





## ACADEMIC COUNCIL MEETING MINUTES 14 November 2019

### Members:

Council Chair: Denise Nowicki | **Notice of Absence**  
Council Vice-Chair: Joshua Calkins | **Notice of Absence**

President: Don Gnatiuk | **Notice of Absence**  
Vice-President Academics and Research: Tim Heath **Acting Chair**  
Deans: Chris Laue  
Brian Redmond  
Darlene MacDonald

Academic Staff Association: Lori Bombier  
Delbert Lubeck  
Denise Nowicki | **Notice of Absence**  
Lorelle Warr  
Misha Albert  
Kieren Bailey  
Theresa Evans  
Deena Honan  
Chantelle LaMotte | **Notice of Absence**  
Christy Barlund

Alternates  
Bruce Galenza  
Cara Leaf  
Murrielle Michaud  
Susan Moodie  
Geoff Whittall

Students' Association: Lindsay Comeau  
Jasbelle Leal  
Devyn Charles | **Notice of Absence**  
Emma Doris | **Notice of Absence**  
Joshua Calkins | **Notice of Absence**  
Muhammad Ali Shahid  
Medgar Barnes | **Notice of Absence**  
Jasmeet Minhas  
Fredd Ajayi  
Navpreet Minhas

Employees' Association: Lana Bennett  
Carla Dodd | **Notice of Absence**

Alternate

Chad Boone

Alberta Union of Provincial Employees:

Stacey Basnett | **Notice of Absence**  
Alaina Archibald

Community Members:

Nick Radujko  
Sandra Impey

**4030 CALL TO ORDER**

The chair called the meeting to order at 4:00 p.m.

**4031 APPROVAL OF AGENDA**

The agenda was approved by consensus as presented.

**4032 APPROVAL OF ACADEMIC COUNCIL MINUTES**

The minutes of October 10, 2019 were approved by consensus as presented.

**4033 ACADEMIC POLICY**

FIT TO WORK FIT TO LEARN POLICY

**MOVED** by; D. Lubeck and **SECONDED** by; C. Laue that, Academic Council recommends that the Director, Human Services in a working group with the Director, Student Experience and the Manager, Enterprise Risk review the Fit To Work Fit to Learn Draft Policy to determine the following:

1. Assess to eliminate the Fit to Work policy
2. Additions to the policy framework
3. Additions to the policy's procedures
4. Additions to cross-referenced policies within the Fit to Work Policy with the intent to eliminate the Fit to Work policy

**CARRIED**

**4034 COMMITTEE REPORTS**

CURRICULUM COMMITTEE

Academic Council received the 30 October 2019 Curriculum Committee Minutes as information.

**MOVED** by; D. MacDonald and **SECONDED** by; J. Minhas that, Academic Council approve the recommendations contained within the 30 October 2019 Curriculum Minutes.

**DEFEATED**

**MOVED** by; D. MacDonald and **SECONDED** by; L. Warr that, Academic Council approve the following recommendation contained within the 30 October 2019 Curriculum Minutes:

“Recommend that Academic Council approve a change to the Terms of Reference changing the position title in Committee Membership from “Advising Coordinator” to “Associate Registrar, Advising and Articulation”.

**CARRIED**

**MOVED** By; L. Warr and **SECONDED** by; B. Redmond that, Academic Council recommends the Curriculum Committee refer SO4000 *Sociology of the internet* back to originator to refine and align its learning outcomes in ways that align with taxonomy norms, for example, Blooms.

**CARRIED**

**4035 OPEN DISCUSSION**

**4036 ADJOURNMENT**

The meeting was adjourned at 5:05 p.m.

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Tim Heath, Acting Chair

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Ms. Laryssa Haycock, Records

<b>4030</b>	<b>CALL TO ORDER .....</b>	<b>3123</b>
<b>4031</b>	<b>APPROVAL OF AGENDA .....</b>	<b>3123</b>
<b>4032</b>	<b>APPROVAL OF ACADEMIC COUNCIL MINUTES .....</b>	<b>3123</b>
<b>4033</b>	<b>ACADEMIC POLICY .....</b>	<b>3123</b>
<b>4034</b>	<b>COMMITTEE REPORTS .....</b>	<b>3123</b>
<b>4035</b>	<b>OPEN DISCUSSION .....</b>	<b>3124</b>
<b>4036</b>	<b>ADJOURNMENT.....</b>	<b>3124</b>

# Developing a Learning Outcome

Site: [GPRC Moodle](#)  
Course: GPRC Writing Learning Outcomes Course  
Book: Developing a Learning Outcome

Printed by: Daryl White  
Date: Monday, 9 December 2019, 7:52 AM

# Table of contents

- 1. The Formula**
- 2. Outcome Verbs**
- 3. Scope and Context**
- 4. Linking Learning Outcomes to Assessment**



# 1. The Formula

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

We have discussed why learning outcomes are useful and what elements they should incorporate. In this module, we'll go over some formulae to help you write your outcomes.

## Formula 1

As mentioned earlier, learning outcomes in their most basic form follow the pattern **Who Will Do What How Well By When Under What Conditions?** To write the outcome, we have only to answer those questions.

**Who** - Usually "Student" or "Students," but may be written in the second person - "You"

**Will Do What** - Choose a verb and describe the knowledge or skill

**How Well** - Describe the standard

**By When** - Tell the students when they will need to know this by

**Under What Conditions** - Are there conditions which apply to the student's demonstration of their skill or knowledge? Will it be from memory, with provided materials, with a time limit?

## Formula 2

**Students will be able to + action/verb + condition(s) + measurement + when**

**Action/verb** - Choose a verb and describe the knowledge or skill

**Condition(s)** - Are there conditions which apply to the student's demonstration of their skill or knowledge? Will it be from memory, with provided materials, with a time limit?

**Measurement** - To what standard of measurement will students have to demonstrate their skill or knowledge?

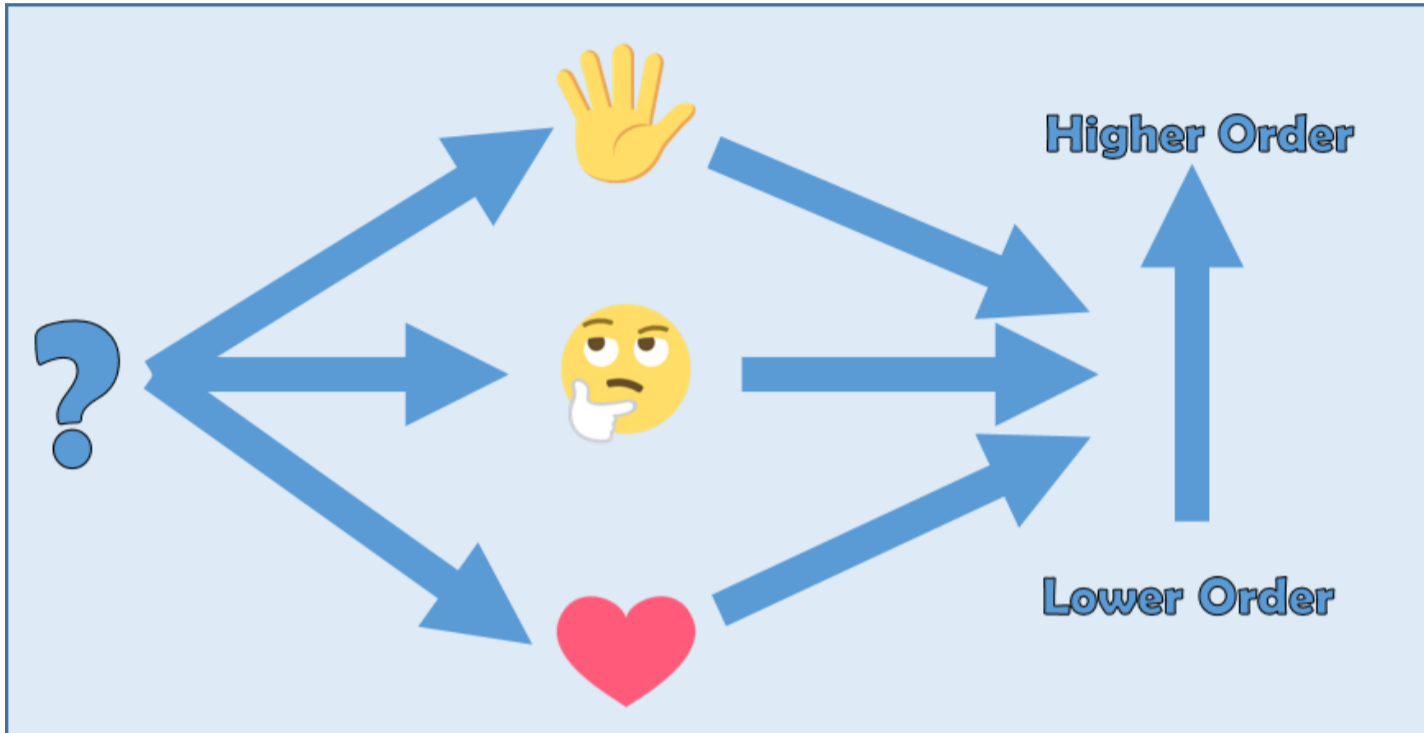
**When** - At what point do students need to demonstrate the skill or knowledge? At the end of the course? At the end of the unit?

