

The following information supports successful completion of the Program Map page within the Curriculum Elements file. Please consult with a Learning Designer and the Office of the Registrar for questions regarding these elements.

Program Name and Credential Awarded:

Official name of the program for which an RDC credential is awarded or the official name of the non-credential program (e.g. University Transfer, Academic Upgrading).

For new Programs, list the Proposed Name for the new Program. This will be finalized upon approval from the Ministry.

Admission Requirements:

Enter the Admission Requirements for the Program. The Office of the Registrar uses these to admit qualified students to Programs. Please consult with the Office of the Registrar and Strategic Planning and Analysis for information on Admission Requirements and explore comparable programs for their Admission Requirements

Admission requirements include all requirements for applicants to be clearly admitted to the program, including previous education and other academic, non-academic and occupational requirements.

Check the Admission of Students to Credit Programs Policy for Alignment.

<http://rdc.ab.ca/about/policies-publications/policies/policies>

In-Program Requirements:

List any in-program requirements.

In-program requirements describe what is needed to progress through the program (e.g. CPR re-certification, keyboarding) and include academic standards required for progression.

Graduation Requirements:

List any requirements to Graduate. Graduation Requirements include:

- completion of all required courses with a minimum cumulative grade point average required to graduate.
- other non-academic requirements if applicable.
- time restrictions for program completion if applicable.

Check the Graduation and Completion Policy for alignment

<http://rdc.ab.ca/about/policies-publications/policies/policies>

Transfer Arrangement:

List only formal transfer agreement(s) that exist for the program.

Program Learning Outcomes (PLO) Map

Illustration of how courses map to program outcomes, usually expressed in a grid format. Non-credential programs include a map only if it provides useful information regarding curriculum.

For each course in the program, type in the Course Code, Number, and Title and indicate how it maps to the appropriate Program Outcome. Depending on the needs of the Program, the level of mapping can be indicated. During Program Review, Curriculum Review, or Program Development or Redevelopment, a Learning Designer will work with the Program to map their Courses to their Program Learning Outcomes in an appropriate manner.

When creating Program Outcomes, a Learning Designer will guide the Program Faculty through a process.

Program outcomes are clear statements of what students are able to demonstrate upon completion of the program. Program outcomes:

- Represent the essential knowledge, abilities and attitudes/behavior that constitute the integrated learning needed by a graduate of the program. Usually include both general education outcomes and specific program-related, field-specific knowledge, abilities and attitudes/behavior.
- Are consistent with RDC Board Ends and strategic plans.
- Are consistent with the norms, expectations and standards of the program discipline and/or field.
- Ensure the ability to successfully transfer and/or gain admission to other post-secondary programs.

The following information supports successful completion of the Curriculum Element Sheet for each course in a program. Please see additional supporting documents in the Curriculum Committee Resources folder available through the Loop (e.g. Course Naming and Numbering Conventions and Curriculum Committee Checklist).

Course Code Name

Calendar abbreviation; 4 letters assigned by Registrar
For new Course Codes, discuss with the Registrar first.

Course Number

Currently a 3 digit number assigned by the Registrar. For new Courses, a placeholder of 1XX, 1YY, 2XX, etc. should be used. See Course Naming and Numbering Conventions for level of Course Numbers.

Course Title

Describes the subject of the course. The naming of a course should provide some description of the content and:

- Is consistent with similar courses in the post-secondary system.
- By virtue of its generality and language, is likely to endure.
- Is brief.

Uses key words.

30 Characters of Less (or the Title will be abbreviated at 30 characters, including spaces, in the online Calendar and Timetable)

Course Description

A concise summary of the nature and focus of the course intended to convey basic information to prospective students. The course description:

- Avoids stating specific content which changes frequently.
- Is often expressed in sentence fragments omitting phrases like “the student will learn...” or “an examination of ...”
- Is written in the third person, present tense.
- Has a maximum length of 50 words. Longer descriptions will be abbreviated in the Calendar.
- Is consistent with other course descriptions in the subject area.

Note: A separate, longer description which includes aspects such as context and significance may be included in the course outline but will not appear in the Calendar.

Course Hours

Instruction time (or equivalence) expressed in hours. Hours are expressed by type of instruction. Course hours:

- May be expressed in hours per week and number of weeks, or total hours.
- May be expressed in equivalent hours of instruction where courses are delivered using methods that are not face-to-face instruction.

Contact Hours – normally 3, 4, 5 or 6 hours over 15 weeks. Total hours of the course/week describing the delivery to be used. E.g. (3-0-0) or (3-2-0). Contact Hours – Clinical or Practicum may be expressed as total hours e.g. 160 hours or 240 hours.

See Assignment of Academic and Billing Credits to Courses Policy: <https://rdc.ab.ca/about/policies-publications/policies/policies>

Academic Credit

Single number assigned to each course based on instructional hours and used to calculate student weighted academic average.

See Assignment of Academic and Billing Credits to Courses Policy: <https://rdc.ab.ca/about/policies-publications/policies/policies>

Billing Credit

The academic credit weight is assigned following the academic credit assignment to courses policy. No fractions of academic credit, or billing credit, are assigned to a course. Rounding up or down of academic or down of academic credit weighting is determined in discussion among the registrar and Dean. Normally align with Academic Credits but can be higher to account for labs or seminars

See Assignment of Academic and Billing Credits to Courses Policy: <https://rdc.ab.ca/about/policies-publications/policies/policies>

Pre-requisites

Usually a list of post-secondary courses the student must successfully complete before registering in the course. Pre-requisites may also include other requirements such as high school subjects, number of credits in a program, or standard in a previous course.

