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Introduction

Since the last revision to the Course Outline Manual in 2008, the Senate Subcommittee on Course Curriculum (SCC) responsible for course outline review has continued to clarify issues and add examples based largely on feedback and questions from faculty, support staff, and administrators. Our thanks go to the various curriculum committees and individuals who have shared their experiences in writing course outlines with us.

At Kwantlen, course outlines serve three key purposes:

1. They are the principal educational agreements between the institution and the students.
2. They lay out the course outcomes and content, thereby providing direction to and consistency among instructors.
3. They are explicit documents that provide other institutions with information on which to base transfer/articulation decisions.

Under the University Act (32.5(5)(c)), the Senate has authority over the curriculum development process at Kwantlen Polytechnic University. In discharging this authority, Senate has standardized the procedures and documents of the curriculum development process. It has also undertaken to review curriculum for adherence to institutional policies and standards. The actual course development, however, arises from the expertise of faculty members and takes place within disciplines and faculties. Departmental and Faculty curriculum committees direct curriculum development and ensure that the standards and goals appropriate to each area are met, and adhere to policy L.11 Program and Curriculum Development, effective February 2008.

This manual gives detailed instructions for completing the official Kwantlen course outline. Where possible it provides both the rationale for the information requested and examples of recently approved course outlines.

For detailed information on how to use the Lotus Notes database for course outlines, refer to the Course Outline Database Manual.

Dana Cserepes, Vice Chair, Senate
Takashi Sato, Vice Chair, Senate
Karen Metzger, University Secretariat
A Quick Checklist

Before submitting course outlines, you may find it useful to check the following:

Have you

☐ used the active voice in the *Calendar Description*?

☐ provided sufficient detail in the *Content* section?

☐ separated prerequisites by ‘and’ or ‘or’ and used parenthesis if required?

☐ listed prerequisites that apply to the course only, not to the program?

☐ used parallel forms for lists?

☐ specified the nature of participation under *Assessment Methods* when participation is worth a percentage of the final mark?

☐ used ‘latest edition’ rather than a specific year of publication under *Learning Resources*, unless you wish to specify a particular edition for the duration of the validity of the course outline?
Terminology and Usage

Kwantlen Terms Defined

Consistent use of terms reduces confusion. Some terms commonly confused include department and division and course outline and course presentation. Note the following definitions:

A **faculty** is a group of departments served by a dean and a curriculum committee.

*Examples:*

The Faculty of Business, the Faculty of Humanities

A **department** is a subset of a Faculty, offering courses in one or more areas of study.

*Examples:*

The English Department, Automotive Mechanics

A **program** is a set of courses (which may be drawn from several departments) that lead to a particular credential.

*Examples:*

Diploma in Criminology, Bachelor of Interior Design, Certificate in Public Safety Communications

A **course outline** is the official description of a course taught at Kwantlen. Each course must have an up-to-date, approved course outline on file with the Office of the Registrar.

**NOTE:** Course outlines are legally binding documents between students and the institution.

A **course presentation** or **syllabus** is written by an instructor and given to students at the beginning of a course. It contains information from the course outline and information specific to that particular section of the course. Typically it lists texts and materials, the precise evaluation scheme to be used, the instructor’s policy on late assignments, the tentative schedule of topics, the instructor’s office hours and office room number, and a reference to Kwantlen’s *Policy C.8 Plagiarism and Cheating.*

Co-op Work Term:

- fully-paid employment, average of 360 hours/term
- may be optional
- credits earned may be additional to diploma or degree credits
- supervised by employer/Co-op faculty
- for more information about Co-op education, please refer to www.kwantlen.ca/coop-ed

Work Experience or Practicum:

- not paid
- shorter duration than Co-op work term
- credits earned are included in total program credits
- supervised by employer/faculty
### User-friendly Language

To make a course outline easily readable by a wide audience, both internal and external to Kwantlen, and in an effort to eliminate barriers, follow these suggestions:

<table>
<thead>
<tr>
<th><strong>Suggestion:</strong></th>
<th><strong>Examples:</strong></th>
</tr>
</thead>
</table>
| Keep language gender inclusive. | Journeyperson, not journeyman  
Firefighter, not fireman |
| Use the plural form where possible, as this avoids the problem of gender-specific pronouns such as *he/she* and *his/her*. | Students will complete their projects according to given specifications. |
| Use Canadian spelling. | Refer to the *Canadian Dictionary of the English Language* (ITP Nelson). |
| Keep language simple, direct, and appropriate to the audience. Try to avoid using specialized words and jargon. Of course, area-specific terminology is appropriate for advanced-level courses. | Prospective fashion students are more likely to understand the statement *Students will draw the fashion figure* than the statement *Students will draw the croquis*. |
| Spell out acronyms the first time they are used, with the acronym in parentheses. | Prior Learning Assessment (PLA)  
The British Columbia Council on Admissions and Transfer (BCCAT) |
Inclusive Language

Ensure that the language does not read as racist or sexist. For anti-bias language, consult the following guides available in the Kwantlen library:

*Communicating Without Bias: Guidelines for Government*
Province of British Columbia, Victoria, 1992
Kwantlen Library call number
PN 203 B742 1992

*Talking About People: a Guide to Fair and Accurate Language*
by Rosalie Maggio
Kwantlen Library call number: P 301 M33 1997 (Richmond)

See also Chapter 14 (Elimination of Stereotyping in Written Communication), in
*The Canadian Style: A Guide to Writing and Editing.*
Kwantlen Library call number: PN 147 C36 1997 (Langley, Richmond, Surrey)

Style Issues

For capitalization, punctuation, and other writing and style mechanics, refer to any of the following:

*A Canadian Writer's Guide* by Jack Finnbogason and Al Valleau
(available in all Kwantlen libraries and bookstores).

*Canadian Dictionary of the English Language* by ITP Nelson.
(available in all Kwantlen libraries)

*Canadian Oxford Dictionary, by Katherine Barber, ed*
(available in all Kwantlen libraries)

*Editing Canadian English,* Douglas and McIntyre, Vancouver/Toronto.
(available in all Kwantlen libraries)

*The Canadian Style: A Guide to Writing and Editing* by Durdurn Press Limited
in co-operation with Public Works and Government Services Canada
Translation Bureau.
Deadlines

Course Outlines

All new and some revised course outlines must be approved by the Senate Subcommittee on Course Curriculum (SCC). (Refer to the Course Outline summary form to determine if revised outlines need Senate approval. See p. 9)

Approved, signed course outlines, both new and revised, must reach the Office of Enrolment and Registrar Services by these deadlines to allow for timetabling and preparation for registration:

For the Fall semester: first week in April
For the Spring semester: first week in Sept.
For the Summer semester: first week in Jan.

To set your departmental/divisional deadlines, consider the following steps and take into account the time required for each step of the process:

Step 1: Revision/development work starts. Determine how much time is required.
Step 2: Departmental curriculum committee review. Determine how much time is required.
Step 3: Divisional curriculum committee review. Determine how much time is required.
Step 4: Senate Subcommittee on Course Curriculum (SCC) review. Allow sufficient time for making any required revisions and for obtaining signatures.

Consult the SCC schedule on the Senate Web site:
http://www.kwantlen.ca/senate/committees/curriculum/scc.html

Calendar

Kwantlen’s electronic on-line Calendar is the official Calendar. Regardless of when a course outline is posted to the electronic calendar, the deadlines listed above apply.

Deadlines for the printed calendar are established between the Office of Enrolment and Registrar Services and Marketing and Communications and do not affect the above deadlines.
The Course Outline Development and Approval Process

Course development and revision is a multi-step process involving faculty, staff, administration, and Senate.

- New courses may be required as part of a new program or when faculty identify the need for a new course. Faculty may also identify the need to revise an existing course. For example, programs or departments with advisory or articulation committees may consult with these committees to identify expectations and content.

- An instructor (sometimes a team) is designated as course developer with the task of developing or revising a course. This course developer, in consultation with colleagues, designs a new course (or revises an existing one) consistent with program goals, and writes the course outline. The course developer may initiate informal articulation.
  
  **Note:** If transfer to other institutions is desired, informal discussions with these institutions should begin at this time.

