward the total marks earned. It is important for students to know how they will be evaluated in the course and how assessments are weighted. Clarity in assessments and grading provides the student with a clear understanding of what is required to achieve success in the course. If there is a fully online version of the course you are creating the outline for, then details about online assessments can be added in this step.

### How?

1. Ensure you have added all assessments for this course in Step 8 before you start this step.
2. Click the [Edit Assessment Weighting](#) button.
3. Enter the weighting (% of the final grade) for each assessment, or if the assessment is graded as pass/fail, select the **satisfactory/unsatisfactory** button.
4. Select how you would like the assessments to appear on the final online.

**Show Categories and Methods:** The mark breakdown will show the assessment methods, sorted by category (assessment titles will not be shown).

**Show Methods Only:** The mark breakdown will show assessment methods only (assessment categories and titles will not be shown).

**Show Methods and Titles (default):** The mark breakdown will show the assessment titles, sorted by method (categories will not be shown).

**Show Titles Only:** The mark breakdown will show the assessment titles entered by you in Step 8 only (categories and methods will not be shown).

5. State if there is a fully online version of this course being offered.

If there is not, select **no**. No further action is required.

If there is, select **yes**.

A box will appear to allow you to enter assessments offered in the online course.

Enter the title in the column titled “online assessment,” and the weight in the column titled “weight.”

To add another online assessment, select the green **'add'** button.

If you need to delete an assessment, select the red **'delete'** button.

6. When you are satisfied with the assessment weighting, how it will appear on the outline, and the online assessments if applicable, click the **Save** button at the bottom of the page.
7. Review the way the assessments will appear on the final outline at the bottom of the page. If needed, you are able to drag and drop the assessments to reorder them to your liking,

## Step 10: Required Resources

### Why?

It is important for students to have a clear list of the resources that are required. This encourages students to access and engage with materials that will help strengthen their understanding of the course curriculum. Faculty are encouraged to add current literature, materials and multimedia resources, and to validate the relevancy of older resources.

### How?

1. If there are **no required resources** for this course, click the **No Required Resources required, skip to next step** button. This will automatically take you to **Step 11**.  
  
If there are **required resources** for this course, click the **Add Required Resources** button.
2. Select the broad format of the resource.
3. Select the specific format of your resource in the **Format Template** section. The COSSID tool will provide you with the APA citation format for your resource.
4. Enter the APA citation for your reference in the text box. If you belong to a course that has multiple instructors who use different resources, or if you have not finalized which resources will be used in the course, you can write a broad statement such as "Resource information provided by instructor; consult the critical path."
5. Once you are happy with the text inside the text box, click the **Save** button at the bottom of the page.
6. To add another resource, repeat steps 1-6.
7. If you need to edit or delete a reference, use the **Edit** and **Delete** buttons in the right column of the table.
8. Once all resources have been added, please drag and drop the resources into alphabetical order.

## Step 11: Supplemental Resources

### Why?

Identify supplemental resources so interested students can go beyond what is required. This section of the outline lets students know that there is more to the subject matter than what is covered in the course and supports the value of continuous and deeper learning.

### How?

1. If there are **no supplemental resources** for this course, click the **No Supplemental Resources required, skip to next step** button. This will automatically take you to Step 12.

If there are **supplemental resources** for this course, click the **Add Supplemental Resources** button.

2. Select the broad format of the resource.
3. Select the specific format of your resource in the **Format Template** section. The COSSID tool will provide you with the APA citation format for your resource.
4. Enter the APA citation for your reference in the text box. If you belong to a course that has multiple instructors who use different resources, or if you have not finalized which resources will be used in the course, you can write a broad statement such as "Resource information provided by instructor; consult the critical path."
5. Once you are happy with the text inside the text box, click the **Save** button at the bottom of the page.
6. To add another resource, repeat steps 1-6.
7. If you need to edit or delete a reference, use the **Edit** and **Delete** buttons in the right column of the table.
8. Once all resources have been added, please drag and drop the resources into alphabetical order.

## Step 12: Additional Tools and Equipment

### Why?

It is important for students to have a clear list of the tools and equipment that they will need for the course. This ensures that students know what tools and equipment are required for the course and if there are any additional (optional) tools/equipment that could be useful.

### How?

1. If there are **no additional tools and equipment** for this course, click the **No Additional Tools and Equipment Required, skip to next step** button. This will automatically take you to Step 12.

If there **are additional tools and equipment** for this course, click the **Add Additional Tools and Equipment** button.

2. Enter the tools or equipment in the text box.
3. If the tools or equipment are optional, select the **Optional** checkbox.
4. Once you are satisfied with the tools or equipment you have added, click the **Save** button at the bottom of the page.
5. To add another tool or equipment, repeat steps 1-4.

## Step 13: Modules of Study

### Why?

The modules of study table clarify how the learning outcomes, resources, and assessments are linked to different modules within the course. This section is where you will define which content will be covered in the course thematically. **This section is not a space for you to create your critical path.** A course outline is high level and states what topics will be covered regardless of who teaches a course section; a critical path is specific to each instructor and provides details relevant to the way in which that instructor delivers the course.

