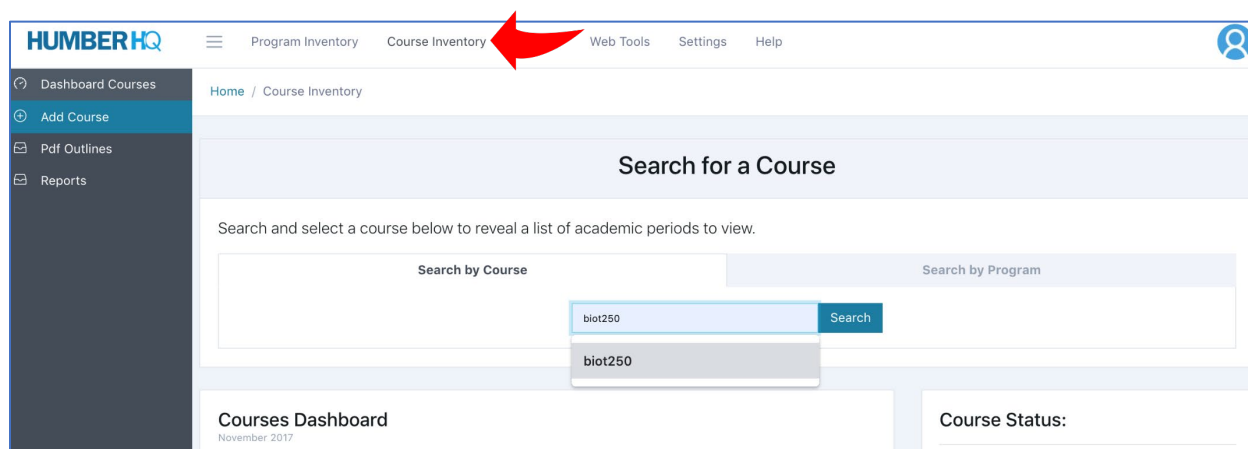


COSSID GUIDE for Associate Deans

[Course Outline Software Supporting Instructional Design]

This document will lead you through a detailed view of COSSID from an AD's point of view. Please consult Appendix A for a visualization of this workflow and Appendix B for the list of steps.

- 1. Humber HQ/Course Inventory:** Enter <https://humber.ca/hq/>, select **Course Inventory** and type in the code of the course you want to work on. If the course currently exists in the database, select it and proceed to Step 2. If not, select "Add Course" on the left sidebar and proceed with adding the course.



The screenshot shows the HumberHQ interface. The top navigation bar includes 'Program Inventory', 'Course Inventory' (highlighted with a red arrow), 'Web Tools', 'Settings', and 'Help'. The left sidebar has 'Dashboard Courses', 'Add Course' (highlighted), 'Pdf Outlines', and 'Reports'. The main content area is titled 'Search for a Course' and contains a search bar with 'biot250' entered. A dropdown menu shows 'biot250' as a suggestion. Below the search bar, there are sections for 'Courses Dashboard' and 'Course Status'.

- 2. Duplicate Course:** Once you have your course, select the current year. Under "Course", select "Duplicate" to create next year's version.

Course Code: BIOT 250

Academic Period	Name	Course Status	Outline Status	PDF	View Course
2019-2020	Biotechniques Laboratory 3	published	published	-	Manage Course
2018-2019	Biotechniques Lab 3	published	not published/not started	Download	Duplicate Course
2017-2018	Biotechniques Laboratory 3	N/A	Archived PDF	Download	Unpublish

A red arrow points to the 'Duplicate Course' button in the '2018-2019' row.

- 3. Confirm course details:** Select "Course" / "Manage Course" to confirm that all the details are correct. You can confirm things like schedule type code, credit hours, prerequisites, etc. "Edit" to input any missing details and/or make any necessary changes. Note: For courses with multiple sections, you may choose to leave the name of the instructor off the outline and provide section-specific information through Blackboard.

- Create the outline framework:** Now that you have duplicated the course, you need to “Duplicate the Outline”, which is a separate step. You may choose any previous year’s outline to populate the foundation for the template.