- The department/departmental curriculum committee reviews the outline and ensures that it fits with departmental plans and Kwantlen standards. On approval, the outline is submitted to the divisional curriculum committee for approval.

- The course may be previewed by the member of the Secretariat responsible for SCC, who will provide feedback.

- The divisional curriculum committee reviews the outline and ensures that it fits with departmental plans and Kwantlen standards. On approval, all new outlines (and those revised outlines that require Senate approval) will be submitted to the Senate Subcommittee on Course Curriculum (SCC) for approval. (see Summary Form p. 9)
  
  **Note:** revised outlines that do not require Senate approval will be signed by the developer, the department chair, and the dean and will be submitted to the Publications/Articulation Coordinator in the Enrolment and Registrar Services for publication.

- The Dean’s Assistant (or designate) submits to the Secretariat a list of course outlines to be reviewed at the next SCC meeting.

- **Note the schedule here:**
  

- SCC reviews the course outline. The subcommittee may ask for revisions via the designated member of the Secretariat. If these are minor, the course developer may undertake them without departmental or divisional approval. (Course developers should be aware of departmental and divisional expectations in this regard.) Major revisions may require departmental or divisional approval.

- The **Dean’s Assistant** (or designate) ensures that any required revisions are made, and sets up procedures for the sign-off process, which on completion will result in the outline being published in the **Course Outline Library** by the Publications/Articulation Coordinator.
• When a course outline is published (new or revised), an automated message will be sent to the Dean’s assistant, and to a designated person in Counselling, who will forward the information to all Counselling offices, and to Linda Rogers for the Library. The designated member of the Secretariat will also be notified.

• The Dean’s assistant will print copies as required by the department/division for their use.

NOTE: For details on how to create and revise course outlines in the Lotus Notes course outline database, please refer to the Course Outline Database Manual: A Supplement to the Course Outline Manual.

Find the Course Outline Database Manual on the Senate Web site via the Senate standing Committee on Curriculum and then the Subcommittee on Course Curriculum, or use this url: http://www.kwantlen.ca/_shared/assets/databasemanual11538.pdf
## Course Outline Summary Form

The **Course Outline Summary Form** provides important information for the office of Enrolment and Registrar Services and for the SCC. It also serves as a permanent record of which areas of an outline have been revised.

<table>
<thead>
<tr>
<th>Acronym and Number: DEMO 5556</th>
<th>Descriptive Title: Demo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation date:</td>
<td>Banner Title:</td>
</tr>
</tbody>
</table>

- **New Course / Replacement Course**
- **Course number/acronym change**
- **Credit change**

- Does this course replace another course?
  - ☐ Yes  ☑ No
  - If "Yes", please specify:

- ☐ This course is being discontinued.
  - Effective date:
  - Brief rationale:

### Revisions

- **Option 1:** This course outline has undergone a complete review, and revisions were made to bring it up to date with respect to current practice in the discipline and follows the standards set in the Course Outline Manual. (Both implementation and review dates change)

- **Option 2:** This revision changes specific areas but does not constitute a review of the whole course outline. (Implementation date changes, but review does not)

- **Option 3:** This course outline has undergone a complete review, and no changes were made. (Both implementation and review dates change)
  - ☑ Option 1  ☐ Option 2  ☐ Option 3

### Transfer Credits

- ☐ This revision affects transfer credit status.
- ☐ Please send this new course outline for transfer credit.

### Other

- ☐ Q-status for B.A. degrees
  - please submit this course for approval as a quantitative course
- ☐ Approved for Q-Status

---

**NOTE:** This view of the Summary Form is for printing only. The ‘working’ Summary Form is within the course outline form itself. Refer to the *Course Outline Database Manual*. 

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Kwantlen Course Outline Manual  9
Working in the Course Outline Summary Form

New Courses
For new courses, check the appropriate boxes in the ‘working’ form, as well as the section dealing with transfer credits and internal consultations.

New courses may be any of the following:

1. A completely new course.
2. A reworking of a course in which revisions are so substantial that content and/or credits are affected.
3. A replacement course: course acronym or number has changed, but number of hours and core content have not changed. Replacement courses may reflect internal realignment with respect to level and as such represent a minor change.
4. A course whose credits have been changed is considered a new course and must be given a new course number, except in specific situations.

For more information, see Course Acronym and Number, p. 16.

Revised Courses
For revised courses, determine whether the revisions fall under the responsibility of the divisional curriculum committee or Senate or both, and fill out the form accordingly.

Discontinued Courses
The approval of the divisional curriculum committee is required before the Enrolment and Registrar Services officially discontinues a course. When a course is discontinued via the course outline database, the designated member of the Secretariat receives automated notification and records the information.

Quantitative Courses
If the course developer would like the course assessed as a ‘quantitative’ course for B.A. degree programs, please check the appropriate checkbox on the summary form. The SCC will ensure that the course outline is forwarded to the sub-committee responsible for assessing courses for ‘quantitative’ status (informally known as the B.A. Q-status sub-committee).

The B.A. Q-status sub-committee will inform SCC and the Manager of Records and Graduation at the Office of Enrolment and Registrar Services of its decision. The Secretariat will ensure that the electronic Calendar is updated.
Identical and Cross-listed Courses

Some departments and divisions have developed courses associated with more than one programmatic and/or disciplinary subject area that offer identical curriculum. To accommodate a wider audience of students following different educational pathways, such identical courses may be assigned two or more different acronyms. For example, the German course GERM 3300 German Culture Through Film is also identified as a cultural studies course CUST 3300 German Culture Through Film.

In such instances, students must be informed that they will not be able to earn credits for more than one of the identical courses. This information must be included in the course outline as a statement in the pre- and corequisite area, which will ensure that it appears in the registration guide and calendar. It should also be included on relevant course presentations developed by faculty. (See also p. 21)

Identical courses will be cross-listed for registration purposes. See below.

NOTE: Developers of identical courses must maintain all versions equally when reviewing and revising them (under all acronyms and numbers).

Cross-listing Courses

Cross-listing generally refers but is not necessarily exclusive to the following situations:

1) Students are registered in identical courses for which they may receive credit under only one course acronym (e.g. GERM 3300 or CUST 3300).

2) Students are registered in distinct, but related subject area courses of varying levels that have been amalgamated into a single learning environment equivalent to one course section. For example, process-focused courses such as FINA 1142 Introduction to Print Media and FINA 1242 Intermediate Print Media may be offered through a single integrated learning experience, but students may receive credit for only one course (level) at a time as appropriate to their experience and course registration.

Implementation Date for New and Revised Courses

Consult with the Secretariat and the Office of Enrolment and Registrar Services re implementation dates for new and revised courses. The consultation will usually involve discussion about the following issues:

- Impact on secondary school students
- Impact on continuing students
- Calendar information
- Articulation relationships
- Impact on other courses/programs

**Impact on other courses/programs**

If your course is required or recommended for another program, or serves as a course prerequisite, please determine if there will be any impact on these courses/programs.

It is essential that you inform those responsible for courses/programs affected by your course revision or other changes in a timely manner to allow them to make any necessary subsequent changes.
The Course Outline Form

Course outlines must be prepared in the Lotus Notes course outline database. If needed, refer to the Course Outline Database Manual: A Supplement to the Course Outline Manual.

The course outline form has three sections:

I. The **course information** section contains basic information about the course: the department or program name, course name and number, number of credits, descriptive title, calendar description, prerequisites and co-requisites, transfer status, and implementation and review dates. Under normal circumstances, this section should fit on one page.

II. The **description section** contains course objectives/outcomes and content, Essential Skills, learning activities, assessment methods, and methods for prior learning assessment (PLA). The length of this section varies according to the level of detail provided.

III. The **signatures section** contains the authorization signatures for each step of the development and approval process.

Create a **new** outline when

- developing a new course
- making substantive changes to an existing course
- changing the credits for an existing course
- changing the course acronym or number

Revise an existing outline when

- making minor changes to outcomes/objectives
- changing only the calendar description, prerequisites, or required texts
- making any other changes that do not affect course credits or articulation
- reviewing a course at the end of its regularly scheduled review cycle
Revisions

Course revisions are changes that do not affect articulation; **note that a new course outline is required if articulation is affected.** If a revision is pending and changes entry requirements for a program, it should be stated in the Calendar when it may affect student access. For example, a change in prerequisites or corequisites will affect student access.