### How?

1. Ensure you have completed **Steps 8, 10, 11, and 12** before you start this step.
2. Click the **Add Module** button.
3. Enter a title for the module. Remember, modules are thematic, not necessarily chronological.
4. Select **Course Learning Outcomes** that will be covered during this module. Multiple course learning outcomes can be selected in one module, the same course learning outcome can be selected for more than one module, but **by the completion of Step 13, all course learning outcomes must be aligned to at least one module.**

When a course learning outcome has been aligned to a module, a green checkmark will appear beside it.

The assessments list that appears is dependent on the course learning outcomes selected.

7. Select the **Assessments** that align with this module. The list that appears will depend on the course learning outcomes you selected earlier in this step, and matches the assessments created by you in **Step 8.**

**By the completion of Step 13, all assessments must be aligned to at least one module.**

5. Select the **Required Resources** that will be used during this module.

When **Choose required resources** is selected, a checkbox list of the required resources you created in **Step 10** will appear. Select all that apply.

If no required resources are needed for this module, select **No required resources for this module.**

If the instructor will provide required resources in their critical path, select **Required resources provided by instructor**.

6. Select the **Supplemental Resources** that will be used during this module.

When **Choose supplemental resources** is selected, a checkbox list of the required resources you created in **Step 11** will appear. Select all that apply.

If no required resources are needed for this module, select **No supplemental resources for this module**.

If the instructor will provide required resources in their critical path, select **Supplemental resources provided by instructor**.

8. Select the **Tools and Equipment** that will be used during this module.

When **Choose tools and equipment** is selected, a checkbox list of the tools and equipment you created in **Step 12** will appear. Select all that apply.

If no tools or equipment are needed for this module, select **No tools and equipment for this module**.

If the instructor will provide tools and equipment in their critical path, select **Tools and equipment provided by instructor**.

9. If desired, enter additional details about this module. The additional details are optional.

10. Once you are satisfied with the information in this step, click the **Save** button at the bottom of the page.

11. To add another module, repeat steps 1-10.

12. If needed, you can drag and drop the modules to reorder them to your liking.



## Step 14: Prior Learning Assessment & Recognition (PLAR)

### Why?

PLAR, Prior Learning Assessment & Recognition, is one of the ways in which the college grants course credit for individuals with previous work/life experience. PLAR provides individuals an opportunity to complete an assessment (or multiple assessments) to determine if they can meet the course learning outcomes and receive academic credit without needing to take the course.

### How?

To identify suitable PLAR assessments, consider the summative assessments from **Step 8** and ask yourself the following questions:

- How do these assessments demonstrate how students meet the course learning outcomes?
- Would these assessments be sufficient for someone who has not taken the course to prove that they could meet the course learning outcomes?
- What other assessments might be needed?

If your course is knowledge or content-based, a challenge exam may be sufficient. If students are required to apply skills and knowledge in the course, learning portfolio options may be better (recommended three learning portfolio methods). You may wish to consult with your program coordinator on this step. Please see [Appendix B](#) for learning portfolio options.

1. Click on the **Add PLAR Assessment** button.
2. Click the text box that says **Categories**. A drop-down menu will appear.
3. Select all that apply.

If you select only **Challenge Exam**, the step is complete. A challenge exam is an assessment put together by you to test the student's prior knowledge - it is a traditionally graded assessment, and the resulting grade will be added to the student's CGPA.

If you select **Learning Portfolio**, a list of possible assessments appears. Check all that apply. If you have a learning portfolio option that is not in the list, select **Other** and fill in your assessment in the box that appears. This text will appear on the course outline.

A learning portfolio is a collection of at least three prior works done by the student that will demonstrate they have prior knowledge of the content taught in this course - this will be reflected as satisfactory on the student's transcript.

If you select **This course is not available for PLAR**, you will need to provide justification. Few courses do not qualify for PLAR; please confirm with your program coordinator and associate dean prior to selecting this option. The justification you provide for this selection will appear on the course outline.

4. Once you are satisfied with the PLAR options you have created, click **Save**.

# Reviewing an Outline

## Why?

The peer review process provides quality assurance to ensure that course outlines are free of errors, clear for student comprehension, and accurate according to the program map.

## How?

1. Access the outline for review. This can be done two ways:

### Method One: Accessing the review tool through your email

1. Go to your Humber Outlook inbox
2. When you are assigned as reviewer, the COSSID system will send you an email. Look for the email from [cossid@humber.ca](mailto:cossid@humber.ca), the title will be **Course Outlines – [Your role] – [Course name] [Course code] [Academic year]**.
3. Click the hyperlink in the email that says **here**. This will take you to the tasks page in [COSSID](#).
4. Click the **view** dropdown list on the course outline you would like to review
5. Click **Review Outline**
6. You are now in the COSSID review tool!

### Method Two: Accessing the review tool through the tasks page

1. Go to the [COSSID website](#)
  - Click the **Tasks** button in the top right corner
  - Scroll to the **Outline Review Requests** section
  - Click the **view** dropdown list on the course outline you would like to review
  - Click **Review Outline**
  - You are now in the COSSID review tool!
2. Scroll through the outline and look for the following items:
  - Look for spelling or grammar mistakes.