Should consist of only those items that, by virtue of the content or the level of the course, are required for student success, or to undertake the learning activities of the course safely. Do not include pre-requisites of pre-requisites (e.g. if a 200 level course is required for a 300 level course; do not list the 100 level course that is the pre-requisite for the 200 level course).

Co-requisites

Another course(s) that the student must register in at the same time as the course. See Pre-requisites, above.

Anti-requisites

An anti-requisite is a course that has been previously completed with similar content. Students will not be allowed to take courses if they have completed the anti-requisite course/s.

Minimum / Preferred Instructor Qualifications:

Minimum and/or preferred instructor qualifications are to be included at the course or program level.

Course Grading Method:

Statement of Grading method e.g. Letter grading, credit/non-credit. (refer to **Assessment and Grading Policy**)

Statement that the course is or is not available for Prior Learning Assessment. (See Assessment and Grading Policy, Prior Learning Assessment and Recognition Policy)

Categories or clusters of knowledge and skills that form significant units of the course. Major topics/concepts:

Note the mode of grading – The mode of U is not used in credit courses as only standard letter grade or credit/no credit is acceptable.

If using credit/no credit as a mode of grading will the course still transfer?

Course Learning Outcomes (CLO)

Course learning outcomes comprised of specific knowledge, skills, and attitudes/behaviours mastered by learners upon the successful completion of a course. Course learning outcomes:

- Describe all the significant and essential learning in the course.
- Are observable and measurable and therefore, amenable to assessment.
- Form the basis for identifying important concepts and designing learning activities and student assessment.
- Align with program outcomes.

Work with a Learning Designer to create Course Learning Outcomes and map them to the Program Outcomes.

On the CE Sheet, Note the Level and Domain of Bloom's: C/A/P # C = Cognitive, A = Affective, P = Psychomotor, # = Level within Bloom's domain. Example "C1" = Cognitive Domain, level 1 (Bloom's Taxonomy)

Course Learning Outcomes are created by faculty in the discipline and approved at School Council, Curriculum Committee and Academic Council. If faculty wish to change CLOs, they are re-approved at School Council.

Concepts/Topics

Categories or clusters of knowledge that form major topics or concepts of the course. Major topics/concepts:

- May be expressed as a definitive list or examples of major topics/concepts.
- Allow for faculty and student choice regarding topics and concepts where possible.
- If faculty have agreed to Concepts/Topics, please note this on the CE Sheet as an agreed immutable Curriculum Element.

Skills

Skills are learned through demonstration, practice, and feedback. List any skills that are necessary for students to meet the intended Course Learning Outcomes.

Examples of skills: Word Processing Skills (e.g. in order to successfully complete an Essay Assignment which assesses a CLO)

Depending on the course, the same item may appear as a Skill or as a Concept/Topic.

Student Performance Assessment:

Student Performance Assessment: General statements regarding the types of assessments students can expect. Student assessment:

- Is consistent with the course outcomes.
- May address some general education program outcomes that are not specifically included in course outcomes (e.g. writing skills).
- May be highly specified or expressed as a range of possible types of student assessment.
- Allow for faculty choice regarding the specifics of assessment where possible.

Learning Activities:

General statements regarding the types of learning activities students can expect:

- Align with the course learning outcomes.
- Include, for example, lecture, in-class group work, context-based learning seminars, on-line learning, self-directed learning, group projects, labs, clinical, field work, field trips.
- May be highly specified or expressed as a range of possible learning activities.
- Allow for faculty and student choice regarding structuring of learning where possible

Learning Resources:

List of the types of learning resources that are used in the course, (e.g. Digital resources, textbooks, Open Educational Resources). Specific titles or sites are not required: description should convey principles underlying choice of resources (E.g. Canadian focus, current, peer reviewed, etc.).

Delivery:

Place a x beside all possible delivery methods for each course. The type of Delivery appropriate for the Course is tied to the intended Learning Outcomes.

Face-to-Face - Series of learning activities aimed at acquiring theory, activities are within classroom setting.

Online - Synchronous – some or all instruction and learning takes place in real time using an online virtual classroom

Online - Asynchronous – instruction and learning does not take place in real time but does include student and instructor collaboration and engagement.

Blended - Instruction and learning that combines two or more delivery methods. This may include: online, teleconference and/or face to face instruction on-campus or at an off-campus facility.

Approval

Indicate the date at which the CE Sheet was approved at each level. Once the CE Sheet has been approved by School Council, Curriculum Committee, and Academic Council, revisions to the non-Calendar Curriculum Elements will only be re-approved at School Council and the dates of re-approval should be noted to ensure that the correct version of the CE Sheet is in use.

Curriculum Elements

Course Code	Course Number	Course Title	Course Description	Course Hours	Academic Credit	Billing Credit	Pre-requisites	Co-requisites	Anti-requisites
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Minimum / Preferred Instructor Qualifications:

Preferred

Minimum

Prior Learning Assessment Status:

Course Grading Method:

C/A/P #	Course Learning Outcomes (CLO)
CLO 1	
CLO 2	
CLO 3	
CLO 4	
CLO 5	
CLO 6	
CLO 7	
CLO 8	
CLO 9	

Course Topics/Concepts:

Skills:

Student Performance Assessment:

Learning Activities:

Learning Resources:

Delivery:

Face-to-Face

Online - Synchronous

Online - Asynchronous

Blended

Approval and Revision Dates:

School Council

Curriculum Committee

Academic Council