All course revisions must go through departmental and Faculty council curriculum committees or through the Faculty council, whichever is delegated with the responsibility for curriculum. Certain types of revisions require Senate approval via the SCC. See *Course Outline Summary Form*, p. 9.

For course outline revisions that do not require approval by the SCC, please follow the deadlines on page 6. The Secretariat receives automated notification when such outlines are published to the Library, and records the information for the SCC.

Reviews

Course outlines must be fully reviewed on a 5-year schedule. **Partial** reviews can be done as required at any time, but do not change the date of the scheduled full review. Departments have the option of doing a full review at any time if deemed necessary.

If a new course is reviewed at its designated review date and no revisions are made, it will still be considered a revision as the implementation and review dates will change.

Substituting a Course

Substituting a course for an existing course in a program has no effect on course outlines; however, such changes to programs require approval by the Senate Standing Committee on Curriculum (SSCC) and Senate.
The course information page is comprised of the following topics. For more information on each topic, please see the following pages.

| 1.   | Department:                                      |
| 2.   | Course Acronym and Number:                      |
| 3.   | Former Acronym and Number:                      |
| 4.   | Credits:                                         |
| 5.   | Descriptive Title:                              |
| 6.   | Calendar Description:                           |
| 7.   | Required for the following credentials:         |
| 8.   | Prerequisites:                                   |
| 9.   | Corequisites:                                    |
| 10.  | Transferable: (Yrs 1 and 2): Refer to the BCCAT Transfer Guide  
      | Transferable: (Yrs 3 and 4 or other): Individual articulation agreements  
      | Not Transferable:                               |
| 11.  | Implementation Date:                            |
| 12.  | To be Reviewed Date:                            |
| 13.  | Discontinued Date:                              |
1. Department
Give the official name of the department responsible for the course.

Examples:
Automotive Mechanics, Electronics & Automation Engineering Technologies, English, Fine Arts, Music, etc.

2. Course Acronym and Number
Course acronyms and numbers are assigned by Enrolment and Registrar Services.

The acronym consists of the departmental designation (four letters); the number consists of four digits, the first of which indicates the year of studies in which the course is normally taken. The course developer should ask Enrolment and Registrar Services to designate a course number prior to submitting the course for approval.

Course numbers, once assigned, cannot be reused as they are part of the historical record. They can, however, be resurrected if a course is essentially the same as a previously discontinued course. A resurrected course would be dealt with as a revised course.

3. Former Acronym and Number
If a new course replaces an existing one, include the acronym and number of the course being replaced. Do this only if both courses (e.g. curriculum and outcomes) are considered fully equivalent in every way and if the assigned credits students may earn for the former and/or the new version of the course are considered the same. For example, students can only receive credit for one of the former course HIST 2327 History of Russia to 1917 and the new course HIST 3327 History of Russia to 1917. If the two courses are not equivalent, please leave this field blank.

Two courses are equivalent when students can satisfy the same requirements for a credential by taking either the former or the new course. If students take both a former and a new course, they will earn credits for only one of them. In essence, taking both a former and a new course is like taking the same course twice, and using the higher grade earned toward the GPA.

This is different from replacing a course in a program, where the intent is to change the curriculum.

Note: A course being replaced by an equivalent course must be formally discontinued.
4. Credits

Credits are determined by the teaching modes employed, the weekly hours of instruction, and the length of the course. In exceptional cases, credit may not be assigned. Credits are calculated automatically in the course outline database. Credit calculation in specific departments may not follow the standard format, e.g., Music, and Computer Aided Design and Drafting (C.A.D.D.) Technologies.

Enrolment and Registrar Services calculates credits according to the following:

1. University Studies and Career-Technical Programs, and Academic and Career Preparatory (ACP) Programs

   One semester credit hour is assigned for each:

   A. Classroom-Related Instruction (Lecture)
      - 1.33 hours of instruction per week over a semester (15 weeks) in a **lecture, seminar, tutorial, or workshop instructional mode** (20 hours = 1 credit; 60 hours = 3 credits)

   B. Simulated Learning Environment (Lab) and
   C. Individual Learning Environment (Lab)
      - 2.00 hours of instruction per week over a semester (15 weeks) in a **laboratory or studio/simulation instructional mode/individual learning**
        (30 hours = 1 credit; 90 hours = 3 credits)

   D. Practicum Supervision/Field Experience
      - 2.67 hours of instruction per week over a semester (15 weeks) in a **field experience, clinical or field placement, or practicum instructional mode**
        (40 hours = 1 credit; 120 hours = 3 credits)

   E. Reality Learning Environment
      - 1.66 hours of instruction per week over a semester (15 weeks) in a **field experience, clinical or field placement, or practicum instructional mode, or reality learning**
        (25 hours = 1 credit; 75 hours = 3 credits)

2. Vocational Programs

   For vocational/trades courses, credits A. **Classroom-Related Instruction (Lecture)** are calculated using the same formula as for B. **Simulated Learning Environment (Lab)** and C. **Individual Learning Environment (Lab)**.

3. Music Programs

   For some Music courses, credits will be calculated individually with the Office of Enrolment and Registrar Services.

See also Teaching Modes p. 40.
5. Descriptive Title

The descriptive title should indicate the topic of the course, clearly and succinctly. BANNER restricts it to 30 characters in length including spaces; additional characters will be truncated on student transcripts and on Moodle course sites, though the full title will appear in the Calendar. If a title exceeds 30 characters, developers may create their own shortened version and enter it in the Summary Form.

Examples:

- Full title:
  States, Markets, Globalization: International Political Economy

- Banner title:
  States, Markets, Globalization

- Full title:
  Upper Intermediate Mandarin: Reading And Writing I

- Banner title:
  MAND Reading & Writing I
6. Calendar Description

The calendar description states what students are expected to learn. It should allow prospective students to make informed decisions about whether the course meets their needs.

We have simplified and standardized the calendar description in order to allow it to be easily and quickly read by the following users: students, Admissions clerks, counsellors, and advisors.

The following principles apply:

- Give selected information about the outcomes, purpose, content, concepts, process, scope or focus of the course, in two to six lines of text.
- Be as concise as possible to achieve a consistent and practical format in the Calendar.
- Use complete sentences beginning with Students or the pronoun They, referring to students. Do not begin with “This course . . .”
- Use the active voice. (See Appendix A for a list of active verbs.)
- Be clear and avoid specialized words particularly for entry-level courses, as people reading calendar descriptions may know little about the subject.
- If the course replaces another, do not say so in this section.
- Information about how this course relates to other courses or programs should appear in the Calendar as part of the program description, not in the calendar description.

It may be appropriate to add a note below the Calendar description, such as:

**Note:** This is a seminar course.

or

**Note:** This course may be offered online. Consult the current timetable.

**Examples:**

**ANTH 1100 Social & Anthropology**
Students will study the interrelationships among culture, community and well-being. They will examine the diversity of human thought and behaviour in cross-cultural perspective. Students will focus on topics such as ethnography, gender, marriage and kinship, culture and adaptive strategies, social and political organization, religion and world view, and globalization.

**CRIM 3307 Issues in Conflict Resolution**
Students will learn and practice theories of conflict resolution such as negotiation, mediation, and advocacy. They will study emerging uses of conflict resolution in the criminal justice system and in other settings within
the community. They will learn conflict resolution skills through role-playing and group work.

IDSN 2331: Design Theories I
Students will study basic theories, principles, and processes involved in creating design solutions for interior spaces, with an emphasis on programming and linking to design project(s) in IDSN 2300 Studio III. They will explore, discuss, and debate interior design and built environment issues. Students will research 20th century theories and ideologies in relation to design fundamentals.

MWIN 1180: Level 1 Welding for Millwrights
Students will use a variety of welding processes, welding equipment and other metal working tools appropriate and necessary for the task of joining metals. They will learn and practise procedures, terminology and appropriate safety precautions, as applied to oxy-acetylene use and shielded metal arc welding processes.

PSYC 4800 Professional & Ethical Issues
Students will examine ethical codes/requirements and issues in applied research, and regulations governing the practice of psychology in Canada and the US and, more specifically, in British Columbia. They will also prepare for job searching by creating effective portfolios and resumes, and by developing effective job search techniques and interviewing styles.