Duplicated

Course Code: BIOT 250

Academic Period ↑↓	Name ↑↓	Course Status ↑↓	Outline Status ↑↓	PDF ↑↓	
2020-2021	Biotechniques Laboratory 3	published	not published/not started	-	Course ▾ Outline ▾
2019-2020	Biotechniques Laboratory 3	published	published	-	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;"> Duplicate from 2019-2020 Course ▾ Outline ▾ </div>
2018-2019	Biotechniques Lab 3	published	not published/not started	Download	Course ▾ Outline ▾

- Manage Outline:** To enter information into the Course Outline—that is, to work through COSSID itself, always select “Manage Outline.”

Outline duplicated for 2020-2021 from 2019-2020

Course Code: BIOT 250

Academic Period ↑↓	Name ↑↓	Course Status ↑↓	Outline Status ↑↓	PDF ↑↓	
2020-2021	Biotechniques Laboratory 3	published	not published/not started	-	Course ▾ Outline ▾
2019-2020	Biotechniques Laboratory 3	published	published	-	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;"> View Full View Student Manage Outline </div>
2018-2019	Biotechniques Lab 3	published	not published/not started	Download	Course ▾ Outline ▾

- Start the Process:** Now, you assign the course to a faculty editor (who enters all the data) and to a peer reviewer (who serves as a second set of eyes. Enter the faculty members names, email addresses and deadlines for the editing and review process.

Start process
View Full Outline
View Student Outline

Biotechniques Laboratory 3 (BIOT 250) [2020-2021]

Outline Overview

Throughout the steps you will be required to add or edit content.

Legend

Information icons have been in guidance and additional inform an outline.

I - Help with instructional des

AODA - Accessibility for Ontar

ID - Inclusive Design

#	Section
Step 1	Review Course Information

Editor

Email *

Edit By Date*

Peer Reviewer

Email *

Review By Date*

Additional Peer Reviewer (OPTIONAL)

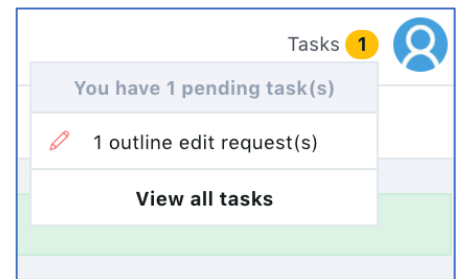
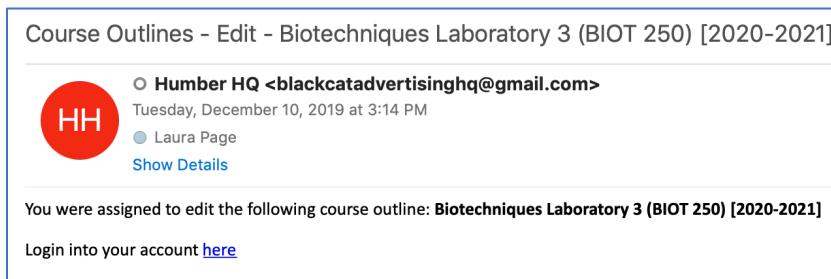
Email

Review By Date

START THE PROCESS Close * marked fields are required

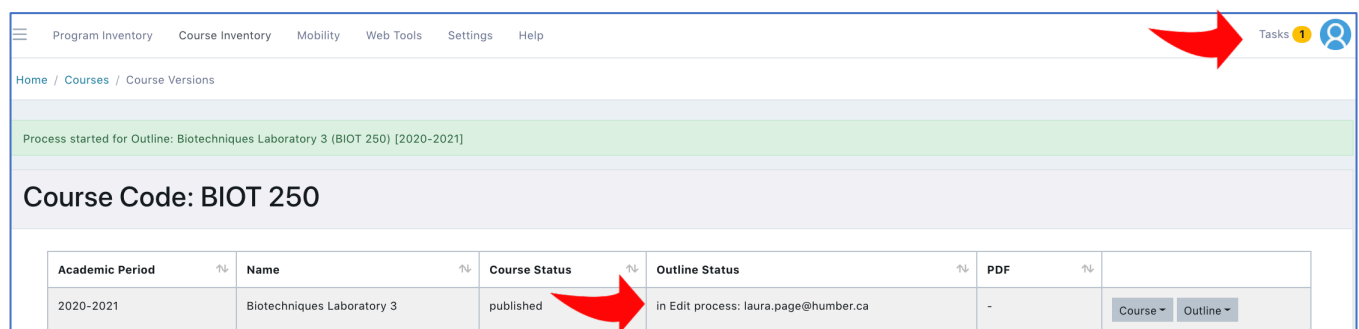
Important Process Notes:

- The person who **Starts the Process** will be the person whose name and signature appears on the final, official course outline.
- This peer reviewer and editor may work on the outline together (in person), or they can send it back and forth as necessary via the COSSID process.
- You are required to have one reviewer; a second reviewer may be added at your discretion.
- During the review process, notes can be sent to the editor outlining suggested changes. The editor makes their own changes.
- As soon as you click “Start the Process”, the faculty member selected will receive an email that they have a Humber HQ “Task” and will be linked to the outline. This is the only way that faculty members can access individual outlines for editing.
- Note: There are two types of notifications to faculty: Email Notification will be sent out to the faculty member, and will have a direct link, shown below. Alternatively, the faculty member can access the outline via their notifications under the blue task icon.

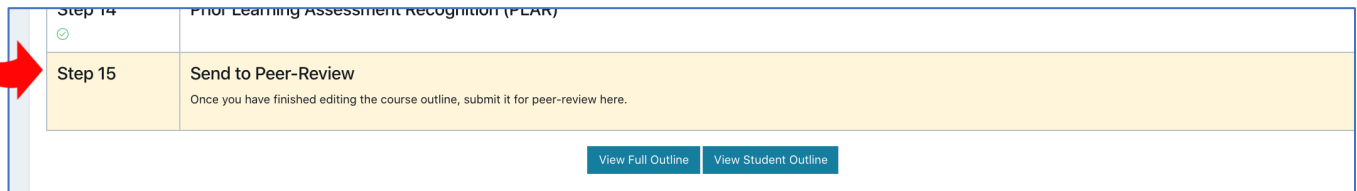


7. Moving through the process:

- Once a process has begun, the current user will appear as “in edit process” on the outline. If they are currently editing it, it will appear “locked by [that user]” to everyone else, in order to protect ongoing work.



- b. When the faculty editor is done, they will click “Send to Peer-Review”. Warnings will indicate if there are any issues that need to be resolved.

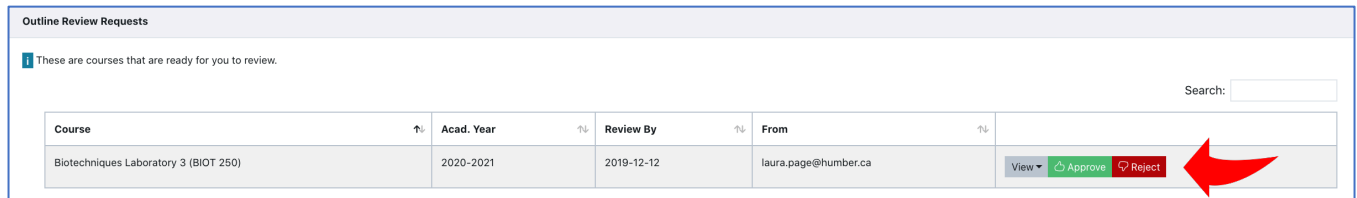


Step 14: Prior Learning Assessment Recognition (PLAR)

Step 15: Send to Peer-Review
Once you have finished editing the course outline, submit it for peer-review here.

View Full Outline View Student Outline

- c. The Peer Reviewer will then get an email notification, review the outline, and click approve or “reject”, which allows for changes to be requested of the editor.

