

Administrative Procedure 201 – Appendix 201-2

SAMPLE COURSE OUTLINE

COURSE OUTLINE

Semester __, Date ____

Title of Course

Instructor:
Room:
Telephone:
E-mail:

COURSE DESCRIPTION

Source this from the front matter of the Program of Studies

COURSE CURRICULUM OUTCOMES

Source this from General Outcomes in the Program of Studies

Upon completion of this course, participants will have/will be able to:

- 1.
- 2.
- 3.
- 4.

COURSE TOPICS/UNITS

DATES

- 1.
- 2.
- 3.
- 4.
- 5.

RESOURCES/TEXTS/SUPPLIES

FEES

PREREQUISITES

COURSE EVALUATION AND STUDENT ASSESSMENT:

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card.

Assessment of Learning (Summative Assessment) is the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card.

The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics.

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

- Detailed description of assessments linked to outcomes

The Final Mark/Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning.

- Grade Determination

Term Grade Determination: grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Final Grade Determination: grade will be based on the accumulation of term grade evidence and a final examination administered at the end of the course, based on an evaluation of all units of the course (where applicable). This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

The final mark/grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement.

Credit is granted and recorded for this course if the student's grade is 50% or higher.

PAT/DIP DATES (if applicable)

TEACHER EXPECTATIONS AND CLASSROOM CONDUCT

APPEALS PROCESS

Parent Signature (if applicable)

Date