7. Required for the following credentials
List the citations, certificates, diplomas, associate degrees, or degrees that explicitly require the course. List the credential the student would obtain upon program completion (not the program name). A list of credential names may be found in the General Information section of Kwantlen’s Calendar.

Example:

ECON 1101
Computer Information Systems Diploma and Certificate

8. Prerequisites
Prerequisites are course grades, test scores, or other criteria that indicate that a student has the knowledge and skills necessary to succeed in a course. Unless otherwise specified, a grade of “C” is assumed to be required for prerequisite courses.

NOTE: Be sure to distinguish between program prerequisites, which are required for entry into a program and should not appear in a course outline, and course prerequisites, which apply only to that specific course.

Students must present evidence of having satisfied course prerequisites. Web registration requires that prerequisites be objective, such as grades or scores on
standardized tests. Manual registration permits more flexible prerequisites, such as work experience.

- Where students must take a sequence of courses, list only the one immediately preceding the course. (If course A is a prerequisite for course B and course B for course C, list only course B as a prerequisite for course C.)
- If an entire semester or year of work is the prerequisite, list all the required courses if it is expected that telephone registration will enforce the prerequisite. In programs where prerequisites are checked manually, phrases such as *completion of all first-year courses* or *30 credits of 1000- and 2000-level courses* may be used.
- Multiple prerequisites must be linked by ‘and’ or ‘or’, with parentheses for clarity when necessary. Do not use colons, semi-colons, or commas.
- It is not necessary to use the phrase *permission of the instructor*, as faculty may sign waivers subject to Kwantlen and departmental policy.

**Examples:**

PHYS 1220 or (PHYS 1102 with a B)

(HORT 1171 or 1271) and [HORT 1201 or (HORT 1101 and 1207) or (HORT 1101 and 1217) or (HRTA 1200 and 1201)]

ECON 1150 and 1250 and (ACCT 2293 or [ACCT 1110 and 1210]) and (ACCT 1130 or [Math 1112 or higher])

**9. Corequisites**

Sometimes the skills and knowledge of one course are required in another, but the schedule of topics is such that the courses may be taken concurrently. In this case, specify a corequisite rather than a prerequisite. A corequisite is a course that must be taken before another course or concurrently with it.

If a pair of courses is so related that it must be taken concurrently, each course’s outline must cite the other course as a corequisite.

If two courses are identical, add this statement in the line below corequisites: “Students may earn credit for only one of (course A and course B) as they are identical.” (See also Cross-listing Courses, p. 11) This will ensure that the statement appears in the Calendar and the Registration Guide.

**10. Transfer Status**

Transfer status refers to a formal understanding between Kwantlen and another post-secondary institution, which allows Kwantlen credits to be applied toward a credential at the other institution. Articulation is the process by which transfer status is determined.
Kwantlen faculty consult informally with faculty at other institutions to ensure that the department or program can be reasonably certain the new or revised course will satisfy the receiving institution. When the course outline (new or revised) is approved, Enrolment and Registrar Services formally requests transfer status, so that transfer is assured.

The British Columbia Council on Admissions and Transfer (BCCAT) produces the Transfer Guide (on-line at www.bccat.bc.ca). All transferable courses are listed in this guide and linked to courses at other institutions for which credit is granted.

As of Fall 2008, please note the following articulation information for upper-level courses:

- Emily Carr University
  Will consider request to articulate Visual Art/Design studio, English or Art History upper-level courses.

- Vancouver Island University
  Will not consider request to articulate upper-level courses.

- Thompson Rivers University (TRU)
  Will consider request to articulate upper-level requests.

- Thompson Rivers University-Open Learning (TRU-OL)
  Will consider request to articulate upper-level requests.

- University of British Columbia (UBC)
  Will not consider request to articulate upper-level courses.

- University of British Columbia Okanagan (UBCO)
  Will not consider request to articulate upper-level courses.

- University of Northern BC (UNBC)
  Will consider request to articulate upper-level requests.

Indicate by filling in the appropriate checkbox whether or not the course is transferable.

Also fill out the Transfer Credit section of the Course Outline Summary Form as required.

11. Implementation Date
The implementation date indicates the date (month and year) on which the course outline will take effect. This date should take into account the time required for formal transfer arrangements to be completed. Revisions that affect student access should also comply with the deadline set for the printing of the Calendar. See Deadlines p. 6.
New courses and new programs:
New courses can be implemented at any time providing they do not change access to or completion of a program. They can be submitted for the timetable once they have been approved.

Course revisions:
The printed Calendar lists the courses that are approved at the time of printing.

Revisions submitted after the printed Calendar deadline will appear in the next update of the electronic on-line Calendar and in the printed Calendar for the following academic year. See Deadlines p. 6.

12. To be Reviewed Date
Courses must be reviewed every three to five years. Revised outlines must be submitted for approval at that time. Note: Reviews can be partial or complete. Only complete reviews change the review date. Senate may require an earlier review.

13. Discontinued Date
The approval of the divisional curriculum committee is required before the Enrolment and Registrar Services officially discontinues a course. When a course is discontinued via the course outline database, the designated member of the Secretariat receives automated notification and records the information.

Refer to the Course Outline Database Manual for information about how to discontinue a course in the database.
### The Course Description Page(s)

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| 22. | BIBLIOGRAPHY ATTACHED? (for suggested library acquisitions)  
Yes [ ] No [ ]  
Do library resources in this subject area need more development?  
Yes [ ] No [ ] |
14. Learning Objectives/Outcomes

According to current Ministry guidelines, Kwantlen’s degree programs are outcomes-based. Other programs and courses tend to be objectives-based. The course outline format is intended to permit both approaches.

Kwantlen has not identified a precise paradigm for specifying outcomes-based curriculum. In general, statements should describe “what students will be able to do outside of the classroom (in context) with what they have learned. The statement should be clear enough to be understood by the stakeholders and significant enough to drive the curriculum.” (Lewchuk, L., Stiehl, R. The Outcomes Primer. Corvallis, Portland: The Learning Organization, 2000.)

Learning objectives/outcomes identify the knowledge, attitudes, and skills that students will be asked to demonstrate in the course and that are necessary for student success in the course. Learning objectives/outcomes should be general, with further details given in the Content section.

Specify objectives/outcomes (typically between four and ten) in a bulleted list following the introductory phrase, A student who successfully completes the course will have reliably demonstrated the ability to:

When writing objectives/outcomes:

- State learning objectives/outcomes from the perspective of the learner.
- Begin each phrase in the list with a verb. Do not use the verb demonstrate except in specific circumstances, as this already appears in the introductory phrase. (See Appendix A for suggested verbs.)
- Separate objectives/outcomes according to the verb. (For example, the verbs to explain, write, and apply, are distinct actions involving different skills. List these objectives/outcomes individually.)
- Use parallel construction. (Keep the same voice and verb form.)
- Leave the end of each phrase free of punctuation.

Note: Exercise caution when writing outcomes using affective language; whenever possible, add observable cognitive descriptors of the outcomes to prevent possible appeals. See Policies B.7, L.6, and L.7.
Examples of Objectives/Outcomes:

CBSY 1105 INTRODUCTORY MICROCOMPUTER APPLICATIONS

A student who successfully completes the course will have reliably demonstrated the ability to:

- use microcomputer applications to solve business problems
- describe the features and functions of the hardware and software components of a computer system
- describe and use the Windows operating system
- use the Internet and e-mail
- describe the characteristics and uses of word processing software
- create, format, modify and print multi-page documents
- utilize desk top publishing features
- describe the characteristics and uses of presentation software
- develop and deliver a formatted computer presentation, displaying text, charts and other objects
- describe the characteristics and uses of spreadsheet software
- apply spreadsheet commands to build, format, maintain and print worksheets and charts

ANTH 1100 - Social and Cultural Anthropology

A student who successfully completes this course will have reliably demonstrated the ability to:

- Explain the concept of culture and its impact on human behavior
- Recognize and examine cross-cultural diversity
- Examine the interrelationships among culture, society, and the individual
- Apply the concepts of social and cultural anthropology to ethnographic case studies

CMNS 3100: Technical Report Writing

A student who successfully completes this course will have reliably demonstrated the ability to:

- Apply contemporary communication theory (sender/receiver/message/feedback) within multiple contexts
- Apply principles of rhetorical and critical analysis to developing messages for multiple contexts, audiences, and purposes
- Integrate concise and precise language with visual elements to design documents and presentations that affect audiences in a positive way
- Identify, extract, and summarize essential material (written and oral) from complex proposals and reports
- Apply and refine applied research and documentation skills (using APA conventions) to distinguish fact from opinion and to substantiate claims and hypotheses within proposals, reports, and presentations
• Develop, present, and respond to reasoned arguments, and identify common logical fallacies
• Apply theories and principles of audience analysis, anticipation, adaptation, and response to informative or persuasive presentations
• Develop proposals, reports, and presentations within a project management framework
• Apply ethical and cultural considerations to various communication challenges

15. Content (Themes, Issues, Concepts)
List the main themes, issues, topics, and concepts studied or applied. The level of detail here must be adequate to allow a new instructor to determine the depth to which each topic should be studied, indicating when necessary which subtopics should be included or excluded. How this is done will vary according to department practice.