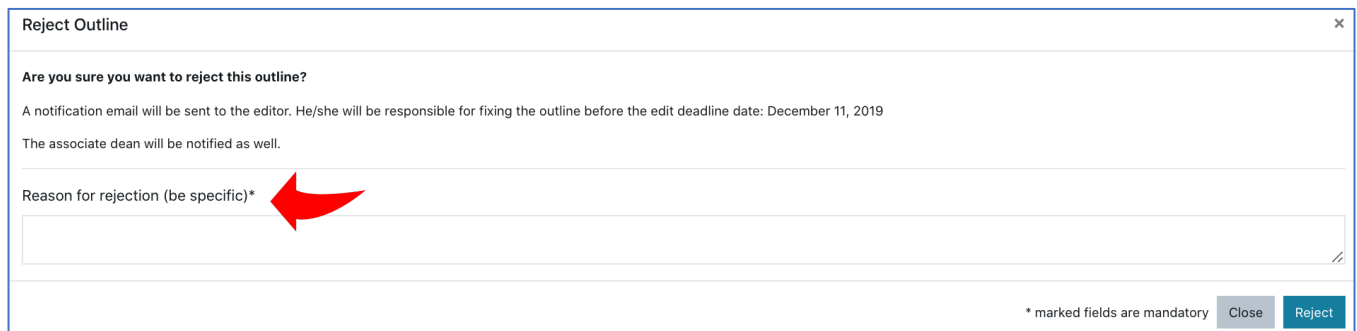


Outline Review Requests

These are courses that are ready for you to review.

Search:

Course	Acad. Year	Review By	From	
Biotechniques Laboratory 3 (BIOT 250)	2020-2021	2019-12-12	laura.page@humber.ca	View Approve Reject



Reject Outline

Are you sure you want to reject this outline?

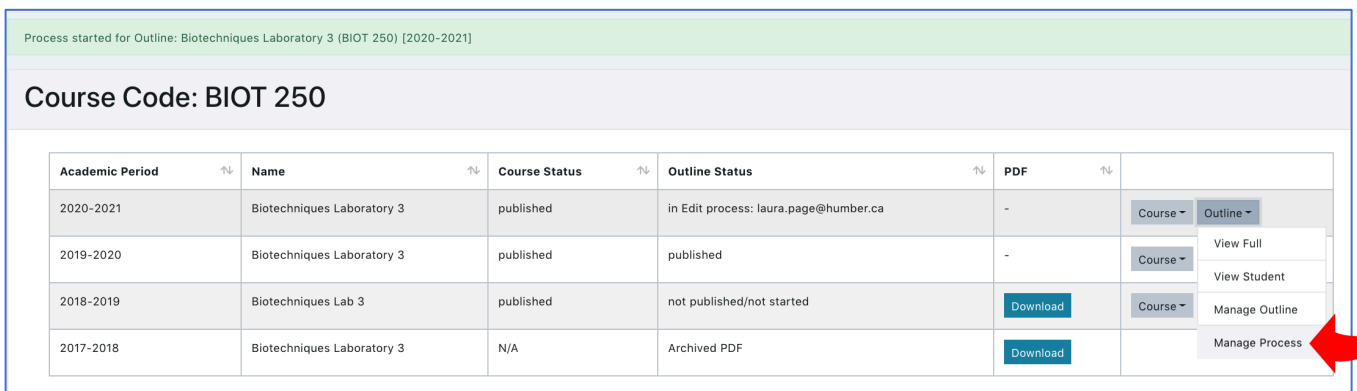
A notification email will be sent to the editor. He/she will be responsible for fixing the outline before the edit deadline date: December 11, 2019

The associate dean will be notified as well.

Reason for rejection (be specific)*

* marked fields are mandatory Close Reject

- 8. Personnel Changes:** If at any point in the process you want to change the editor or reviewer, or even start a new process entirely under a new AD, the AD who started the process will have access to the Outline / “Manage Process” functionality. Changes to editors and reviewers can be made here.



Process started for Outline: Biotechniques Laboratory 3 (BIOT 250) [2020-2021]


Course Code: BIOT 250

Academic Period	Name	Course Status	Outline Status	PDF	
2020-2021	Biotechniques Laboratory 3	published	in Edit process: laura.page@humber.ca	-	Course Outline View Full View Student Manage Outline Manage Process
2019-2020	Biotechniques Laboratory 3	published	published	-	Course Manage Outline Manage Process
2018-2019	Biotechniques Lab 3	published	not published/not started	Download	Course Manage Outline Manage Process
2017-2018	Biotechniques Laboratory 3	N/A	Archived PDF	Download	Course Manage Outline Manage Process

- 9. Publishing:** When the editor and reviewer have completed their steps, the AD will receive a task notification and can “publish” the outline. The course outline can now be viewed live at this site: <https://humber.ca/transferoptions/course-outlines.html>. And now? You’re done! Celebration is encouraged.

