George Brown College Course Outline Policy

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PURPOSE

This policy supports the development of course outlines that consistently and effectively communicate the outcomes and expectations of individual courses to students in support of their learning and academic achievement.

SCOPE

This policy applies to all courses at George Brown College.

DEFINITIONS

This section includes an explanation of terms and abbreviations used within the policy and procedure.

Word/Term	Definition
Academic Administrator	Program Chair, Course Chair, Academic Manager or Dean. Also referred to as "senior academic officer" in the Academic Employees Collective Agreement.
Academic Environment	Anywhere learning takes place including, but not limited to, classrooms, labs, Library Learning Commons, facilities, digital and online resources, and off campus / workplace locations.
Archivist	The qualified professional staff member within the organization responsible for any aspect of the running of the archive. Common duties can include but are not limited to: preservation, access and control, appraisal, description, and disposition of an institution's records.
Archive	The Archive holds records which are identified by the college Archivist as having value to the organization. The Archive consists of records that have been selected for permanent or long-term preservation on grounds of their enduring cultural, historical, or evidentiary value. GBC's records (both digital and analogue) are its corporate memory. They contain information that is evidence of how the college performs its functions and remain a vital asset for its on-going operations. The Archive holds both records which are to be preserved permanently and those which require safekeeping for a set period of time as informed from the college's retention schedule. Can also refer to the location of the accumulated records within the organization.
Archival Transfer	When records are no longer in use (active) by their creator or creating department, or if it has been informed by policy - the department should confirm with the Archivist whether the records should be transferred. The length of time until records become inactive and are due to be transferred will vary between departments, as based on their needs and established working processes and policies. This allows for future access and retrieval if the records are required to be referenced later or to be preserved permanently, or alternatively, if a longer retention is not appropriate then to ensure the secure destruction
Course Description	Consists of 3-5 clear sentences describing course purpose, content and primary modes of delivery (it may also refer to overarching / culminating skills to be demonstrated by the student).
Delivery Mode	Primary methods used to provide access to course content and materials (e.g. interactive lecture / discussion, tutorial, problem based, experiential lecture and lab, workplace based, online, blended, etc.).

Course Learning Outcomes (also referred to as Course Objectives)	Statements that indicate the learning that a student will be expected to be able to reliably demonstrate after the completion of a course.
Learning Resources	Selected materials in accessible formats that are required for the delivery of course curricula (e.g. textbooks, course packs, captioned media).
Ministry of Colleges and Universities (MCU)	The MCU is responsible for the administration of laws relating to education and skills training. For more information go to the Ministry of College and Universities website.
Prior Learning Assessment and Recognition (PLAR)	PLAR is a process that gives students the opportunity to obtain academic credit for one or more courses in a certificate, diploma or degree program through the demonstration of the previous acquisition of the necessary skills and knowledge through life experiences. This may include work, training, independent study, and volunteering.
Procedure	The operational processes required to implement college policy, to be provided as a clear sequence of instructions to be followed.
Program	An approved combination of courses in a subject area(s) that fulfils the requirements for a specific credential type (e.g. degree, diploma, advanced diploma, certificate, etc.).

POLICY

1.0 Requirements

1.1 George Brown College course outlines must be prepared using the college-approved template and posted in an accessible format in accordance with Accessibility for Ontarians with Disabilities Act (AODA) requirements.

1.2 Course outlines for courses that are delivered annually (or more frequently) are reviewed and approved, at a minimum, on an annual basis by the relevant academic administrator or designate. [see Appendix #1 for relevant Procedure]

1.3 Course outlines for courses that are not delivered annually will be approved on a timeline established by the relevant academic administrator and communicated to relevant professor(s). In all cases the approval will take place in advance of the course's next delivery. [see Appendix #1 for relevant Procedure]

1.4 Course outline review ensures each outline is current, complete and consistent with all relevant college policies (institutional regulations), external legislative requirements, MCU Directives, requirements of accrediting bodies, and program and curriculum requirements.

1.5 At the beginning of each course, an approved course outline is provided to each student via the Learning Management System (LMS). In support of the college's sustainability plan, hard copies should be provided to students only in exceptional circumstances or in situations where a student requires a hard copy because of an accommodation.

1.6 Students are expected to be knowledgeable of the contents of the course outline and to discuss with the professor (or designate) any areas where clarification is required.

2.0 Course Outline Components

2.1 For each course, the professor is responsible for preparing a course outline under the direction of the Academic Administrator or designate [see Academic Employees Collective Agreement (2017-2021)].

2.2 The course outline includes the following critical components:

- Course name, course code, contact hours, credit hours, topical outline, applicable program academic term and year.
- All pre-requisites (where applicable).
- All co-requisites (where applicable).
- A course description including the general purpose or rationale for the course; an overview of the key knowledge and skills to be learned and the major planned modes of delivery.

- A completed Essential Employability Skills (EES) table for applicable programs.

- Course learning outcomes.

- Delivery method.

- A complete listing of the course's required learning resources.

- Equity statement.

- A description of the means of the student evaluation system to be used in the course, including, but not limited to**:**

    - The number, nature and forms of assessment to be used in the course;
    - Whether any or all of the assignments, projects and examinations are mandatory for obtaining a passing grade in the course;
    - The weighting of each assessment;
    - The approximate due date for each assessment.