Note: It is unwise to list the chapter titles of a recommended text as it may be too restrictive. Be careful not to base the content on specific texts or other materials unless each offering of the course MUST use these same texts or materials.

Example:

ENTR 3000 Advanced Professional Business Communications
Applied Communication theory
• context, message, audience and purpose analysis
• listening, interviewing and note-taking
• structured outlines and informal presentations
• document design, layout and graphics integration
• basic oral presentation techniques
• short correspondence (including electronic)
• grammar, syntax and punctuation

Communication strategies in project management
• basic group dynamics and meetings (face-to-face and electronic)
• team-building and interpersonal skills
• leadership and listening
• editing collaborative work
• persuasion: the proposal
• reporting strategies and conventions: the progress report
• credentials and qualifications: resume, cover document and interview
• final report design, development, and delivery

Research and analysis
• applied research skills and strategies
- rhetorical strategies (definition, process description, comparison/contrast, etc.)
- summary and synthesis
- deductive and inductive reasoning
- logical fallacies and argumentation
- audience response and management

Advanced oral presentation strategies
- audience and site preparation
- design and delivery of support materials (slides, handouts, etc.)
- question period preparation, management and follow up

Example:

CISY 1105: Microcomputer Hardware & Applications Development

Computer Hardware
- primary system components
- peripheral device control and secondary storage
- local area networks (LAN)
- multimedia

Computer Software
- system and application software
- windows operating systems
- local and remote file management

Internet Resources
- World Wide Web
- email

Word Processing
- document production
- desktop publishing
- multi-page reports

Spreadsheets
- multi-dimensional worksheet, template and chart development
- functions: arithmetic, financial, statistical, logical and date/time
- goal seeking
- data management
- macros

Database
- database concepts
- creating and maintaining database tables
- querying database tables
- designing and creating forms and reports

Integrating Applications
- data sharing using the clipboard
- object linking and embedding (OLE)
Example:

ENGL 1100 Writing, Reading and Thinking: An Introduction
- Planning, drafting, and revising academic arguments
- Developing and supporting ideas
- Reading and analyzing a variety of texts
- Discussing and presenting responses to readings
- Using evidence, details, facts, examples, and reasons to support general claims
- Applying principles of purpose, audience, and occasion in writing
- Examining tone, style, language, themes, point of view and rhetorical patterns, for example, in different kinds of written material
- Using editing skills to improve coherence, clarity, emphasis, and correctness
- Using appropriate MLA documentation

Example:

GBTR 1350 Practicum 3
Under the supervision of a Kwantlen instructor, students work with a practitioner planning and delivering programs to adult clients in a variety of recreation settings. The students function as team members. They will also participate in seminars and complete written assignments.

16. Essential Skills (E-Skills)

Essential skills (also known as essential abilities or abilities) are generic skills that students require to be successful, not only in the workplace, but also as students and citizens. The teaching of such skills is mandated in Kwantlen’s programs. Following are the principles from policy L.9 Essential Skills:

“Principles

1. Each program must ensure students have opportunities to learn and demonstrate essential skills at a level appropriate for that program.

2. Every student who receives a degree, diploma, certificate, or citation from a Kwantlen program will have been given opportunities to learn and demonstrate essential skills at a level appropriate for that program.”

Kwantlen’s list of essential skills may be found in Appendix B. For more in-depth information about the skills, go to https://plaza.kwantlen.ca/sites/edcouncil.nsf/pages/Eskillshome

Identify those essential skills that are expected of students in the course. (Note that if an essential skill was listed as a learning objective/outcome, list it again in this section.)
List only those essential skills that students will employ. Along with each skill, indicate using bullets the activities in which it will be used. The generic essential skills should appear in bold face and the activities in regular face.

Please use the progressive participle (the -ing form of the verb).

All twelve essential skills appear in each course outline; however, if any do not apply to the course, indicate that by ‘n/a’.

In programs, the essential skills should reflect the rising level of skills commensurate with the level of studies.

**Options:**
A department or discipline may wish to consider developing a comprehensive set of essential skills that apply to each level of a program or across a level within a discipline. For example, all first-year history courses may have a common set of essential skills, which would be included in each course outline as part of the electronic file.

**Example:**

**PSCM 1400 Emergency Planning**

**Creative thinking and problem solving skills**
- Thinking critically and making appropriate decisions in the event of person-induced or natural disaster situations

**Oral skills**
- Delivering an effective presentation about emergency planning

**Interpersonal skills**
- Demonstrating flexibility in planning for and responding to emergency situations

**Teamwork and leadership skills**
- Participating as a member of an emergency communications team

**Personal management and entrepreneurial skills**
- Planning and implementing a personal emergency preparedness matrix

**Writing skills**
- Creating a clear and concise written hazard assessment for a given site

**Reading skills**
- Researching reports on federal, provincial, and municipal emergency plans

**Visual Literacy**
- Identifying specific disaster response routes for a given area using a jurisdictional map and/or gridding system

**Mathematical skills**
- Calculating provisions required for person/vehicle emergency kits

**Intercultural skills**
- Communicating effectively with a diverse public to implement emergency plans

**Technological skills**
- Accessing the Internet to research emergency preparedness sites
Citizenship and global perspective

- Examining the impact of natural and person–induced disasters on a global level

**Example:**

CMNS 1217 Writing for the Specialized Workplace 2

Creative thinking and problem solving skills

- Recognizing and responding to various interaction styles
- Developing an informed critique of existing scholarly material

Oral skills

- Expressing ideas and opinions in a manner that maximizes potential for acceptance and influence

Interpersonal skills

- Constructing appropriate responses to the social communication styles of others from varying backgrounds

Teamwork and leadership skills

- Determining and implementing an effective group dynamic

Personal management and entrepreneurial skills

- Communicating well in a variety of social and professional environments and collectives

Writing skills

- Developing a succinct argument which takes the reader from thesis to conclusion by providing comprehensive evidence made relevant through critical analysis

Reading skills

- Reviewing, understanding and summarizing complex, university-level readings

Visual Literacy

- n/a

Mathematical skills

- n/a

Intercultural skills

- Recognizing and responding to culturally-specific modes of communication and interaction
- Distinguishing the cultural distinctions that frame social interaction on interpersonal and inter-group levels

Technological skills

- Using the Internet to search for and identify knowledge and sources that meet appropriate standards of scholarly rigor

Citizenship and global perspective

- Distinguishing the cultural distinctions which frame social interaction on both an interpersonal and inter-group level
- Developing an understanding of macro global influences as they impact on micro social interactions
Example:

POLI 2121 – Charter Politics in Canada

Technological Skills:
- Using the Website of the Supreme Court of Canada to gain access to the written case decisions

Citizenship and Global Perspective
- Developing personal positions on the rights of Canadians and the place of the Charter in Canadian society as well as the place of the Canadian experience in the broader global community

17. Learning Activities

Describe, in a bulleted list, the major activities through which students meet course objectives/outcomes.