Choosing an action or verb can sometimes be challenging. Fortunately, we have a reference list sorted by Bloom's Domain and Levels. We'll turn to that next.

## 2. Outcome Verbs

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

Trying to express learning in a short statement can be challenging. The choice of language is important to clearly convey expectations. This is particularly true of the verb used. Answering the "What" or "Action" from our previous page requires us to think about the knowledge or skill to be demonstrated. Is it a physical skill (psychomotor)? Is it a value (affective)? Is it higher order knowledge (cognitive)?



In the world of learning outcomes, there are verbs and phrases which are to be avoided, **The Sinister Sixteen**. They are considered internal and therefore unobservable (Potter and Kustra, 2012). They are...

- |                    |                         |                          |                   |
|--------------------|-------------------------|--------------------------|-------------------|
| <b>Accept</b>      | <b>Be conscious of</b>  | <b>Grasp</b>             | <b>Perceive</b>   |
| <b>Appreciate</b>  | <b>Be familiar with</b> | <b>Have knowledge of</b> | <b>See</b>        |
| <b>Apprehend</b>   | <b>Comprehend</b>       | <b>Know</b>              | <b>Understand</b> |
| <b>Be aware of</b> | <b>Get</b>              | <b>Learn</b>             | <b>Value</b>      |

Fortunately, [NAIT](#) began and GPRC's Educational Technologies Centre adapted a list of appropriate verbs organized by Bloom's Domain and level of thinking. These lists make it considerably easier to choose an appropriate verb for your learning outcomes. The lists may also help you clarify which Bloom's Domain the outcome falls under.

	Knowledge/Comprehension	Application	Higher Order Thinking

arrange convert demonstrate duplicate locate move point to press push select show sort survey trace	complete copy distinguish identify manipulate pick up practice pull see set up specify touch transport	activate adjust allocate assemble blend build calibrate carve close combine complete configure construct coordinate decorate demonstrate disconnect duplicate execute format group implement load loosen manipulate model open participate practice process remove rotate separate set slide sort survey take	adhere administer apply assist brush calculate carry out change collect compile conduct connect contribute copy delegate disassemble draw edit fabricate graph illustrate install locate maintain measure modify operate plot present provide replace select serve simulate sort supervise tabulate troubleshoot	adapt change compose construct convert create devise distinguish format illustrate model monitor plan recreate select simulate survey troubleshoot	calculate compile conduct contribute correlate design diagram fix generate implement modify organize program repair service supervise tabulate
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Knowledge/Comprehension	Application	Higher Order Thinking

accept arrange classify copy define describe discuss duplicate express identify label locate manipulate name outline practice recall recognize relate report respond review select state tell underline	accumulate cite convert count demonstrate determine distinguish explain extend indicate list manage match order paraphrase quote recite record repeat reproduce restate rewrite specify summarize translate use	affirm apply change compile connect contribute defend describe develop discuss dramatize duplicate employ explain illustrate infer justify maintain modify participate predict present produce provide research schedule show tabulate use	allocate calculate choose compute construct copy demonstrate determine discover draft draw edit estimate extend implement interpret locate manipulate operate practice prepare process propose relate restate select sketch troubleshoot	adapt analyze argue calculate change clarify compare compose construct create critique defend develop diagram discriminate estimate examine explain generate implement interpret inspect judge modify organize predict program question recommend relate research select support test write	advise appraise assess categorize choose coach compile conclude contrast convert criticize debate design device differentiate distinguish evaluate experiment formulate illustrate infer interpret justify monitor plan prepare propose rate recreate reorganize score solve tabulate troubleshoot
--	--	--	---	---	---

	Knowledge/Comprehension	Application	Higher Order Thinking		
<b>Affective</b>	ask describe follow identify name practice select	complete discuss give locate point to respond to use	approve change comment complete conform contribute defend discuss form initiate join locate participate practice select stimulate subscribe to work	act choose contribute defend implement integrate mediate organize revise simulate verify	change construct counsel display influence justify modify propose select solve

In choosing a verb, it may be helpful to keep in mind that some outcomes may incorporate two verbs or that multiple verbs might be combined into a single verb for a clearer outcome.

Once you have chosen a verb, you can move onto scope and context, considering things like timelines, materials and conditions.

A printable Pdf. version of this is available under the Additional Resources module.

### 3. Scope and Context

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

Once you have selected an appropriate verb, you can now round out your learning outcome. We know the **Who** will likely be student or students and we have a start on the **Will do What**. Let's finish that part up first. What is the second part of **Will do What**?

If you selected the verb *demonstrate* from the higher order cognitive list, what will students be demonstrating? Successfully calculating a dosage of medication? The amount of force which will be exerted on bolt? If we stay with the first example here, we can round out **Will do What** and now have **Students will demonstrate medication calculation**.

Clearly that's a little too broad. We have discussed how learning outcomes need to be specific enough to be measurable but still give some flexibility for students and instructors. This is where scope and context come in. We need to look at the last parts of our formula: **How Well By When Under What Conditions**.

**How Well** - What is the standard that the students have to meet to demonstrate learning? Words such as correctly, appropriate, acceptable, effectively, and accurately are often found here. In cases where the knowledge or skill to be demonstrated will be graded simply as pass or fail, this may be enough. Where the grading scale is more complicated, you may wish to add criteria. Going back to our example, this might be...

**Students will demonstrate medication calculation by achieving 90% on a test of basic dosage calculations.**

Now we can turn to the remaining two parts.

**By When** lets students know when they will be expected to demonstrate this learning. It also lets instructors plan their course content accordingly. In many cases, this would be by the end of this course or by the end of a particular unit. Since we have already said the students will have to demonstrate this on a test, we can use that and state when the test will be.

**Students will demonstrate medication calculation by achieving 90% on a test of basic dosage calculations at the end of this course.**

Finally, we have **Under What Conditions**. This speaks to factors such as the environment in which the learning must be demonstrated or the tools to be used. Some learning outcomes might be demonstrated in a lab or a specific scenario, some might be open book. Not all learning outcomes may have these separately from the other components. For our example, we may want to stipulate that students will have to use different types of patients.

**Students will demonstrate medication calculation, using body weight of pediatric and adult patients, by achieving 90% on a test of basic dosage calculations at the end of this course.**

Once you have your completed outcomes, you can start using them to shape your course planning, such as designing assessments for the students.