- Ensure the course information is correct.
- Ensure the course description matches the course description that appears on the program website.
- Ensure the PLOs selected are the ones that match the program map.
- Ensure the HLOs selected match the HLO Heat Map

**Note:** If you would like to see a direct comparison of what changes were made between the outline you are reviewing and the published outline from the previous academic year, use the **outline comparison tool**. Access this by:

1. Go to the tasks page (see Method Two above)
  2. Scroll to the **Outline Review Requests** section
  3. Click the **view** dropdown list on the course outline you would like to review
  4. Click **Compare to Previous Year**
  5. Now, you can see the changes made to the outline between the current and previous academic year.
3. If there are edits required:
- a. Please provide detailed suggestions to the editor by typing your comments in the text box on the right-hand side of the page.
  - b. When you are finished typing your comments, click the **suggest edits** button. The outline will be sent back to the editor to adjust. Once they are finished, you will review the outline again.
4. If there are no edits required:
- a. Click the **approve** button.
  - b. If there are no errors, please submit the outline for Associate Dean approval and publishing.

## Appendix A: Assessment Categories

### Capstone

A summative project typically offered in the final semester that is designed in a way to allow students to demonstrate most – if not all – of the program learning outcomes. This could include thesis or major research projects or some work integrated learning experiences.

### Collaborative Activity

An assessment in which students work on an activity or project in pairs or groups. Collaboration skills will be measured and assessed in addition to (or independent from) a final product.

### Demonstration

A presentation (in person or pre-recorded) in which students explain, through physical demonstration, a theory, technology or process.

### Design

An assessment based on the 2D or 3D representation of an object, system, or plan; or a model that represents a theoretical position or phenomenon.

### In-Class Activity

An assessment, typically formative, in which students are required to complete a task while in class.

### Negotiated per Section

This is an option for courses with multiple sections to offer maximum flexibility to individual instructors. Details of specific assessments would be included on a critical path for each section.

### Oral Assessment

An assessment in which students show what they have learned predominantly through speaking or signing. There could be small components of the assignment that are written or involve other types of performance, but the majority of student expression is spoken or signed.

### Performance/Exhibition

A public showing of a creative work, manufactured product, or skill to demonstrate student learning.

## Presentation

An assessment (in person, online or pre-recorded) in which students research a topic and then prepare and create an oral presentation of it. A question and answer period is sometimes included to assess depth of knowledge and critical thinking.

## Project

An umbrella category that includes any applied assessment in which students need to set goals, conduct research, and create a product.

## Self Assessment

An assessment in which students are required to evaluate their own learning process.

## Simulation

An assessment in which a job-related scenario is replicated to assess critical thinking, problem solving and industry-specific skills.

## Student-Negotiated

The means of the assessment is flexible and will be determined by negotiation between student and instructor.

## Written/Online Assessment

Students show what they have learned predominantly through writing. There could be small components of the assignment that are oral or involve performance, but the majority of student expression is written.

## Appendix B: PLAR Learning Portfolio Options

### Learning statement

A learning statement is a personal reflection on experiences and skills development. It is the learner providing their personal rationale as to how they meet the course learning outcomes.

### Current resume

A current resume should include relevant work experience that would require the candidate to have performed tasks that demonstrate achievement of the course learning outcomes.

### LinkedIn profile

A LinkedIn should include relevant work experience that would require the candidate to have performed tasks that demonstrate achievement of the course learning outcomes.

### Collection of work

A collection of work is a traditional portfolio that requires the candidate to present products they have created (such as writing samples or sample graphics) that demonstrate achievement of the course learning outcomes.

### Skills test

A skills test requires the candidate to demonstrate achievement of the course learning outcomes by completing a predetermined task within certain parameters, such as producing a product using software relevant to the course.

### Interview

An interview would be structured similarly to a job interview, in which the candidates are asked questions that allow them to demonstrate achievement of course learning outcomes drawn from past experiences.

### Oral exam

An oral exam requires the candidate to demonstrate achievement of the course learning outcomes by answering questions or engaging in an activity orally, such as a debate.

### Case study

A case study requires the candidate to read, analyze and answer questions about a discipline-related case to demonstrate achievement of the course learning outcomes.

### Simulation

A simulation is a constructed scenario that requires the candidate to perform a task as performed by a professional in the candidate's field that allows them to demonstrate achievement of course learning outcomes, such as a firefighting or nursing scenario.

## Observation

An observation is an organic scenario that requires the candidate to perform a task or scenario against an observation checklist that allows them to demonstrate achievement of course learning outcomes, such as a horticultural technician caring for a garden.



### **NORTH CAMPUS**

205 Humber College Blvd., Toronto,  
Ontario, Canada M9W 5L7

### **LAKESHORE CAMPUS**

2 Colonel Samuel Smith Park Drive,  
Toronto, Ontario, Canada M8V 4B6

### **INTERNATIONAL GRADUATE SCHOOL**

59 Hayden Street,  
Toronto, Ontario, Canada, M4Y 2P2



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