Example (Lecture-type):
- Attending lectures and taking notes
- Watching audio-visual materials
- Participating in open class discussions
- Analyzing and discussing reading materials, cases, and issues in open class and smaller groups
- Analyzing, discussing, and solving problems in open class and smaller groups
- Reflecting on issues through discussions or writing assignments
- Working collectively on a presentation

Example (Seminar-type):
- Participating in and leading seminar discussions
- Presenting information and arguments in the seminar
- Conducting library and online research
- Critically analyzing and discussing reading materials
- Giving a research-based oral presentation, either individually or in a group
- Researching and writing a term paper or completing a research-based project
- Critically analyzing scholarly materials

Example (Practicum):
- Working with a local design/manufacturing company (not retail) in the apparel sector.
- Transferring learned knowledge and skills to the workplace
- Experiencing industry practices and establishing industry contacts
- Practicing team skills, professional work attitudes and habits
- Writing journal entries
18. Assessment Methods

Refer to Policies B.4 Final Examinations and Grade Reporting for Semester-Based Courses and C.20 Student Evaluation and Grading.

Assessment must be directly related to the learning objectives/outcomes, content, and the essential skills of the course. Assessment methods include projects, essays, labs, shop work, seminar presentations, workbooks, portfolios, tests, critiques, and examinations.

Assessments must be fair, consistent, appropriate, and reasonable. Assessments are appropriate and reasonable if there is a clear relationship between the achievement of learning objectives/outcomes and the evaluation.

To ensure flexibility (for example, when several instructors teach the same course), begin this assessment section with the phrase ‘Assessment plans will comply with Kwantlen policy and resemble the following.’

Indicate the grading system: N (Letter Grades), MAS/NCG (Mastery or No Credit Granted), or EXP/NCG (Experience or No credit granted).

1. The **Letter Grade** system (N):
   - Normally, no single assessment may exceed 30% of the final grade without the specific approval of Senate.
   - A typical 3-credit semester-based course must have at least four separate assessments. (One way to achieve this is to have more than one assessment for a piece of work. A proposal, draft report, final report, and class presentation may form separate assessments of a project.) Policy C.20 provides for alternatives to the above under appropriate circumstances, e.g., a 4th-year thesis course.
   - For shorter 1- or 2-credit courses, it may be appropriate to seek an exemption from Policy B.4 by submitting a rationale along with the course outline to SCC.
   - Express the weighting of each component as a percentage.
   - State whether there is a final exam. *See important information about Final Exams next page.*

2. The **Mastery (MAS/NCG)** system
   - Applies where students must demonstrate complete mastery of all knowledge and/or performance requirements.
   - Credits earned in this way do not contribute towards the student’s grade point average (GPA).
3. The Experience (EXP/NCG) system
   - Applies where there is no evaluation beyond the student’s participation in the course.
   - Credits earned in this way do not contribute towards the student’s grade point average (GPA).

**Examples:**

**(Letter Grade)**
- Tests (2-5) 40%
- Workbook/reference 15%
- Seminar presentation 20%
- Research project 25%

**(MAS/NCG)**
A keyboarding speed of 25 words per minute, with five or fewer errors on straight–copy alphanumeric material.

**(MAS/NCG)**
1. **Professional Practice Evaluation:** Upon completion of the final professional practice checklist, the student must achieve a rating of Meets Basic Practice Requirements or better on all items.
2. **Written Assignments:** Written assignments must receive a minimum of 80%
3. **Develop Practitioner Portfolio:** Upon completion of the Portfolio Rubric, the student must achieve a rating of BASIC on all criteria.

**Final Exams**

**Note:** Final exams for semester-based courses must be held during the scheduled exam weeks, in accordance with Policy B. 4 Final Examinations and Grade Reporting for Semester-Based Courses and Policy C. 20. Student Evaluation and Grading.

Also note (from Policy B.4):

“1.d. With or without a final exam, the sum of all assignments, tests or examinations cannot be worth more than 10% of the final grade, if administered in class during the last two (2) weeks prior to the formal final examination period for a semester or the last one (1) week prior to the formal final examination period for a session.”

**Late Submissions, Attendance, Participation**

Some departments or divisions make policies concerning the late submission of assignments, attendance, and participation. These policies may relate to individual courses or be common to a range of courses. In the absence of such policy, individual instructors may apply their own standards, within any constraints developed by the department or division. In all cases, course presentations must specify the policies.
Specifying policies on course outlines ensures consistency across all sections of a course. If a policy applies to all courses, state that policy in the course outline and also the fact that it is a departmental or divisional policy.

**Late Submission of Assignments**

It is reasonable for departments and instructors to specify penalties for student work that is submitted late. Such penalties play a part in promoting the *Personal Management* essential skill. They may also be necessary for the instructor to work effectively, to ensure that assessment is carried out fairly, and to maintain the learning flow.

In the interests of consistency, departments are encouraged to adopt guidelines and publish them in course outlines. The penalties for late submission should reflect the degree of importance the department attaches to this matter. Students may not earn grades simply by meeting deadlines.

**Attendance and Participation**

Attendance and participation may form components of an assessment plan, if the course outline specifies essential skills such as interpersonal skills, teamwork and leadership skills, and personal management and entrepreneurial skills, or if there is a compelling reason based on the instructional process.

Students may not earn marks towards letter grades simply by attending class; they may, however, lose marks for failing to attend.

If a participation grade is included as a separate entry in the course outline, the nature of the participation must be specified. Participation is not to be used as means of measuring attendance.
19. Methods of Prior Learning Assessment (PLA)

Refer to Policy B.14 Credit for Prior Learning.

Prior Learning Assessment permits students who may have met course outcomes/objectives outside of the classroom (or in a course that does not transfer to Kwantlen) to be assessed and awarded credits for courses within a Kwantlen program. As with classroom assessment, the methods used for Prior Learning Assessment (PLA) must be appropriate to the objectives or outcomes of the course. A student need not, however, undergo four separate evaluations, as is the case with regular courses.

The assessment methods must be appropriate to the subject or skill area, targeted to the learning objectives/outcomes, and must reflect the level of achievement expected of a student in the regular course. They should focus on the essential learning outcomes/objectives of the course, recognizing that students have varied backgrounds and experience.

Note: If a course is not suitable for PLA, this section must clearly explain the rationale for its ineligibility.

Examples:

(Degree program practicum) PLA is not available due to the need for close supervision of the student in order to ensure the integration of the degree curriculum into the practicum placement. The practicum also involves high levels of interaction among the faculty member, the student, and the workplace supervisor.

(ACP course) PLA is not appropriate because students enter the course through skill-based assessment, and because such courses based on student need are not required courses.

Specify one or more of the following methods:

Challenge exam: A test or exam (written or oral) designed to validate the candidate’s knowledge as it relates to course requirements. A challenge exam may be a test or exam given to students who formally attend the course. It is limited to questions directly related to essential learning objectives/outcomes of the course, not to information that would be available only by regular attendance in the classroom.

Standardized test: Similar to a Challenge Exam. However, someone other than the assessor usually develops this test or exam. It is focused around widely recognized standards (as set by a department or professional/sectoral organization) that are equivalent to the course objectives.

Products/portfolio: Documents or objects that have been produced by the candidate demonstrating tangible proof of accomplishment. These may include, but are not limited to, reports, computer printouts, videos, illustrations, prototype models, or an artist’s portfolio. Students may be asked to
demonstrate abilities or answer questions about the portfolio. See Demonstration and Interview.

**Demonstration:** Simulation or presentation of the candidate’s abilities, which may be live, recorded, or videotaped. The demonstration may include, but is not limited to, such activities as presenting a speech, role-playing a situation, creating a document on a computer, giving a musical performance, performing a lab experiment, interviewing a client, operating a piece of equipment, or completing a procedure.

**Interview:** Oral questions. A PLA interview is focused around course objectives and may include techniques such as open-ended questions, case studies, and prepared analyses. It is used to clarify areas of learning, and may be used in parallel with other methods, as a sole method of assessment, and/or as a means to ensure authenticity of products.

**Worksite assessment:** Simulation or presentation of the candidate’s abilities at the worksite. The candidate is observed performing tasks as a part of a normal work routine, or as specifically assigned, at the worksite. Assessment is normally made by a faculty assessor, but may also be made by an external assessor, such as a work supervisor or field expert. A self-assessment and/or interview with a faculty assessor may follow up worksite assessment performed by an external assessor.