## 4. Linking Learning Outcomes to Assessment

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

We started this course with the idea that learning outcomes are useful to instructors for planning and for students to know what's expected of them. Linking your learning outcomes to your assessment is part of this. For instructors, learning outcomes can help you decide what assessment methods are appropriate or perhaps what traditional assessments aren't really relevant to your content. For students, seeing that connection will help them understand how course assignments or tests are important for demonstrating their learning. Otherwise, you might end with students feeling as Daniel did when he thought he was learning karate, but was told to paint the house in the 1984 film *The Karate Kid* (see Figure 1 below).



Figure 1. Mr. Miyagi's note to Daniel instructing him to paint the house ("The Karate Kid Blog," 2013)

First, a few principles...

### 1. Every outcome should be assessed

After all, if you don't intend to check to see if students have met a learning outcome, why do you need the outcome? Along the same lines, if you cannot devise an effective assessment for an outcome, perhaps the outcome is framed in a way that is not measurable.

### 2. You do not need the same number of assessments and outcomes

It is possible for a single assessment to serve for more than one outcome and vice versa, a single outcome might be linked to more than one assessment.

### 3. Linking outcomes and assessment helps you more clearly measure student performance

Assessments are where the rubber meets the road so to speak and grades are assigned. Thus, the weight you assign to assessments and the outcomes you link them to both indicate how important the outcome is to the course and how students are performing with respect to a particular outcome.

### 4. Good outcomes drive assessment

If you've written your learning outcomes clearly, the assessments are often evident. If one of your outcomes is "students will be able to independently research, synthesize, reference, and present a properly-structured written argument," it is pretty clear you will want to have an essay or other writing assignment as part of your assessment. Similarly, a learning outcome which states "students will be able to properly wire a two-switch circuit for residential lighting" suggests you'll be evaluating them with a lab project.

At the same time, **the outcomes should not specify the assessment**. Outcomes should afford instructors a degree of flexibility in choosing appropriate assessments for their classes.

### Tips for Linking

As you probably guessed from the final principle, the verb you use in your learning outcome is a key indicator of the type of assessment you'll use for it.

For example, what sorts of assessments would you expect from these verbs (taken from the verb list we looked at earlier)

Compose

Troubleshoot

Calibrate

Identify

Different things certainly come to mind - flexibility should be part of the outcome.

"Compose" might get one thinking of writing a paper, so perhaps a written assignment came to mind. A business plan is another possibility.

"Troubleshoot" could point you to a lab in which students had to repair a broken system but it might also be reviewing a survey instrument for psychology or a procedure in nursing.

"Calibrate" probably had you thinking of a trades shop assignment but a science lab would be possible.

"Identify" might have prompted thoughts of a test in which students had to write out a list or label a diagram.

These are just possibilities and of course there are many more.

Some people might find a table useful for planning their course activities, outcomes, and assessment and seeing the linkage more clearly. The Teaching & Learning website at the University of Tasmania provides one which lays items out in four columns (if you want to see the original, look at the last pages of [this pdf.](#))

Graduate attributes	Learning Outcomes	Teaching and learning strategies / activities	Assessment tasks
If you think back to Bloom's Taxonomy, what do you want the students to know, be able to do, or value by the time they finish the program?	What will students be able to demonstrate, to what standard, by the end of the unit, course, or program.	How will you teach the students and what will they do as part of their learning?	How will you assess student learning as expressed in your outcomes?

### Designing Assessments with Outcomes in Mind

As we discussed in our first module, learning outcomes are a chance to reflect on the key content for a course or program. Thus, outcomes can be helpful when you devise new assessments or revise old ones. The Center for the Enhancement of Learning and Teaching at Indiana University suggests asking several questions which are paraphrased here.

1. What are the outcomes you wish to assess?
2. What domain from Bloom's does the outcome relate to and what is the level of knowledge or ability from Bloom's?
3. How well does the content of the assessment match the outcome you wish to assess? ("Evaluating Your Assessment Instruments," 2018)

Of course, reflecting on your assessments and how they relate to your outcomes also invites you to review your outcomes. Our final section of this course gives you some tips for evaluating learning outcomes.

# What Goes into a Good Learning Outcome?

Site: [GPRC Moodle](#)  
Course: GPRC Writing Learning Outcomes Course  
Book: What Goes into a Good Learning Outcome?

Printed by: Daryl White  
Date: Monday, 9 December 2019, 7:52 AM



# Table of contents

- 1. Characteristics of a Learning Outcome**
- 2. Bloom's Domains and Levels of Learning**
- 3. Developing Outcomes Which Integrate Knowledge and Skills**
- 4. Outcomes Which Guide Assessment**

# 1. Characteristics of a Learning Outcome

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

We've discussed what learning outcomes are and why they're useful, but we haven't explored the specifics of composition.

The simplest explanation of what a learning outcome should contain is:

**Who** will do **What How Well** by **When** and under **What Conditions**?

Ruth Stiehl and Les Lewchuck (2012) suggested that a learning outcome should have the following characteristics:

<b>Action</b>	Use words which describe measurable or testable actions, choose them carefully and consider the type of learning you want to see demonstrated.
<b>Context</b>	Learning outcomes should speak to the learner about the action they will need to demonstrate after the course or unit.
<b>Scope</b>	Make sure your expectations are realistic given the time and resources available to both learn and demonstrate that learning.
<b>Complexity</b>	Outcomes should have enough detail to reflect the depth of knowledge or skills in the course and how the learner will apply those in the future.
<b>Clarity</b>	Outcomes need to clearly convey to students what the expectations of the course and instructor are; keep them short and easy to interpret.

If we take an example of a learning outcome from Alberta's electrician program, we can see how these characteristics apply.

***Select, use and maintain appropriate PPE [personal protective equipment] for worksite applications.***

This example responds to the characteristics above in the following ways.

**Action** - *Select, use and maintain* - The instructor would be able to assess if appropriate equipment was selected and if it was properly used and maintained.

**Context** - Students would understand that they would have to demonstrate this action for PPE on a worksite.

**Scope** - This particular outcome is one of seven of a two-hour section on workplace safety. The instructor would have to decide if the content was manageable within that time frame.

**Complexity** - The outcome is complex enough that students would be able to see its practical application. Learning outcomes are not simply a list of skills and knowledge but descriptions of how students bring them together and use them. They should also be broad enough that they would not have to be revisited if equipment or practices change.

**Clarity** - The outcome is direct and clear on what students would need to do.

The University of Waterloo (n.d.), expresses similar ideas in a slightly different way, emphasizing outcomes which are:

<b>Specific</b>	The outcomes need to be specific enough to be assessable but not so specific that they limit instructors and students.
<b>Attainable</b>	Outcomes need to be realistic in what students will learn and be able to demonstrate at the completion of a unit or course.
<b>Measurable</b>	Outcomes must be measurable so instructors are able to determine if students have demonstrated them.

To stay with our example, we can see why these characteristics are important.

If the outcome is too vague, it cannot be measurable. If the electrical learning outcome above read *Select, use and maintain PPE*. [if we took out appropriate and worksite applications], there would be no standard for measuring student learning and students would not have a clear understanding of what they were to do.

Similarly, if the outcome was *Select, use and maintain appropriate PPE [personal protective equipment] which complies with CSA Standard Z94.4-02*, it would become too specific. Since that standard is specific to respirators, instructors would have to require an extensive list of outcomes to cover all types of PPE and would have to update it if that standard were to be changed.

For students, an outcome that read *Select, use and maintain all PPE [personal protective equipment] that might be used for worksite applications* might be unattainable since it could cover too broad a range of equipment.

Let's move on to some other concepts that will help you write your learning outcomes such as the types of learning you want to emphasize.

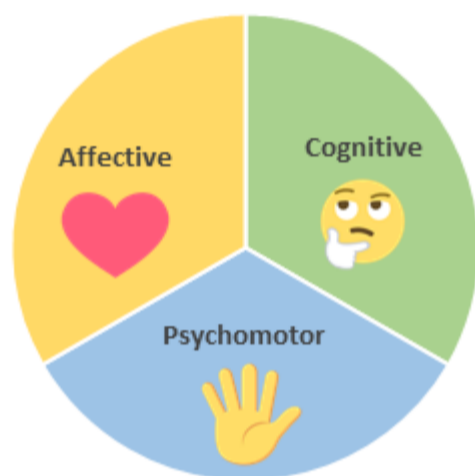
## 2. Bloom's Domains and Levels of Learning

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

When you're developing a learning outcome, you need to think about the type of learning you want to describe. Considering the domains and levels of learning can help you find the right words to express that learning.

