

Course Outline Template

Course Name				
Course Code		Credit Value		Credit Hours
Programs				
Equivalencies		Pre-Requisites		Co-Requisites

This course may be delivered in a variety of different formats: 100% in-class, 100% online (or a blend of both), videoconferencing, distributed learning or off-campus. Please confirm with your faculty member which format will be used for your section of this course.

[General Education](#):

Eligible for [PLAR](#):

[If a course is determined to be a General Education Course, the Registrar will flag it in the DCO. By default, all courses are eligible for PLAR, unless otherwise stated.]

COURSE DESCRIPTION

In this course, students will:

[insert your course description, use student-centred language, focus on outcomes and what students will know or be able to do by the end of the course]

Example:

COURSE DESCRIPTION

In this course, students will become proficient in the vocabulary of musculoskeletal anatomy and kinesiology. Students will apply knowledge of the musculoskeletal system to explain body movements with respect to muscle function and joint surfaces and axes. Students will explore palpation guidelines and techniques for bony landmarks and muscles tissue in order to accurately locate and identify specific musculoskeletal structures. In-class learning and laboratory experiences will prepare students to palpate and accurately identify the bones, muscles, joints and ligaments of the upper extremity and torso.

RELATIONSHIP TO PROGRAM VOCATIONAL OUTCOMES

PROGRAM LEVEL

This course contributes to your program by allowing you to demonstrate the following vocational outcomes:

Program(s)	Vocational Standards (Subject Specific)
<i>[Insert program name]</i>	<i>[Insert relevant Vocational Learning Outcomes (ask Mel Young if you do not have a list of the Vocational Learning Outcomes for your program)]</i>

EVALUATION PLAN:

Type	Assessment Method	Description	Value (%)
<i>Example: Applied Activities (G)</i>	<i>Online Activities</i>	<i>6 online activities @5% each</i>	<i>30%</i>

You can choose from the following types of assessments: applied activities (pass/fail), applied activities (graded), assignments, capstone projects, placement (pass/fail), placement (graded), professional conduct, quizzes/tests/exams

Example:

Evaluation Method	Value (%)
Quizzes/Test/Exam	60%
Modular Tests 6 @ 10% each	
Applied Activities(G)	40%
Online Activities 6 @ 5% each	
Case Study 10%	

COURSE CURRICULUM

Topics/Concepts Covered in this Course

- Topic 1
- Topic 2
- Topic 3
- Etc.

COURSE LEVEL: Learning Outcomes and Objectives	
To earn credit for this course, you must reliably demonstrate your ability to:	
Learning Outcome <i>Add one outcome per box</i>	Objectives <i>Add as many objectives as needed</i>

ESSENTIAL EMPLOYABILITY SKILLS

(check where you'll be formally teaching and/or assessing a skill)

Teach	Assess	The graduate has reliably demonstrated the ability to:
<input type="checkbox"/>	<input type="checkbox"/>	Communication 1. Communicate clearly in written, spoken, and visual form that fulfills purpose and meets the needs of the audience. 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Numeracy 3. Execute mathematical operations accurately.
<input type="checkbox"/>	<input type="checkbox"/>	Critical Thinking & Problem Solving 4. Apply a systematic approach to solve problems. 5. Use a variety of thinking skills to anticipate and solve problems.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Information Management 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.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Interpersonal 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.
<input type="checkbox"/>	<input type="checkbox"/>	

<input type="checkbox"/>	<input type="checkbox"/>	Personal 10. Manage the use of time and other resources to complete projects.
<input type="checkbox"/>	<input type="checkbox"/>	11. Take responsibility for one's own actions, decisions, and consequences.

LEARNING ACTIVITIES:

(Check all that apply)

<input type="checkbox"/>	Lectures	<input type="checkbox"/>	Guest Speaker(s)
<input type="checkbox"/>	Class Discussions	<input type="checkbox"/>	Community Volunteer Work
<input type="checkbox"/>	Labs	<input type="checkbox"/>	Reflective Writing
<input type="checkbox"/>	Group Work	<input type="checkbox"/>	Clinical Portfolios
<input type="checkbox"/>	Research	<input type="checkbox"/>	Acute Care Skill Building
<input type="checkbox"/>	Field Work	<input type="checkbox"/>	Scenario Testing
<input type="checkbox"/>	Self-Directed Learning	<input type="checkbox"/>	Physical Fitness Training
<input type="checkbox"/>	Presentations	<input type="checkbox"/>	Physical Activity
<input type="checkbox"/>	Role Playing Activities	<input type="checkbox"/>	In-Class Exercises
<input type="checkbox"/>	Field Trip(s)	<input type="checkbox"/>	Small Group Instruction
<input type="checkbox"/>	One-to-One Instruction	<input type="checkbox"/>	Case Studies
<input type="checkbox"/>	eLearning Components	<input type="checkbox"/>	Other: <i>specify</i>

RESOURCES REQUIRED

Books	
Other resources	