  For more detailed information see the George Brown College Assessment of Student Learning policy

- Information relating to the eligibility for credit through Prior Learning Assessment and Recognition (PLAR).

- The applicable grading system is reproduced (in most cases this refers to the college grading numerical equivalent table).

- School and George Brown College related information sections that include, but are not limited to, what students need to know from a course-specific, program-specific, department-wide, or college-wide perspective:

    - Use of the George Brown College email account
    - Accessing Accessible Learning Services
    - Health and Safety in the learning environment
    - Information about relevant policies including: the Code of Non-Academic Student Behaviour; Academic Integrity; Assessment of Student Learning
    - Program Level Learning Outcomes

- Course section information details how the course outline is implemented with a specific group of students to ensure the course learning outcomes are taught and assessed including a topical outline that includes a detailed weekly schedule of activities that includes:

    - Key topics and related course outcomes
    - Planned content / activities (including planned assessments and their weighting)
    - Required and recommended learning resources

- College contact information for the professor (George Brown College email account) teaching the course section and their availability for out-of-class assistance.

3.0 Course Outline Retention and Archival Processes

3.1 George Brown college recommends that students retain their course outlines to support learning in the course and for future use in applications for transfer of credit to other educational institutions.

3.2 Course outline retention policy statements and procedures align with Ontario's Freedom of Information and Protection of Privacy Act (R.S.O. 1990 Chap. F.31) and adhere to George Brown College's Records Management Policy and Retention Schedule.

3.3 Beginning in September 2021, new and updated course outlines are retained in the college's course outline management system for a period of seven years from the date on which they were created [as per the College's Course Outline Policy, George Brown College course outlines must be prepared using the college-approved template and posted in an accessible format in accordance with Accessibility for Ontarians with Disabilities Act (AODA) requirements].

3.4 At the conclusion of that seven-year period each course outline is removed from the course outline management system and one representative outline for each course is archived.

3.5 Upon request, archived courses outlines can be retrieved and restored.

3.6 To retrieve archived course outlines that are more than seven years old, a request to the George Brown College archivist is made by the relevant administrator. [See Appendix #2 for course outline retrieval request form]

APPENDIX #1 - COURSE OUTLINE GENERAL PROCEDURE

	Action	**Responsibility**
1	Direct professors to design, revise and update courses (through consultation with other faculty members, advisory committees, accrediting agencies, potential employers and students) so that the curriculum is mapped to program learning outcomes and standards and aligned with all relevant college policies (institutional regulations), external legislative requirements**,** MCU Directives, the Collective Agreement, requirements of accrediting bodies, College Quality Assurance Audit Process requirements, and program and curriculum requiements.	Academic Administrator
2	Prepare course outlines and submit for approval to the Academic Administrator.	Professor
3	Review and approve course outlines within college-approved timelines.	Academic Administrator
4	Provide the approved course outline to students at the beginning of each course in the "Course Information" section of the Learning Management System and, if approved by the Academic Administrator, in hard copy form in class. Any substantive change to the course outline that is made after it has been provided to students must be approved by the relevant academic administrator.	Professor
5	Retain course outlines to support learning in the course and for future use in applications for transfer of credit to other educational institutions.	Students

APPENDIX #2: COURSE OUTLINE ARCHIVAL REQUEST FORM

Course Outline Archival Request Form

Name of Staff Member and Department: Who is requesting these records?

Contact information: Email and phone number of the person requesting the outlines.

Request to be sent to: Email of where to send outlines, if different from above.

General Description of outlines requested: e.g. "Course outlines from the 2019-2020 academic year (Fall/Winter) from the CENTRE FOR BUSINESS. Includes all first year courses."

Course Outline Codes: e.g. "MATH100, ACCT100, BUS100, MARK100 and BBUS100."

Covering Dates or Date of Outlines: e.g. "2019-2021" or "SPRING2022"

Additional Information in the Request: Describe here any relevant additional information, such as: "requesting specific outlines of which were submitted or developed by Professor XYZ in the above academic year."

CRN (if known):

Archive Accession Number (if known):

Date of Request: Today's Date

RELATED POLICIES

Academic Appeals Policy
Academic Promotion and Progression Policy
Accessible Learning Policy
Assessment of Student Learning Policy
Code of Non-Academic Student Behaviour
Office of the Registrar Policy
Prior Learning and Assessment Policy
Human Rights Discrimination and Harassment Policy
Employee Codes of Conduct: Academic, Administrative

RELATED MATERIALS

Academic Employees Collective Agreement (2017-2021)
Government of Ontario, Ministry of Colleges and Universities. Framework for Programs of Instructions, Minister's Binding Policy Directive (2003)
George Brown College Retention Schedule
Ontario Colleges of Applied Arts and Technologies Act, 2002 (OCAAT Act)
Minister's Binding Policy Directive - Framework for Programs of Instruction. 2003 (Rev.July 2009)
Ontario College Quality Assurance Service, Program Quality Assurance Process Audit: Orientation Manual, Jan. 2014
Post-secondary Choice and Excellence Act (2000)

NON-COMPLIANCE IMPLICATIONS

This policy, sanctioned by George Brown College, is an institutional regulation requiring compliance across the college. Failure to comply with this policy may result in disciplinary measures commensurate with the offence in accordance with relevant academic and administrative codes of conduct and collective bargaining agreements.