Benjamin Bloom helped shape the way we categorize learning. A committee he chaired identified three domains which are represented in this graphic.

### Bloom's Domains of Learning



The cognitive domain is probably the one most traditionally associated with learning. It has to do with thinking, understanding, and evaluating.

The psychomotor domain, as the hand suggests, has to do with physical skills such as assembling, organizing, and building. As you would expect, it is commonly associated with trades, and physical education courses.

Finally, the affective domain is one many instructors have a bit of difficulty connecting to their work. The heart represents the emotional reaction and feelings this type of learning evokes. This can include learning meant to instill values like safety or ethics in work or an appreciation for art.

### Levels of Learning

While the domains define broad areas, they can be further subdivided into levels of learning from lower order to higher order.

Levels of Learning	Cognitive (Head)	Psychomotor (Hands)	Affective (Heart)
<div style="border: 2px solid red; padding: 5px; display: inline-block;"> <p style="margin: 0;">Higher Order</p> <p style="margin: 0; text-align: center;">↑</p> <p style="margin: 0;">Lower Order</p> </div>	Synthesis	Communication	Characterizing
	Analysis	Skilled Movement	Organizing
	Application	Physical Activities	Valuing
	Comprehension	Fundamental Movement	Responding
	Recall	Reflex	Receiving

The table is hopefully straightforward. Remembering a fact is a more basic skill than analyzing information. In the psychomotor domain, being able to run a weld bead (a skilled movement) is a higher order movement than running.

When you write your learning outcomes, determining the domain and level of the learning will help you choose the language that will make the goal clear and attainable.

In the next module, you'll see that we have a list of verbs, sorted according to domain and level of learning, which will help you to write your learning outcomes. First though, let's consider how good learning outcomes help students see the connections between courses and how the knowledge will be applied.

### 3. Developing Outcomes Which Integrate Knowledge and Skills

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

Under characteristics, we talked about the complexity of learning outcomes. Outcomes should be more than lists of skills or knowledge acquired in the course.

Students bring experience, knowledge, and skills into our classrooms and as instructors we try to build on that. Learning outcomes are a way to express how the new and old learning comes together to let students demonstrate higher order skills and knowledge. If we take some learning outcome examples from the University of Toronto's Centre for Teaching Support & Innovation, we can illustrate this principle.

***Upon completing this assignment, students will be able to create labelled diagrams of cells from microscopic images.***

The students may be learning the specific skill of drawing and labelling diagrams of microscopic images but such an outcome brings together basic skills they have in drawing, writing, and using microscopes as well as more advanced knowledge of cell structure.

***By the end of this course, students will be able to identify and develop data collection instruments and measures for planning and conducting sociological research.***

This learning outcome is likely for an advanced sociology course in which students go beyond learning theory and start to develop research skills. The students would need to bring their previous understanding of sociological theory, research ethics, and computer skills in addition to what they would learn in the course about data collection instruments and planning.

***By the end of this workshop, participants will be able to identify and classify their spending habits.***

A workshop such as this would teach how to categorize spending (and probably better manage it), but participants would require math skills and financial awareness to be able to achieve this learning outcome.

All three of these learning outcomes emphasize higher order skills which rely on other basic skills that the students already have. As you can see, those skills are not listed but are simply implied. These outcomes should be considered when leveling between years of a program.

#### **Making it Relevant**

From the beginning of this course, we noted that learning outcomes are written for students to help them to understand expectations and also to see the practical benefits of the learning. In these three examples, the students can see how they will learn practical skills in particular fields - how to document observations, how to conduct research, and how to budget.

## 4. Outcomes Which Guide Assessment

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

As we have discussed above, learning outcomes can help instructors select the types of assessments they use to evaluate students' learning.

Some experts suggest building a table to link outcomes and types of assessment. University of Guelph has an example of this which includes learning activities as well. You can access the Word document [here](#).

Here's another example that uses psychology and electrical outcomes and links them to assessments. You can see how the outcome informs the assessment.

Bloom's Taxonomy Level (Cognitive)	Examples of Learning Outcomes	Examples of Types of Assessment
Synthesis	<ul style="list-style-type: none"> <li>Students will be able to design psychological tests for assessment and research.</li> <li>Students will be able to plan and design residential wiring systems.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an instrument for assessing psychological disorders</li> <li>Design a wiring diagram for a single attached home</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>Students will be able to analyze and evaluate psychological assessments.</li> <li>Students will be able to troubleshoot problems with electrical systems.</li> </ul>	<ul style="list-style-type: none"> <li>Critique a psychological assessment from a case study</li> <li>Assess and correct a faulty circuit diagram</li> </ul>
Application	<ul style="list-style-type: none"> <li>Students will be able to research and describe psychological phenomena.</li> <li>Students will be able to demonstrate proficiency in building basic electrical circuits.</li> </ul>	<ul style="list-style-type: none"> <li>Research and write a paper explaining a chosen psychological phenomenon</li> <li>Assemble a functional circuit using provided components</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>Students will be able to identify psychological disorders.</li> <li>Students will be able to explain the function of parts of a circuit.</li> </ul>	<ul style="list-style-type: none"> <li>Classify a disorder from a list of symptoms</li> <li>Explain the functions of the parts of a circuit on a diagram</li> </ul>
Recall	<ul style="list-style-type: none"> <li>Students will be able to recall the types of psychological disorders.</li> <li>Students will be able to specify the parts of a circuit.</li> </ul>	<ul style="list-style-type: none"> <li>List the types of anxiety disorders</li> <li>Identify the parts of a circuit diagram</li> </ul>

Of course, this sort of table can work both ways. For existing courses, you may want to look at your assessments and see how they suggest the intended learning outcomes.

# Core Concepts of Learning Outcomes

Site: [GPRC Moodle](#)  
Course: GPRC Writing Learning Outcomes Course  
Book: Core Concepts of Learning Outcomes

Printed by: Daryl White  
Date: Monday, 9 December 2019, 7:51 AM

## Description

This module will present a definition of learning outcomes, examine how they relate to course or learning objectives, and discuss why they are becoming prominent in post-secondary education.



# Table of contents

- 1. Introduction**
- 2. Learning Outcomes Versus Course Objectives**
- 3. Why Should We Use Learning Outcomes?**
- 4. How You Might Already Use Learning Outcomes**
- 5. Summary**

# 1. Introduction

**Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.**

**This module introduces key ideas about learning outcomes which will be expanded upon in subsequent modules.**

## **What Are Learning Outcomes?**

In any teaching and learning, the instructor and learners work together so that learners can acquire new knowledge and skills. However, sometimes the knowledge and skills to be acquired are not clearly stated. Courses usually have names that are general and descriptions which speak to the content, but the specific learning is often not explicitly identified. This can create challenges for students in understanding the expectations of them and for transferring credits from institution to institution. Learning outcomes help overcome these challenges.

Learning outcomes are expressions of the knowledge and abilities which a student will be able to demonstrate at the end of the course, unit, or program. They may refer to factual knowledge or a body of information which a student has to master. They may also include skills such as knowing how to use an instrument or tool or how to perform a procedure. We will learn more about what goes into a learning outcome later on. For now, it is important to establish a workable definition of a learning outcome.

In this course, we define learning outcomes as specific statements of the knowledge and skills that a learner should be able to demonstrate at the conclusion of a learning process (eg. a course, a unit, a workshop) which are measurable by the instructor.

Now, let's move on to why learning outcomes can help you, your students, and the larger post-secondary system.

## 2. Learning Outcomes Versus Course Objectives

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

How are learning outcomes different from course objectives?

