The Michener Institute of Education at UHN

# Course Code: Course Title

## Course Information

**Instructor Name:**

**Email:** [Please use your michener.ca email address]

**Phone:** [Not required if you do not have an office]

**Office Location:** [Not required if you do not have an office]

**Office Hours:** [If not populated, please add “By appointment”]

**Course Website:** [Blackboard](https://michener.blackboard.com/)

**Total Credits:**

**Total Hours:**

**Number of Weeks:**

**Beginning Date:**

## Textbooks

[Textbook must include:

* Author, Title. Publisher. Copyright. Edition: ISBN: **Required/Recommended**.
* If no textbook, please enter “None required”]

## Learner Supplies

[Learner supplies must include:

* Name, Manufacturer, Quantity, **Required/Recommended**.
* If no supplies, please enter “None required”]

## Academic Policies

Please refer to Michener’s Academic Policies located at: <http://my.michener.ca/policies/index.php>.

Changes to course outlines are governed by The Michener Institute’s Course Management Policy located here:

<https://michener.ca/discover-michener/policies/course-management-policy/>

[The Academic Policies cover most of the guidelines (i.e., attendance, absence from assessment, etc.).

***Please note that the Michener Institute of Education at UHN may be required to modify content and/or mode of delivery and/or mode of assessment of any course in order to comply with guidelines or emergency orders from government officials in relation to the ongoing situation with the COVID-19 virus. All changes will be reviewed programmatically to ensure all competencies are covered and program requirements satisfied.***

## Course Description

[The description of the course should include:

* Objective of this course
* Topics covered in this course
* Format of this course (face-to-face, online, blended/hybrid, lecture, lecture and lab, simulation, etc.)]

## Core Abilities

1. Communicate clearly and effectively
2. Exhibit professional behaviour
3. Manage the use of time and other resources to complete tasks and attain goals
4. Solve problems using a variety of strategies
5. Take responsibility for one’s own actions
6. Work effectively in teams

## External Standards

[National Competency Profile (NCP) or National Competency Framework (NCF) items that are covered in this course. Format and level of detail should be as follows:

Title of NCF Section (e.g., Professionalism)
Competency Code (e.g., A2, B4.2, etc.) and detail (e.g., Comply with codes of conduct and Standards of practice)]

## Program Outcomes Covered in This Course

[Program Outcomes must be consistent throughout the entire program. Confirm these outcomes with the Program Chair if you are unsure of where to find them.]

1. One
2. Two
3. Three
4. Four
5. Five

## Pre/Corequisites

[Faculty can also include Corequisites. For first year courses, please write “Entry to Program”.]

## Course Competencies and Learning Objectives

[Course Competencies:

* There should generally be between 4-6 competencies for each course.
* Competencies describe what you want your learners to be able to do with what they know at the end of the learning experience
* Competencies begin with a single action verb and are measurable/observable
* Competencies should be written using the Bloom’s Taxonomy verbs (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)

Learning Objectives:

* Learning objectives number 2-10 per competency
* Learning objectives are what students need to know in order to perform this competency
* Learning objectives include supporting skills, concepts, procedures, processes and / or principles a learner needs to perform their competency
* Learning objectives begin with action verbs and are measurable/observable
* Learning objectives should be written using the Bloom’s Taxonomy verbs (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating) at a level that is no higher than the competency they are supporting

Please schedule an appointment with CLIS or refer to the “Michener Educator Resources and Supports” Blackboard site for more information on developing competencies and learning objectives.]

1. Course Competency 1

**Learning Objectives**

* 1. Learning Objective 1a
1. Course Competency 2

**Learning Objectives**

* 1. Learning Objective 2a
1. Course Competency 3

**Learning Objectives**

* 1. Learning Objective 3a
1. Course Competency 4

**Learning Objectives**

* 1. Learning Objective 4a
1. Course Competency 5

**Learning Objectives**

* 1. Learning Objective 5a
1. Course Competency 6

**Learning Objectives**

* 1. Learning Objective 6a

## Course Grading Information

[State the pass mark for the course. Note: Michener policy generally sets the pass rate for courses as 60% or Pass/Fail. If different pass criteria are required (e.g., a rate higher than 60%, a specific PAT must be passed, etc.), this must be supported by the Program Chair and articulated in the Course Outline.]

## Grading Scale

[Grading scale must include:

* The name of each assessment and the percentage assigned to it
* No single assessment should be more than 40%. Any PATs worth more than 40% need to obtain Chair approval.
* A mixture of at least two assessment types is required (practical assessment, MCQ quiz, Assignment, etc.)
* Assessment types must match the competency they are assessing. For example, a competency in which the student is being asked to “Apply” or “Demonstrate” will require an assessment of their application, not just their knowledge.]

| **%** | **PAT Title** | **Week Due** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

## Class Schedule

[Class schedule must include:

* Date/Session may also include the exact dates, if preferred
* List the course topic(s) covered in each week – both for lecture and lab
* List the assessments in bold in the PATs column
* Faculty are free to list homework assignments in this section
* Faculty may wish to add additional columns to split lecture/lab/tutorial topics]

| **Date/Session** | **Topic** | **PATs** |
| --- | --- | --- |
| Week 1 |  |  |
| Week 2 |  |  |
| Week 3 |  |  |
|  |  |  |
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|  |  |  |

Performance Assessment Tasks

PAT1: Title (Week #) \_%

## Directions

[PAT directions include:

* the format of the assessment
* what students are required to do
* submission requirements of the assessment (e.g., electronic submission on Blackboard)
* tools the student will need to complete the assessment (e.g., calculator)
* location of the assessment]

## Target Course Competencies

[List the competency that the assessment is testing; this comes from the Course Competencies above. The wording for this must be identical.]

1. Course Competency #

## Rating Scale

[A Rating Scale is a pre-established, fixed value used to differentiate among levels of performance. Rating Scales might be numeric, letter assignments or qualitative words/descriptors. Rating Scales are not required for MCQ assessments. The following is an example of a rating scale – please consult with CLIS if you would like to see other examples of scales for various assessment types.]

|  |  |
| --- | --- |
| **Value** | **Description** |
| **0** | Learner does not meet the requirement |
| **1** | Learner meets some of the requirement |
| **2** | Learner meets most of the requirement |
| **3** | Learner fully meets or exceeds requirement |

## Scoring Standard

[The Scoring Standard communicates the overall weight of the assessment, and in some cases, outlines if there is a minimum score that must be met to pass the course (regardless of the final mark in the course). For example: “This PAT is worth 25% of your final grade. While there is not a minimum grade required on this PAT to pass the course, a score less than 60% may indicate that your mastery of the content is not yet at a consistent enough level to ultimately be successful in the course. In this case, the course instructor will speak with you about strategies and resources that you can leverage to improve your understanding of the content.” In cases where there is a required PAT score to pass the course, this must be cleared with your Program Chair, in consultation with CLIS.]

## Scoring Guide

[Scoring Guides can be in the form of simple checklists, simple rubrics or complex rubrics. Scoring Guides are not required for MCQ assessments.]

|  |  |
| --- | --- |
| Criteria | Ratings |
|  | 0 1 2 3 |
|  | 0 1 2 3 |
|  | 0 1 2 3 |
|  | 0 1 2 3 |
|  | 0 1 2 3 |

[\*Each Performance Assessment Task must start on a new page]