**Self-assessment:** Assessment performed by the candidate, usually with the aid of an established form or questionnaire. Normally requires a parallel assessment by a field expert and/or faculty assessor.

**External evaluation:** Assessment provided by an expert other than Kwantlen faculty. It may include, but is not limited to, performance evaluation, letters of validation, or worksite assessments, and may require follow-up by faculty.

**Note:** Your department may require an additional statement that proposes an alternate method or choice of assessment.

Details of the exact requirements and assessment criteria are kept by the departmental PLA advisor and shared with the candidate when application for PLA is made. Such detail is not required in the course outline.
Example:

IDSN 2300 Studio III

Methods for Prior Learning Assessment:
The following PLA methods will be used:
- [ ] Challenge exam
- [ ] Standardized test
- [✓] Product Portfolio
- [✓] Demonstration
- [✓] Interview
- [ ] Worksite assessment
- [✓] Self assessment
- [ ] External evaluation

Interview in conjunction with portfolio

MFAB 1141 Basic Metal Fabrication

Methods for Prior Learning Assessment:
The following PLA methods will be used:
- [ ] Challenge exam
- [ ] Standardized test
- [✓] Product Portfolio
- [✓] Demonstration
- [✓] Interview
- [ ] Worksite assessment
- [ ] Self assessment
- [ ] External evaluation

PLA is not appropriate as this is an entry-level trades course.
20. Teaching Modes

20. Teaching Modes Descriptions *

<table>
<thead>
<tr>
<th>A. Classroom Related Instruction</th>
<th>Weekly Contact Hours per 3 credits</th>
<th>Credit per Weekly Contact Hour**</th>
<th>UT/CT instructional descriptors</th>
<th>Weekly Contact Hours per 1 credit **</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this mode faculty members work directly and continuously as instructors or facilitator with groups of students (e.g., lecture, seminar and tutorial).</td>
<td>4</td>
<td>.75 credit</td>
<td>Lecture, seminar, tutorial, workshop, or simulation instructional mode</td>
<td>1.33 Hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Simulated Learning Environment</th>
<th>Weekly Contact Hours per 3 credits</th>
<th>Credit per Weekly Contact Hour**</th>
<th>UT/CT instructional descriptors</th>
<th>Weekly Contact Hours per 1 credit **</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this mode, faculty members work directly with students in a simulated environment (e.g., labs, shops and studios) to facilitate accomplishment of program-defined goals related to proficiency development in problem solving and/or manipulating objects and materials.</td>
<td>6</td>
<td>.5 credit</td>
<td>Laboratory or studio instructional mode</td>
<td>2.00 Hrs</td>
</tr>
<tr>
<td>Although similar projects are usually assigned for all students to work on at the same time, the instructor normally provides direction and feedback to students on a one-to-one basis.</td>
<td>6</td>
<td>.5 credit</td>
<td>Laboratory or studio instructional mode</td>
<td>2.00 Hrs</td>
</tr>
<tr>
<td>In this mode the primary focus of faculty work beyond the contact hours is on preparation for the simulated learning environment, and liaison with other instructors and/or staff.</td>
<td>6</td>
<td>.5 credit</td>
<td>Laboratory or studio instructional mode</td>
<td>2.00 Hrs</td>
</tr>
</tbody>
</table>
### C. Individual Learning Environment

In this mode faculty members plan and monitor each student’s program within the class, teach mainly on an individual basis, and provide guidance and program adjustments as necessary. Learning is individually-paced.

In this mode the primary focus of faculty beyond the contact hours is on preparation of independent learning materials, assessment, monitoring of student progress, and internal and external liaison.

<table>
<thead>
<tr>
<th>Faculty Work</th>
<th>Contact Hours</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individually-paced instruction</td>
<td>6</td>
<td>.5 credit</td>
</tr>
<tr>
<td>2.00 Hrs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### D. Practicum Supervision/Field Experience

In this mode, faculty members are involved with the student and workplace supervisor in on-the-job training. The primary role of the instructor is to communicate with the student and the supervisor regarding the standard of performance for work competency and to assist in assessment.

In this mode the primary focus of faculty beyond the contact hours is on planning and implementation, external liaison and student assessment.

<table>
<thead>
<tr>
<th>Faculty Work</th>
<th>Contact Hours</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field experience, clinical or field placement, or practicum instructional mode</td>
<td>8</td>
<td>.37 credit</td>
</tr>
<tr>
<td>2.67 Hrs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E. Reality Learning Environment

In this mode faculty members work directly with students in an actual work setting to facilitate application of classroom-related and lab-related instruction leading toward development of problem-solving skills in a real life context. Student performance in work setting is directly supervised by the instructor.

In this mode the primary focus of faculty work beyond the contact hours is preparation for reality learning situation, assessment of students’ ability to apply knowledge/skills, and internal and external liaison.

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* As per Collective Agreement
** Based on 15-week semester
21. Learning Resources

Specifying learning resources and/or a bibliography assists in establishing the scope and level of the course, particularly when articulating the course with other institutions. List both required and recommended learning resources. List resources to be purchased by the student and those provided by Kwantlen. Guard against excessive costs for students. If not all the materials are required, make it clear that students can choose among resources.

When listing resources:

- Use the phrase selected from to indicate a choice.
- Use the phrase or equivalent so that textbook changes, for example, do not require a course revision and to allow instructors to use different materials, subject to departmental policy.
- Indicate latest edition in place of a specific edition when referring to published work.
- Use the bibliographic format preferred by your department (e.g. APA, MLA, Chicago).

**Example:**

This text or the equivalent is required:


**Example:**

This text or equivalent:


**Other important considerations for this section:**

- If a calculator is required, say so, and indicate the type.
- If a student must use a home computer, specify the computer configuration and software requirements.
22. Bibliography Attached

Bibliographies serve several purposes:

- allow the library to assess the need for resources,
- provide additional information to facilitate articulation, and
- indicate useful material to instructors and students

If the course content is contained in texts and other materials bought by or supplied to students, a bibliography is unnecessary. However, where students are expected to read materials available through the Kwantlen Library, a bibliography should be supplied. Developers of innovative or multi-disciplinary courses (as in Liberal Education and upper-level courses in degree programs) are strongly advised to provide bibliographies to indicate the scope of the course and to facilitate articulation.

Indicate in the appropriate check box whether or not a bibliography is attached. If yes, attach it in the text field after the signature fields.

Also indicate in the appropriate checkbox whether Library resources for the area of study need more development. This information is useful for the Library in planning for acquisitions.

You may indicate that library resources need further development without attaching a bibliography. It is the responsibility of the department to inform the Library when required resources are identified.
The Signature Page

The sign-off process in the Lotus Notes course outline database is electronic.

At the time of printing, the signature portion is being revised to allow several names to be listed as course developers, department chairs, and deans, with one field for the actual signature. If more than one person signs, it will be listed under Document History.

Also at the time of printing, all signatures must be done through Lotus Notes, not Webmail. The Web-interface will be developed as the next phase of the Lotus Notes system.
Appendix A: Bloom's Taxonomy *

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Skills Demonstrated</th>
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</table>
| **Knowledge** | • observation and recall of information  
• knowledge of dates, events, places  
• knowledge of major ideas  
• mastery of subject matter |
| **Question Cues:** | • list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc |
| **Comprehension** | • understanding information  
• grasp meaning  
• translate knowledge into new context  
• interpret facts, compare, contrast  
• order, group, infer causes  
• predict consequences |
| **Question Cues:** | • summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend |
| **Application** | • use information  
• use methods, concepts, theories in new situations  
• solve problems using required skills or knowledge |
| **Questions Cues:** | • apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover |
| **Analysis** | • seeing patterns  
• organization of parts  
• recognition of hidden meanings  
• identification of components |
| **Question Cues:** | • analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer |
| Synthesis          | • use old ideas to create new ones  
|                   | • generalize from given facts  
|                   | • relate knowledge from several areas  
|                   | • predict, draw conclusions  
| Question Cues:    | • combine, integrate, modify, rearrange, substitute, plan,  
|                   | create, design, invent, what if?, compose, formulate,  
|                   | prepare, generalize, rewrite  
| Evaluation        | • compare and discriminate between ideas  
|                   | • assess value of theories, presentations  
|                   | • make choices based on reasoned argument  
|                   | • verify value of evidence  
|                   | • recognize subjectivity  
| Question Cues     | • assess, decide, rank, grade, test, measure, recommend,  
|                   | convince, select, judge, explain, discriminate, support,  
|                   | conclude, compare, summarize  

### Verbs for Bloom's Taxonomy

#### COGNITIVE

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<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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### PSYCHOMOTOR

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### AFFECTIVE

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<th>Characterization</th>
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Appendix B: Essential Skills

Creative Thinking and Problem-solving Skills

Oral Skills

Interpersonal Skills

Teamwork and Leadership Skills

Personal Management and Entrepreneurial Skills

Writing Skills

Reading and Information Skills

Visual Literacy

Mathematical Skills

Intercultural Skills

Technological Skills

Citizenship and Global Perspective
Essential Skills: Foundation and Advancement Competencies

Creative Thinking and Problem Solving Skills
Recognizes problems and generates new ideas; devises and implements plan of action.