Course descriptions and course objectives are both well-established means of conveying what a course is about or entails. This can create confusion, particularly when some individuals and institutions use phrases like "course objectives" to mean "learning outcomes."

Learning outcomes are different in a few ways from course objectives but the single most important thing to remember is that they are written **for the student and not for the instructor**. Learning outcomes focus on what the student should know or be able to demonstrate at the end of a course. Course objectives look at what the instructor intends to do, the topics to be covered and the questions to be explored. To use a travel metaphor, the course objectives are your itinerary, the learning outcomes are the experiences you hope the group will retain at the end of the trip. In other words, objectives should lead to outcomes.

When you are writing learning outcomes, as we will examine in more detail in the next module, remember to always keep the student as the focus.

### Course Objectives

=

**What the instructor will do, where the course will take you**



### Learning Outcomes

=

**What the student will be able to do**



### 3. Why Should We Use Learning Outcomes?

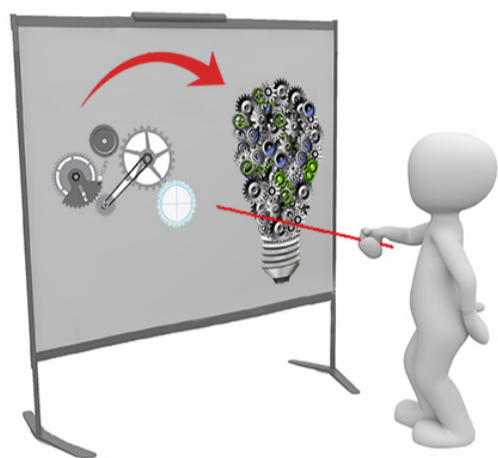
**Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.**

#### Why Should We Use Learning Outcomes?

What are the advantages to creating learning outcomes for your courses? It will certainly be work for the instructor, so what are the benefits? There are a number of benefits to instructors, students, and the broader post-secondary institution and system.

##### For Instructors - Reflection and Assessment

The University of Toronto's Centre for Teaching Support & Innovation (Greenleaf, 2008) suggests that the development of learning outcomes is a chance for instructors to reflect on the content of their courses. Trying to answer how students will be changed by a course raises questions about what is essential to the course. What should be the focus of the course and how should students be assessed? Once we know the knowledge, skills, or attitudes we want students to have at the end of the course, we can consider more carefully the methods used to measure them.



##### For Students - Clearer Expectations and Connections

When students read course outlines with objectives, they really only know what the instructor wants to do in the course. They do not have clear answers about what is expected of them. Well-crafted learning outcomes tell students what they are expected to know or be able to do at a given point in the course and how they will be assessed. Such learning outcomes may also help students see the relationship between the learning that occurs in different courses as part of their overall program (Greenleaf, 2008).



##### For Institutions - Better Program Planning and Transferability

If every course has a clear list of the knowledge and skills that students are to acquire by the end of the course, it becomes easier to see how different courses are related as part of a larger program and how student learning builds as they progress, particularly if the program itself has program level outcomes. With program planning, it becomes possible to see any overlap or duplication of content between courses or gaps students might have in skills or knowledge that may need to be covered with other courses.

One of the most important reasons learning outcomes are being actively discussed and implemented at post-secondary institutions is their advantage for assessing prior learning and transfer credit. The Ontario Council on Articulation and Transfer, which works to improve transferability, notes that, in the past, courses were often described in course outlines using the materials (such as textbooks), the topics that would be covered, and the aims or goals of the instructor (Fallon, 2015). These "inputs" to education, as it

calls them, are harder to compare than the "outputs" (what students can do at the end of the course). Students might use different paths to learn the material (the "inputs" could vary) and instructors might use different materials. Learning outcomes, when properly created, provide a common language for comparing learning between courses and programs.

Describing learning outcomes as a language highlights the scope of this change in post-secondary education. This is truly a global phenomenon. In the twenty-first century, forty-eight European countries have been working to establish ready transferability of credits and qualifications using learning outcomes. Similar projects are underway in Africa and Asia (Fallon, 2015).



## 4. How You Might Already Use Learning Outcomes

Click the **PLAY** button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

### **Do you already have learning outcomes for your course?**

Developing learning outcomes for your courses may seem like a significant amount of work, but there's a good chance you already have some outcomes for your course. They might not be written down and they might not contain all the elements we'll discuss in the next module, but often some part of the outcome develops naturally. Many instructors already reflect on student learning as part of course planning (Greenleaf, 2008).

Students may also prompt us to think about learning outcomes. For them, the benefit of outcomes lies in understanding what they will be able to do after the course. If you have ever answered the question, "What am I getting out of this course?", you have probably come up with learning outcomes.

A personal example might be helpful for the next modules, so take a minute to write down some learning outcomes that come to mind.

## 5. Summary

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

**Learning outcomes specify what students are to learn in a course and they can help instructors, students, and institutions with their respective roles in the learning process.**

In this module, we started by defining what learning outcomes are and why they are useful for instructors planning course content, for students understanding course purpose and value in their education, and for institutions planning programs and assessing transfer credits. You may already be aware of them, and hopefully, their creation will become clear and straightforward in the next module.

# Evaluating Learning Outcomes

Site: [GPRC Moodle](#)  
Course: GPRC Writing Learning Outcomes Course  
Book: Evaluating Learning Outcomes

Printed by: Daryl White  
Date: Monday, 9 December 2019, 7:52 AM



# Table of contents

## 1. The Questions to Ask

# 1. The Questions to Ask

Click the PLAY button in this gadget to hear this section read aloud. Click the same button to pause and resume playback.

Once you've carefully crafted your learning outcome and are feeling pretty proud of yourself, it's time to ask the hard questions. If you're feeling particularly proud, you might want to bask in your achievement before doing this.

To evaluate your learning outcomes (or others you may be reviewing), here are some questions to ask yourself.

**Does the learning outcome have all the required elements?** Are the **Who Will do What By When How Well Under What Conditions** answered clearly?

**Is it focused on learners?** Does the outcome speak to the learner about what they will need to do? If the **Who** is not the student, the outcome should be revised.

**Is the outcome observable?** If it isn't, examine the verb and the **How Well**.

**Is it measurable?** Will it be clear to both the instructor and the learner when it has been achieved? If not, look at the **How Well**.

**Is it attainable?** Is the outcome reasonable for learners to achieve in the time frame of **By When**? Should expectations be raised or lowered?

**Does it link to assessment?** Remember that good outcomes help drive assessment. By reading the outcomes, would it be clear to students how they are being assessed?

**Does it strike the right balance of specificity?** Does the outcome give flexibility to **both** students to demonstrate learning and instructors to plan courses?

If you're comfortable with the answers to all these questions, then your learning outcome should be ready to go!

You can now attempt the final quiz to complete this course.



**DEPARTMENT Name**

**COURSE OUTLINE – FALL/WINTER/SPRING 20xx**

**TTxxxx (xx): Name of the course – x (x-x-x) xx Hours for xx Weeks**

**INSTRUCTOR:  
OFFICE:  
OFFICE HOURS:**

**PHONE:  
E-MAIL:**

**CALENDAR DESCRIPTION:**

**PREREQUISITE(S)/COREQUISITE:**

**REQUIRED TEXT/RESOURCE MATERIALS:**

**DELIVERY MODE(S):**

**COURSE OBJECTIVES:**

**LEARNING OUTCOMES:**

**TRANSFERABILITY:**

**This course is considered a University Transferable Course; however, the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability and transferable grades.**

**EVALUATIONS:**

**GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

**STUDENT RESPONSIBILITIES:**

**STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

\*\*Note: all Academic and Administrative policies are available on the same page.

**Additional Information (Optional):**

Instructors may add whatever they want here.



