Course Outline

Academic Year: [Insert Academic Year]

Course Name: [insert Course Name; The course name should be descriptive, unique (no other Humber course with the exact same title), should clearly indicate the subject and should be a **maximum of 100 characters**]

Faculty: [Insert all faculty that teach the course]

Program Coordinator(s): [Insert Program Coordinator name]

Associate Dean: [Insert name and email address of Associate Dean]

Land Acknowledgement

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok, the "Place of the Alders" in Michi Saagiig language, the region is uniquely situated along Humber River Watershed, which historically provided an integral connection for Anishinaabe, Haudenosaunee, and Wendat peoples between the Ontario Lakeshore and Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.

Equity Diversity and Inclusion Vision Statement

Humber College and the University of Guelph-Humber (Humber) are leaders in providing a learning, working and living environment that recognizes and values equity, diversity and inclusion in all its programs and services. Humber commits to reflect the diversity of the communities the College serves. Students, faculty, support and administrative staff feel a sense of belonging and have opportunities to be their authentic selves.

Identifier	Information
Faculty	[Insert Academic Faculty]
Program	[Insert Program Name(s)]
Course Name	[Insert Course Name with Course Code in brackets afterward]
Pre-Requisite(s)	[Insert all Course Codes for pre-requisites or type 'none']
Co-Requisite(s)	[Insert all Course Codes for co-requisites or type 'none']
Pre-Requisite(s) for	[Insert all Course Codes for which this course is a pre-requisite or type 'none']
Equates	[Insert Course Equates or type 'none']
Restrictions	[Insert Course Restrictions or type 'one'; e.g. This course is open only to Year 1 Advanced Diploma Massage Therapy students]
Credit Value	[Insert Credit Value]
Total Course Hours	[Insert Total Course hours over 14 weeks]
Developed by	[Insert name of person who developed the course]
Approved by	[Insert Associate Dean signature]

Course Description

[This course description should match the course description that is published on the program web-page. Programs can request changes via the program change process. The course description indicates the purpose of the course. It should do the following:

- Summarize clearly what the students are expected to learn
- Illustrate how the course helps prepare students for their future careers
- Explain what students might expect to do or accomplish.

Key aspects of the course description:

- It is written in present tense
- Is student centric
- Uses third person voice
- Employs strong, active verbs
- Shows relevance of the course
- Is clear, concise and uses plain language (not jargon)
- Should not be more than **150 words**

Example course description:

Students examine the evolution of the TV commercial and how it reflects our culture, showing us social trends and cultural styles while selling every imaginable product, service, political campaign or social cause. Through focused viewing, group discussion, guided critique and analysis, students develop ideas and produce a capstone project to identify, summarize, explain and theorize the influences which shape television advertising in North American and International contexts.]

Course Rationale

[The course rationale explains the purpose of the course within the program. It is context oriented and explains why this course is important to a student's overall success in the program. **It should not be more than 2 sentences.**

Example course rationale:

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.]

Program Learning Outcomes Emphasized in this Course:

[List only the program learning outcomes (PLOs) that are identified as emphasized in this course. Consult with your AD/Program coordinator to identify which outcomes and skills via the program map are part of this course. Your course learning outcomes (CLOs) that are included later on in the outline should map to these individual PLOs.

Example of PLOs:

1. Communicate and collaborate effectively and professionally with clients, colleagues and members of an interprofessional team
2. Collect and assess clients' strategy to create television commercials.

Breadth courses indicate: Degree Level standards are addressed in this course by: Engaging students in learning outside of their main area of study to increase awareness of themselves, our society, and the diverse richness of the human experience, while cultivating their role as global citizens. Developing students' abilities in critical thinking by requiring the synthesis of concepts across sources, the creation, evaluation and analysis of arguments, with the aim of enhancing their abilities to anticipate, articulate and resolve problems.]

Course Format(s)

[Identify the delivery **format** of the course, i.e. hybrid, on-line, face to face. If the course is delivered in multiple modes indicate all the modes of delivery. Indicate whether this a laboratory class or if there is a laboratory component that accompanies the lecture/face to face format. This is **not the place** to indicate the learning methods.

Examples of course format language:

This course is a hybrid (blended) course, with two classroom hours per week plus online learning activities for approximately one hour (virtual) per week.

Or

This course is offered in multiple delivery formats (online and face to face). For the lab component of the course, students will need to purchase sketching materials to participate in the lab activities.]

Course Learning Outcomes

[The course learning outcomes (CLOs) are central to your curriculum and describe learner performance in the course (not the instructor's activities or strategies). A CLO is measurable, observable and written in a specific statement that clearly indicates what the student should know and be able to do as a result of what they learn in the course. The number of CLOs listed should be between 6-10 for a 42 hour course.

A well-written CLO involves the following parts:

1. An action verb;
2. Subject content;
3. Level of achievement; and
4. Condition of performance (if applicable).

Begin each CLO statement with an action verb (refer to a learning taxonomy, i.e. Bloom's, ICE, etc.) that describes what the learner will be able to do upon completion of the course. CLOs should have only **one verb**, and only one area of significant subject content. If your CLO includes multiple verbs, select the one that articulates the highest level of learning that students will demonstrate in the course. If your CLO includes multiple topics, select the one that articulates the key outcome. Describe a performance that is observable and can be assessed.