Publish Outline				
These are courses that are ready for you to publish.				
Search: <input type="text"/>				
Course	Acad. Year	Publish By	Editor/Reviewer(s)	
Biotechniques Laboratory 3 (BIOT 250)	2020-2021	2020-01-01	laura.page@humber.ca / laura.page@humber.ca	View Edit Publish Reject

- 10. Unpublishing:** In the unlikely event that a mistake slipped through, the AD who began the process will have access to the “Unpublish” functionality for that outline. If another person wants to unpublish an outline, the request will need to be made to **Teaching & Learning Support**, where a “superuser” will be able to help. Unpublishing removes the outline from the website but retains all data in Humber HQ. As soon as the outline is republished, it will appear in its updated form online at this site: <https://humber.ca/transferoptions/course-outlines.html>. Past years’ outlines will be shown as archived .pdfs, and those outlines available in COSSID can be viewed (and linked to) online.



I'M LOOKING FOR
PROGRAMS & COURSES
ADMISSIONS
STUDENT LIFE
GLOBAL
ABOUT

MyHumber
Calendar
Visit
Directory
Search

Transfer Options

MENU

COURSE OUTLINE SEARCH

Welcome to the new Course Outline Search Tool. We are currently in the process of completing this resource, if the outline you are looking for is not available, please see details below.

Search by Course Name or Code

Biotechniques Laboratory 3 (BIOT 250)