## Application for Academic Course Changes

Department Chairperson <b>(Required)</b>	<b>Please ensure the following questions are answered prior to submission to Dean for signature:</b>	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	<b>If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.</b>	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
	Chairperson Comments:	
Chairperson Signature:		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean <b>(Required)</b> <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
	Dean Signature:	
<b>For Office Use Only (determination to be made by Student Services)</b>		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

## CURRICULUM COMMITTEE MEETING

**Date:** November 20, 2019

**Time:** 4 – 5:30pm

**Location(s):** E211/FAC 114

**CHAIR:** Darlene MacDonald Interim Director, Student Experience

**RECORDS:** Shawna Boyd

**INVITEES: (\* Notice of Absence)**

Don Gnatiuk	President and CEO, Ex Officio*
Tim Heath	VP Academics and Research
Brian Redmond	Dean, School of Arts, Science and Upgrading
Shirley Pasioka	Dean, School of Health, Wellness and Career Studies
Chris Laue	Dean, School of Trades, Agriculture and Environment
Megan Slifka	Associate Registrar, Records
Gordon Pellerin	Associate Registrar, Admissions
Jennifer Robertson	Associate Registrar, Advising & Articulation
TBD	Institutional Research and Planning Officer
Emma Doris	1 Representative from Students' Association
Joshua Calkins	1 Representative from Students' Association
Lindsay Comeau	1 Representative from Students' Association
Jasbelle Leal	1 Representative from Students' Association
Tina Strasbourg	1 Representative from Arts & Education
Reddy Ganta	1 Representative from Academic Upgrading
Abby Head	1 Representative from Department of Business and Office Administration
Valerie Ostara	1 Representative from Department of Human Services
Chris Nicol	1 Representative from Department of Physical Education and Kinesiology
Louise Rawluk	1 Representative from Department of Nursing
Dallas Sawtell	1 Representative from Department of Science
Robert Howey	1 Representative from Fine Arts
Chad Boone	1 Representative from Continuing Education
Peter Sellers	1 Representative from Motorcycle & Recreational Powersports Department
Clint Peterson	1 Representative from Heavy Equipment Department
Jerry Chik	1 Representative from Automotive, Parts & Power Engineering
Tiffany Duncan	1 Representative from Animal Health Sciences
Miles Mintzler	1 Representative from Construction & Fabrication Department
Richard McCoy	1 Representative from Electrical & Millwright Department

1.	Agenda	Chair
2.	Review minutes of October 30, 2019 – will go to Academic Council for approval on November 14, 2019	Chair
3.	Curriculum Changes Flow Chart	M. Slifka
4.	Application for Academic Changes – Programs	M. Slifka
5.	Application for Academic Changes –Courses	
<b>Department</b>		
<b>Course/Item</b>		<b>Approval Requested:</b>
<b>Health, Wellness and Career Studies</b>		
6.	<b>Business and Office Administration</b>	
6.1	Business Administration Diploma – Accounting and Investment Management Major	Modify Program
6.2	Business Administration Diploma – Financial Services Major	Modify Program
7	<b>Nursing Education and Health Studies</b>	
7.1	NS2710 Pain Assessment and Management	Modify prerequisites
8	<b>PEAK</b>	
8.1	PA1560 Instruction of the Basics of Yoga	Add new course
8.2	PE2090 Research Methods in Kinesiology	Add new course

Next meeting: December 18, 2019

Deadline for agenda items: December 6, 2019

***\*\*The December Curriculum Committee meeting is the last meeting at which approved Curriculum items will be included in the 2020-2021 Academic Calendar\*\****





# Minutes

## CURRICULUM COMMITTEE MEETING

**Date:** October 30, 2019  
**Time:** 4:00 – 5:30PM  
**Location(s):** E211/FAC144  
**CHAIR:** Darlene MacDonald Interim Director, Student Experience  
**RECORDS:** Shawna Boyd

**ATTENDEES:**

**\* Notice of Absence**

- Don Gnatiuk President and CEO, Ex Officio\*
- Tim Heath Vice-President Academics and Research
- Brian Redmond Dean, School of Arts, Science and Upgrading
- Shirley Pasioka Dean, School of Health, Wellness and Career Studies
- Chris Laue Dean, School of Trades, Agriculture and Environment
- Megan Slifka Associate Registrar, Records
- Jennifer Robertson Associate Registrar, Advising and Articulation
- Gordon Pellerin Associate Registrar, Admissions
- TBD Institutional Research and Planning Officer\*
- Joshua Calkins 1 Representative from the Students Association
- Jasbelle Leal 1 Representative from Students Association
- Emma Doris 1 Representative from Students Association
- Lindsey Comeau 1 Representative from Students Association
- Tina Strasbourg 1 Representative from Arts & Education
- Nicoletta Harabor 1 Representative from Academic Upgrading
- Abby Head 1 Representative from Department of Business and Office Administration
- Valerie Ostara 1 Representative from Department of Human Services
- Chris Nicol 1 Representative from Department of Physical Education and Kinesiology
- Louise Rawluk 1 Representative from Department of Nursing
- Dallas Sawtell 1 Representative from Department of Science
- Robert Howey 1 Representative from Fine Arts
- Chad Boone 1 Representative from Continuing Education
- Peter Sellers 1 Representative from Motorcycle & Recreational Powersports Department
- Clint Peterson 1 Representative from Heavy Equipment Department
- Jerry Chik 1 Representative from Automotive, Parts & Power Engineering\*
- Tiffany Duncan 1 Representative from Animal Health Sciences
- Richard McCoy 1 Representative from Electrical & Millwright Department
- Miles Mintzler 1 Representative from Construction & Fabrication Department

1. Agenda approved by consensus
2. Terms of Reference

**Motion:** Recommend that Academic Council approve a change to the Terms of Reference changing the position title in the Committee Membership from "Advising Coordinator" to "Associate Registrar, Advising and Articulation".

**Moved:** T. Strasbourg      **Second:** N. Harabor

**Carried.**

### **3. Arts and Education**

**Motion:** Recommend that Academic Council approve the addition of a new course, SO4000 Sociology of the internet 3 (3-0-0) UT Pending 45 hours 15 weeks pending university transfer effective July 1, 2020.