For degree programs, the course learning outcomes should be written identifying the categories of the OQF. The OQF categories include:

Examples of course learning outcomes:

- Identify the elements of an academic research essay, including summarizing and paraphrasing, in order to incorporate multiple points of view in a sustained synthesis supporting an original thesis.
- Develop a plan of care according to the client's condition and the treatment goals
- Describe the mechanisms involved in the digestion and absorption of carbohydrates, proteins, and lipids
- Produce an original decoration and design portfolio to contain personal product and process photos, material requirements and estimated labour cost.

For degree programs, the course learning outcomes should be written identifying the categories of the OQF. The OQF categories include:]

OQF Category	At the successful completion of this course the student will have demonstrated:
Depth and Breadth of Knowledge	[Insert applicable learning outcome]

OQF Category	At the successful completion of this course the student will have demonstrated:
Knowledge of Methodologies	[Insert applicable learning outcome]
Application of Knowledge	[Insert applicable learning outcome]
Communication Skills	[Insert applicable learning outcome]
Awareness of the Limits of Knowledge	[Insert applicable learning outcome]
Professional Capacity/Autonomy	[Insert applicable learning outcome]

[Accreditation Standards, Professional Competencies, etc., should be listed after the course learning outcomes.]

Assessment Weighting

[List all summative assessments and the weight of each assessment.

Some examples of summative assessments are: **Personal Reflections, Ideation Assignments, Mid-term Tests, Presentations, Projects, etc.**

The total of the summative assessments should equal 100%.]

[Example evaluation plan:]

Assessment	Weight
[Insert Summative Assessment]	[Insert weight of this assessment as a percentage]
[Insert Summative Assessment]	[Insert weight of this assessment as a percentage]
[Insert Summative Assessment]	[Insert weight of this assessment as a percentage]
[Insert Summative Assessment]	[Insert weight of this assessment as a percentage]
[Insert Summative Assessment]	[Insert weight of this assessment as a percentage]
[Insert Summative Assessment]	[Insert weight of this assessment as a percentage]
Total	**100%**

Modules of Study

[**Module and Topic** - This should **not** be based on weeks, i.e. Week 1, Week 2. Instead organize the units/modules based on thematic units or content foci that encapsulates a few weeks of class time.

Course Learning Outcomes - Use numbers from the list of CLOs to be emphasized. Avoid over-repetition of CLOs.

Resources - Include chapters, pages, videos, websites, etc. to be completed before or used during class – all to be referenced in the resources section.

Assessments - List all types of assessment tools– self, peer, group, instructor-led, diagnostic, formative and summative). For each summative assessment tool, identify either that the tool is pass/fail or assign a specific percentage value for that assignment. Link each assessment with its corresponding CLO.]

[Example:]

Module and Topic	Course Learning Outcomes	Resources	Assessments
Module 1: Introduction to the course	1. Develop copy solutions for television commercials. 2. Present advertising materials orally and visually in a professional manner.	Prabhu M. (2016). Creative Advertising – Ideas and techniques from the world's best campaigns. United Kingdom: Thames & Hudson.	1. Copy Solutions diagnostic (CLO 1) 2. Copy Solutions outline (5%) (part 1 of 2 for Ideation assignment) (CLO 5) 3. Group project proposal submission (5%) (part 1 of 3 for Final project) (CLO 3)

Required Resources, Tools and/or Equipment

[List all essential texts, e-books, videos, journals and other resources referred to in the learning modules. Use APA format or the format appropriate for your discipline.

Example: Manor, EN & Hopkins K. (2017). Television Commercials Then and Now (6th ed.). Toronto, ON: Pearson.

List required tools or equipment, specific to the course.]

Supplemental Resources

[Do not leave this section blank, if supplemental resources are not known at this time then include the following:

Additional resources may be introduced when useful to the course content or student experience.]

Additional Tools and Equipment

[Any additional or optional tools or equipment are to be listed here.]

Prior Learning Assessment and Recognition (PLAR)

Students who have prior learning in the material of this course may be eligible for a course credit in recognition of their prior learning. The following table indicates the method that is used to assess prior learning for this course, or it indicates that such an assessment is not available. Students must apply for consideration for a prior learning assessment through the Office of the Registrar, and there is usually a fee associated with the application.

[**Note:** if you choose a method, you'll need to change "N/A" to "Yes" in the box attached to the assessment. If you choose more than one assessment, the student will be required to submit all assessments that are marked as "Yes".]

Assessment Method	Required?
Portfolio	N/A
Challenge Exam	N/A
Skills Test	N/A
Interview	N/A
Other (Specify)	N/A
Not Available for PLAR	N/A

Policies and Procedures

It is the student's responsibility to be aware of their obligations under Humber Policies and Procedures.

Academic Regulations

It is the student's responsibility to be aware of the College Academic Regulations. The Academic Regulations apply to all applicants to Humber and all current students enrolled in any program

or course offered by Humber, in any location. Information about academic appeals is found in the Academic Regulations.

Anti-Discrimination Statement

At Humber College, all forms of discrimination and harassment are prohibited. Students and employees have the right to study, live and work in an environment that is free from discrimination and harassment. If you need assistance on matters related to discrimination and harassment, information and support are available at [The Centre for Human Rights, Equity and Inclusion](#).

Accessible Learning Services

Humber strives to create a welcoming environment for all students where equity, diversity and inclusion are paramount. Accessible Learning Services facilitates equal access for students with disabilities by coordinating academic accommodations and services. Staff in Accessible Learning Services are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Visit the [Accessible Learning Services](#) web page or contact:

North Campus: (416) 675-6622 X5090

Lakeshore Campus: (416) 675-6622 X3331

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification.

Copyright

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See the Humber Libraries website for additional information regarding copyright and for details on allowable limits.