Foundation Competencies
- observe and record data accurately
- define and articulate the problem
- identify information gaps
- identify constraints and limitations
- create, test, modify solutions as necessary for implementation

Advancement Competencies
- make generalizations (transfer knowledge and training to new situations)
- document a systematic decision-making process using appropriate methods and comparison
- facilitate the creative problem-solving process using a variety of techniques such as brainstorming, analogy, probing, attitude, analysis
- identify the impact of solutions on resources (personnel, financial, time, etc.)
- critically evaluate information for accuracy, relevance, and importance
- think critically and act logically to evaluate situations

Oral Skills
Receives, attends to, interprets, and responds to verbal/non-verbal messages and other cues. Organizes ideas and communicates orally.

Foundation Competencies
- ask questions to find meaning
- use active listening techniques
- summarize conversations briefly and accurately
- give oral instructions one-on-one
- use the telephone for a variety of reasons to exchange information in a courteous and efficient manner
- participate in meetings (business and small groups)
- explain one’s job to people at all levels of the organization
- interview and be interviewed for information
- present a reasoned argument clearly and tactfully on an issue
- distinguish between non-verbal and verbal messages

Advancement Competencies
- participate in a teleconference
- organize and conduct meetings
- converse in a professional manner in a variety of situations, including work-related situations
- present a formal speech to general audience
- make impromptu presentations
- deliver an effective oral presentation to inform or instruct or persuade
- use strategies to encourage conversation and discussion
- communicate effectively using voice mail
- communicate orally in another language besides English
**Interpersonal Skills**
Works with others effectively.

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<td>• work within the culture of the company/community (including appearance, hygiene)</td>
<td>• resolve conflicts with others</td>
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<td>• develop rapport with people</td>
<td>• constructively challenge assumptions and traditions</td>
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<tr>
<td>• give appropriate feedback</td>
<td>• recognize and manage stress in oneself and others</td>
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<td>• respond effectively using common sense and knowledge</td>
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<td>• contribute to a climate where work is mutually beneficial</td>
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<td>• demonstrate a flexible and open-minded attitude towards change</td>
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**Teamwork and Leadership Skills**
Participates as member of a team. Contributes to the group effort and success.

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<thead>
<tr>
<th>Foundation Competencies</th>
<th>Advancement Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• participate actively and productively on the team</td>
<td>• use conflict creatively (e.g. devise “win/win” situations)</td>
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<tr>
<td>• establish co-operative working relationships with others in the group</td>
<td>• coaches team members and others</td>
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<td>• solicit and respond to constructive feedback</td>
<td>• provide leadership to the team when appropriate</td>
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<tr>
<td>• establish goals and priorities</td>
<td>• establish a motivational climate</td>
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<tr>
<td>• prepare and follow schedules</td>
<td>• build consensus</td>
</tr>
<tr>
<td>• resolve conflicts among team members</td>
<td>• positively reinforce the contributions of others</td>
</tr>
<tr>
<td></td>
<td>• evaluate personal and organizational characteristics, skills and strategies that facilitate accomplishment of mutual goals</td>
</tr>
</tbody>
</table>
Personal Management and Entrepreneurial Skills
Displays adaptability, sociability, and resource management as well as personal ethics.

**Foundation Competencies**
- take responsibility for his or her own actions and decisions
- demonstrate honesty, integrity and personal ethics
- to set goals and priorities in work and personal life
- plan and manage time, money and other resources to achieve goals

**Advancement Competencies**
- able to promote and market his or her talents and skills
- adapt to new situations and demands by applying and/or updating her or his knowledge and skills
- set high performance standards
- work to satisfy expectations of others (clientele)
- demonstrates initiative, motivation, energy and persistence to get the job done
- ability to handle stress

Writing Skills
Communicates written thoughts, ideas and information in appropriate documents.

**Foundation Competencies**
- produce written work which is clear, accurate, and concise
- be able to write for your audience which may include individuals with different levels of English proficiency, customers, co-workers, supervisors.
- revise and proofread own work
- produce professional documents using writing conventions appropriate to the audience, including a work-related audience
- keyboard (i.e. type)

**Advancement Competencies**
- use headings, lists and layout techniques to provide access to information more quickly for readers
- create and produce a variety of different documents including memos, short reports, letters, and other industry-specific documents

Reading and Information Skills
Locates, understands and interprets written information in a variety of formats.

**Foundation Competencies**
- read to locate specific information
- use standard reference material (dictionaries, catalogues, operating manuals)
- read quickly for main ideas only
- recognize and define technical terms common to the career area related to the course or program
- summarize written material

**Advancement Competencies**
- comprehend and interpret detailed business, scientific and/or technical information from text
- search for information in the professional literature (print libraries, electronic data bases, company records, CD-Rom and Internet tools, etc.)
**Visual Literacy**
Organizes and processes symbols, pictures, graphs, objects and other information.

**Foundation Competencies**
- interpret common graphics (graphs, charts, tables)
- select the most effective graphic for a given situation
- develop a critical awareness of visual messages (e.g. TV ads, billboards, corporate sponsorship, videos, brochures and pamphlets)

**Advancement Competencies**
- design posters or other display information for in-house or public information
- create multimedia presentations

**Mathematical Skills**
Performs basic computations. Approaches practical problems by choosing appropriately from a variety of mathematical techniques.

**Foundation Competencies**
- recognize situations that require mathematics
- estimate probable answers
- decide on the degree of accuracy required for answers
- perform basic computations with rational numbers
- express answers clearly
- use calculators or appropriate technological tools to perform mathematical calculations accurately

**Advancement Competencies**
- assess potential mathematical strategies for suitability and effectiveness
- apply a variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions
- transfer the use of mathematical strategies from one situation to another

**Intercultural Skills**
Works well with people from diverse backgrounds. Respects individual differences.

**Foundation Competencies**
- recognize and respect diversity and individual differences
- recognize workplace and community customs currently in practice
- understand the intercultural milieu of the larger community

**Advancement Competencies**
- work within the intercultural milieu of the larger community
- respond in a sensitive manner to different cultural practices and attitudes as they relate to workplace communication in a multicultural environment
- recognize how non-verbal cues vary among cultures
Technological Skills
Works with a variety of technologies.

Foundation Competencies
- develop a basic working knowledge of computers and computer operating systems
- select and apply appropriate task related technology such as word processing software, graphics, spreadsheets, etc.
- use industry-specific computer-generated documents
- apply various technologies (other than P.C.) to basic tasks: understand general intent and proper procedures.

Advancement Competencies
- use telecommunications tools to gather and distribute news and information such as fax, e-mail, etc.
- use internet for communication and research
- install standard software package according to the instruction and know when to request help
- maintain and troubleshoot equipment: prevent, identify or solve basic problems with equipment, including computers and other technologies

Citizenship and Global Perspective
Integrates an awareness of how social, organizational, and global issues are interrelated with individual and local concerns.

Fundamental Competencies
- assess her or his own knowledge, skills and attitudes in relation to local and global concerns
- develop responsible attitude toward society and the environment
- analyze local and global issues from multiple perspectives

Advancement Competencies
- develop informed response to local and global issues
- demonstrate an understanding of interconnected local and global issues
- exercise leadership in addressing social and workplace issues
- show ability to deal with global change