**Moved:** T. Strasbourg

**Second:** D. Sawtell

**Discussion:** This new course is being introduced to increase senior level offerings and options for students.

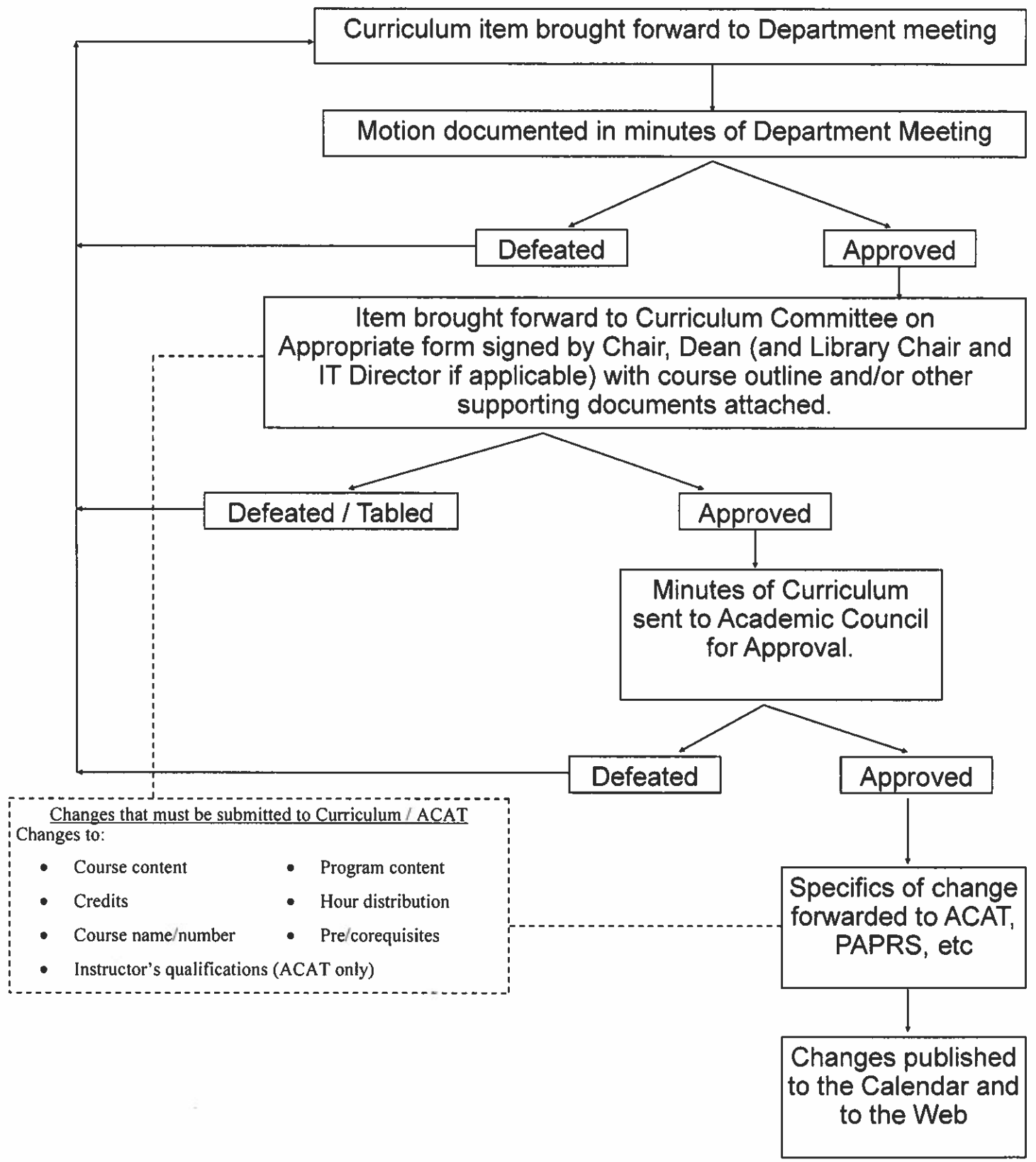
**Carried.**

### **4. Adjournment by consensus**

Next meeting: **November 20, 2019**

Deadline for agenda items: **November 6, 2019**

# Curriculum Changes Flow Chart





## Application for Academic Program Changes

**This form is to be used to request changes to the Program (i.e. Program Curriculum, Admission Requirements, Graduation Requirements, Progression Criteria, etc.).**

AGENDA ITEM	CURRENT	Only fill in current information in those boxes where changes are proposed	PROPOSED	ALL boxes must be filled in (use n/a when no information applies)
Department				
Program Name				
Total # of Program Credits				
Total # of Program Hours				
Total Weeks of Program				
Calendar Program Page Information (attach word document for "Current" and "Proposed" if text is more than 200 words)				
Current Calendar Program Page Number (s)			Not Applicable.	
Effective Date (mm-dd-yy)		Not Applicable.		Click here to enter a date.
Justification				
Date motion to make this change was passed at Department Meeting: Click here to enter a date.				
Transfer	Is this program being considered for block transfer? <input type="checkbox"/> Yes <input type="checkbox"/> No			
	IF YES:	1) Which institutions are being considered for block transfer (list all)?		

## Application for Academic Program Changes

Department Chairperson (Required)	<b>Please ensure the following questions are answered prior to submission to Dean for signature:</b>	
	1) Do these changes impact current Library resources?	Choose an item.
	2) Do these changes impact current hardware/software resources?	Choose an item.
	<b>If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.</b>	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Choose an item.
	4) Does this change affect graduation requirements for students in the specified program?	Choose an item.
	5) Are there existing transfer agreements that may be affected?	Choose an item.
	6) Will information in the AET Program Registry System be affected by this change?	Choose an item.
	Chairperson Comments:	
Chairperson Signature:		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
	Dean Signature:	
<b>For Office Use Only (determination to be made by Student Services)</b>		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



## Application for Academic Course Changes

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM	CURRENT	PROPOSED
Course Number/Code:	<b>Only fill in current information in those boxes where changes are proposed</b>	
Course Name/Title:	<b>ALL boxes must be filled in (use n/a when no information applies)</b>	
Program(s) course associated with:		
Course Description:		
# of Credits:		
Total Course Hours:		
Total Weeks of Course:		
Hours Distribution (i.e. 3-0-3):	Lecture Seminar Lab	Lecture Seminar Lab
Other Hours (i.e. clinical hours):	Type Hours	Type Hours
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail
Pre-Requisites:		
Co-Requisites:		
Work Experience	Hours	Hours
	Paid	Choose an item.
	Unpaid	Choose an item.
Effective Date (mm-dd-yy)	Click here to enter a date.	Click here to enter a date.
Justification		
Date motion to make this change was passed at Department Meeting: Click here to enter a date.		
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No	
	IF YES:	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)
		2) On which institution and/or course is this course based?
		3) Specify the course you are requesting from <b>each</b> receiving institution: U of A U of C U of L Athabasca MacEwan University Mount Royal University Other

## Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
	Chairperson Comments:	
	Chairperson Signature:	
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
	Dean Signature:	
<b>For Office Use Only (determination to be made by Student Services)</b>		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		

# Application for Academic Program Changes

This form is to be used to request changes to the Program (i.e. Program Curriculum, Admission Requirements, Graduation Requirements, Progression Criteria, etc.).

AGENDA ITEM <i>6.1</i>	CURRENT	Only fill in current information in those boxes where changes are proposed	PROPOSED	ALL boxes must be filled in (use n/a when no information applies)
Department	Business Administration Diploma			
Program Name	Accounting & Investment Management Major		Accounting & Investment Management Major	
Total # of Program Credits				
Total # of Program Hours				
Total Weeks of Program				
Calendar Program Page Information (attach word document for "Current" and "Proposed" if text is more than 200 words)	<b>Second Year (30 Credits)</b> <ul style="list-style-type: none"> <li>• BA2030</li> <li>• BA2040</li> <li>• BA2110</li> <li>• BA2120</li> <li>• BA2130</li> <li>• BA2140</li> <li>• BA2540 or BA2710</li> <li>• BA2700</li> <li>• BA2730</li> <li>• BA2740</li> </ul> Three Approved Options* (9)		<b>Second Year (30 Credits)</b> <ul style="list-style-type: none"> <li>• BA2030</li> <li>• BA2040</li> <li>• BA2110</li> <li>• BA2120</li> <li>• BA2130</li> <li>• BA2140</li> <li>• BA2540 or BA2070</li> <li>• BA2700</li> <li>• BA2730</li> <li>• BA2740</li> </ul> Three Approved Options* (9)	
Current Calendar Program Page Number (s)	Pg. 65		Not Applicable.	
Effective Date (mm-dd-yy)	Not Applicable.		July 1, 2020	
Justification	BA2710 does not receive transfer credit to SAIT			
Date motion to make this change was passed at Department Meeting: October 23, 2019				
Transfer	Is this program being considered for block transfer? <input type="checkbox"/> Yes <input type="checkbox"/> No			
	IF YES:	1) Which institutions are being considered for block transfer (list all)?		





Department Chairperson (Required)	<b>Please ensure the following questions are answered prior to submission to Dean for signature:</b>	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	<b>If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.</b>	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	Yes
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
	Chairperson Comments:	
	Chairperson Signature: <i>Charles Bachman</i>	
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
	Dean Signature: <i>S. Pasika</i>	
<b>For Office Use Only (determination to be made by Student Services)</b>		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



# Application for Academic Program Changes

This form is to be used to request changes to the Program (i.e. Program Curriculum, Admission Requirements, Graduation Requirements, Progression Criteria, etc.).