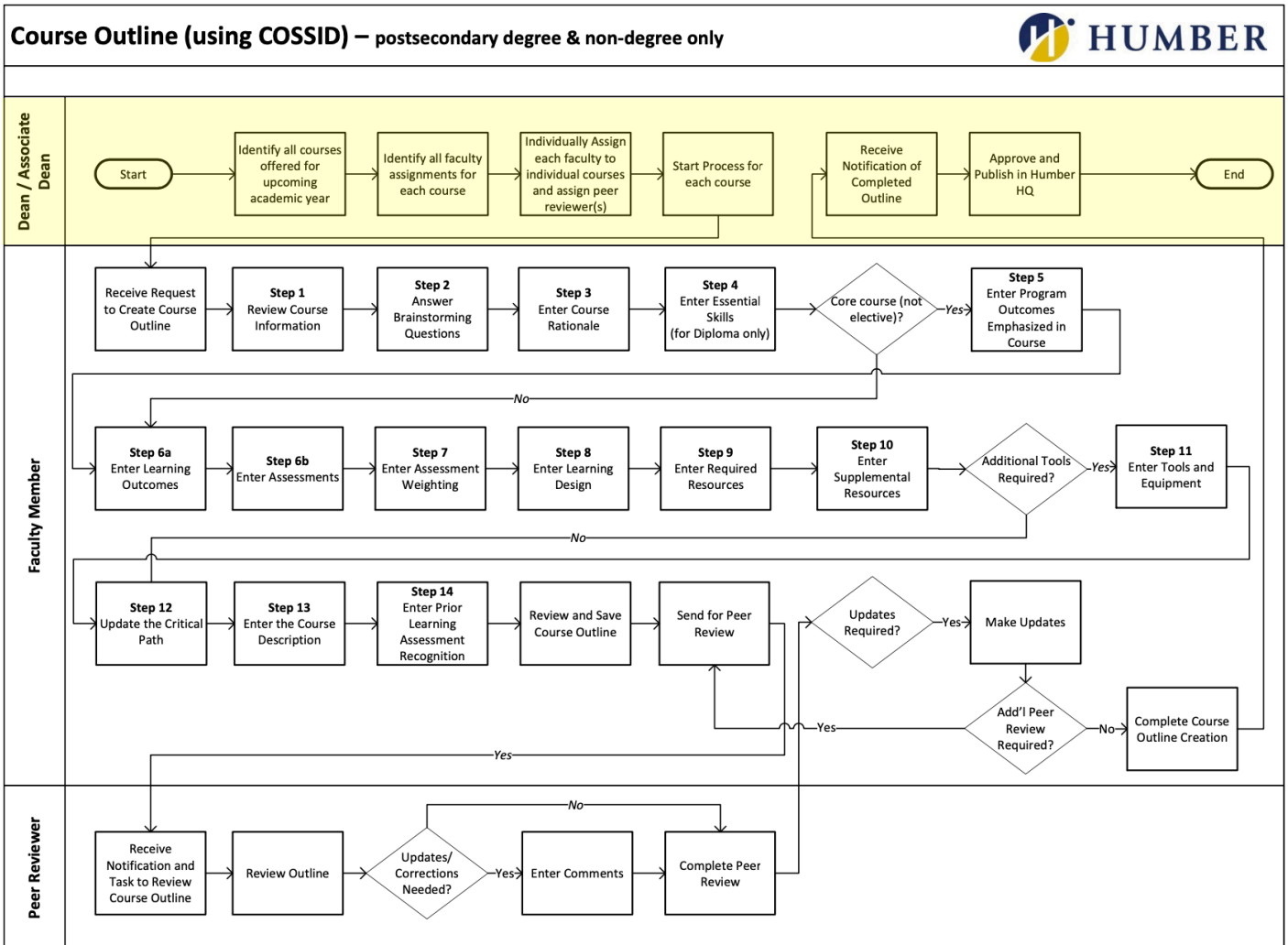
Select an outline

Academic Year	Outline
2019-2020	View
2018-2019	Download
2017-2018	Download

The team at Teaching & Learning Support is happy to provide guidance at any step of the course outline review process, including crafting learning outcomes and choosing assessments. Book with us here: <https://humber.ca/teachingandlearning/>.

Best wishes!

Appendix A: Visualization of Workflow Within COSSID



Current State Documentation as of August 27 2019

Appendix B: Summary of COSSID Steps

#	Name	Description
1	Review Course Information	[Very brief] This information identifies how the course relates to other courses and is required for exemptions and transfer credits.
2	Brainstorming Questions	[More involved] These questions will lead you through our Institutional Learning Outcomes Framework (ILOs), identifies the skills and mindsets that will benefit all students as they become career-ready citizens. They will be visible only in the faculty view, which will allow future teachers to benefit from your expertise.
3	Course Rationale	[Brief] The information entered here is intended to help learners understand why the course is important and how it relates to their field of study. It will appear on the student course outline.
4	Essential Skills	[Brief] Identify skills that are transferable and provide the foundation for a learner's academic, vocational, and personal success. These skills include communication, personal, interpersonal, critical thinking, numeracy, and computer skills.
5	Program Outcomes Emphasized in this Course	[Brief] Program outcomes are critical for faculty to consider when developing course level learning outcomes. All course learning outcomes must map directly to a program outcome to ensure that curriculum, teaching strategies, and evaluation methods are focused on developing capable graduates.
6	Learning Outcomes and Assessments	[Quite involved] Course learning outcomes will guide learners and help them to understand what they are expected to achieve in a given course. Create learning outcomes that specify what students will know (cognitive), feel/value (affective), or physically do (psychomotor) by the end of the course. All assessments are linked to course learning outcomes.
7	Assessment Weighting	[Brief] Identify the weighting of all evaluations in the course. It is important for students to know how they will be graded and to understand what is required for successful completion of the course.
8	Learning Design	[Brief] Select the primary learning methods used in this course. Indicate which type of room(s) is required and/or preferred.

9	Required Resources	[Brief] List resources that students need to read or review in order to achieve success in the course.
10	Supplemental Resources	[Brief] Identify supplemental resources so interested students can go beyond what is required in their search for knowledge in the subject.
11	Additional Tools and Equipment	[Brief] This step is only for courses that need to identify any additional and/or optional tools and equipment.
12	Modules of Study	[Quite Involved] The modules of study table links topics, learning outcomes, resources, and assessments. It lets students know where they begin and how they will get to the end of the learning journey.
13	Course Description	[Copy] Write a clear and concise description of this course focusing on key concepts and broad learning goals (150 words).
14	Prior Learning Assessment Recognition (PLAR)	[Copy]
15	Send to Peer-Review Editor Only	[One Click!] Once you have finished editing, submit for peer-review here.