AGENDA ITEM <i>6.7</i>	CURRENT	Only fill in current information in those boxes where changes are proposed	PROPOSED	ALL boxes must be filled in (use n/a when no information applies)
Department	Business Administration			
Program Name	Business Administration Diploma – Financial Services Major		Business Administration Diploma – Financial Services Major	
Total # of Program Credits				
Total # of Program Hours				
Total Weeks of Program				
Calendar Program Page Information (attach word document for “Current” and “Proposed” if text is more than 200 words)	<b>Second Year (30 Credits)</b> <ul style="list-style-type: none"> <li>• BA2030</li> <li>• BA2040</li> <li>• BA2540</li> <li>• BA2700</li> <li>• BA2710</li> <li>• BA2730</li> <li>• BA2740</li> <li>• Three Approved Options* (9)</li> </ul>		<b>Second Year (30 Credits)</b> <ul style="list-style-type: none"> <li>• BA2030</li> <li>• BA2040</li> <li>• BA2540</li> <li>• BA2700</li> <li>• BA2070</li> <li>• BA2730</li> <li>• BA2740</li> <li>• Three Approved Options* (9)</li> </ul> <p>Second year required courses for Financial Services Diploma</p>	
Current Calendar Program Page Number (s)	Pg. 65		Not Applicable.	
Effective Date (mm-dd-yy)	Not Applicable		July 1, 2020	
Justification	BA2710 does not receive transfer credit to SAIT.			
Date motion to make this change was passed at Department Meeting: October 23, 2019				
Transfer	Is this program being considered for block transfer? <input type="checkbox"/> Yes <input type="checkbox"/> No			
	IF YES:	1) Which institutions are being considered for block transfer (list all)?		

Department Chairperson (Required)	<b>Please ensure the following questions are answered prior to submission to Dean for signature:</b>	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	<b>If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.</b>	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	Yes
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments:		
Chairperson Signature: 		
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
	Dean Signature: 	
<b>For Office Use Only (determination to be made by Student Services)</b>		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



## Application for Academic Changes

AGENDA ITEM <span style="font-size: 1.2em; margin-left: 20px;">7.1</span>	CURRENT	Only fill in current information in those boxes where changes are proposed	PROPOSED	ALL boxes must be filled in (use n/a when no information applies)
Course Number	NS2710		NS2710	
Course Name	Pain Assessment and Management		Pain Assessment and Management	
Program(s) course associated with				
# of Credits				
Total Course Hours				
	Lecture	Seminar	Lab	Lecture
Calendar Description				
Grading type	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail	
Pre-Requisites	PZ1515		NS1160	
Co-Requisites				
Work Experience	Hours		Hours	
	Paid	Choose an item.	Paid	Choose an item.
	Unpaid		Unpaid	
Effective Date (mm-dd-yy)	Click here to enter a date.		July 1, 2020	
Justification			PZ1515 is not part of the new curriculum. Students still need the Pathophysiology knowledge so NS1160 is the new prerequisite starting July, 2020.	
Date motion to make this change was passed at Department Meeting: April 22, 2019				
Transfer	This course is being submitted for transfer consideration <input type="checkbox"/> Yes <input type="checkbox"/> No			
	<b>IF YES:</b>	1) Minimum Instructor Qualifications: Select Degree Discipline (Please Specify)		
		2) On which institution and/or course is this course based?		
		3) Specify the course you are requesting from <b>each</b> receiving institution: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">                     U of A U of L MacEwan University Mount Royal University Other                 </div> <div style="width: 45%;">                     U of C Athabasca                 </div> </div>		



Department Chairperson (Required)	<b>Please ensure the following questions are answered prior to submission to Dean for signature:</b>	
	1) Do these changes require the Library to acquire new resources to support this course?	Choose an item.
	2) Do these changes impact current hardware/software resources?	Choose an item.
	<b>If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.</b>	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Choose an item.
	4) Does this change affect graduation requirements for students in the specified program?	Choose an item.
	5) Are there existing transfer agreements that may be affected?	Choose an item.
	6) Will information in the AET Program Registry System be affected by this change?	Choose an item.
	Chairperson Comments:	
	Chairperson Signature:	
Chair, Library (if required)	Chairperson Comments:	
	Chairperson Signature: 	
Director, Information Technology (if required)	Director Comments:	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
	Dean Signature: 	
<b>For Office Use Only (determination to be made by Student Services)</b>		
<input type="checkbox"/>	Add to Curriculum Agenda	
<input type="checkbox"/>	Editorial. Add to Curriculum Agenda for Information only.	



## Application for Academic Course Changes

		Mount Royal University PHED 1XX Other Burman PEAC 1XX Concordia EXCI 1XX King's KINS 2XX
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# Application for Academic Course Changes

Department Chairperson (Required)	Please ensure the following questions are answered prior to submission to Dean for signature:	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: <i>This course will allow for another offering in the individual physical activity category. GPRC currently only offers one.</i>		
Chairperson Signature: 		
Chair, Library (if required)	Chairperson Comments: <i>not required</i>	
	Chairperson Signature:	
Director, Information Technology (if required)	Director Comments: <i>not required</i>	
	Director Signature:	
Dean (Required) <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
	Dean Signature: 	
<b>For Office Use Only (determination to be made by Student Services)</b>		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		





**DEPARTMENT OF PHYSICAL EDUCATION AND KINESIOLOGY**

**COURSE OUTLINE – WINTER 2021**

**PA 1560 A2: Instruction of the Basics of Yoga – 3 (0-0-3) UT 45 HOURS**

**INSTRUCTOR:** Minimum Masters in Kinesiology or related field      **PHONE:**

**OFFICE:**      **E-MAIL:**

**OFFICE HOURS:** .

**CALENDAR DESCRIPTION:** Acquisition of theoretical knowledge and personal skills in the basics of yoga.

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXT/RESOURCE MATERIALS:** TBD; Readings will be posted on Moodle.

**DELIVERY MODE(S):** The course work includes Lecture/Lab/Seminar combos

**OBJECTIVES:**

1. To increase knowledge of yoga theory (including historical and cultural context), application and instruction.
2. To acquire the necessary skills to safely and effectively perform yoga exercises; breathing and meditation techniques and to implement them into a self-practice.
3. To provide opportunities for supervised error detection and corrections of safe & proper yoga techniques.
4. To gain an appreciation of the value of lifetime yoga.

**LEARNING OUTCOMES:**

**Students will be able to:**

1. Describe the different styles/practices and cultural influences of yoga.
2. Demonstrate competent practice of breathing; meditation and a variety of yoga postures.
3. Analyze and critique the safety of yoga postures using anatomy and biomechanics concepts.
4. Perform basic instructional techniques in the instruction of yoga.
5. Articulate the benefits of incorporating yoga into one's lifestyle.

**TRANSFERABILITY:**

This course is considered a University Transferrable course. Please consult the Alberta Transfer Guide for more information at <http://transferalberta.alberta.ca>

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

**EVALUATIONS:**

<b>Learning Behavior; Participation; Contribution</b>	<b>20%</b>
<b>Practical Yoga Demonstration</b> Instruct and demonstrate one yoga pose to your peers including proper instruction; cueing; and safety principles.	<b>15%</b>
<b>Workout Logbook</b> Compilation of personal yoga workouts and meditation journal.	<b>10%</b>
<b>Quizzes</b>	<b>10%</b>
<b>Practical Final Evaluation</b> Students will demonstrate and instruct one posture to the course instructor.	<b>15%</b>
<b>Final Exam</b> The final written exam will cover all material presented throughout the course.	<b>30%</b>

**GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is less than C-. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>		<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

## **COURSE SCHEDULE/TENTATIVE TIMELINE:**

## **STUDENT RESPONSIBILITIES:**

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/](http://www.gprc.ab.ca/about/administration/policies/)\*\*

\*\*Note: all Academic and Administrative policies are available on the same page.

### **STATEMENT ON CELL PHONE AND OTHER PERSONAL ELECTRONIC DEVICES:**

Users of cell phones and other personal electronic devices must be attentive to the needs, sensibilities and rights of other members of the College community. The use of these devices must not disrupt the functions of the College overall and its classrooms and labs. Instructors have the right to have strict individual policies related to cell phones in order to provide and maintain a classroom environment that is conducive to learning and the respect of others.

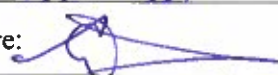

This form is to be used to request changes to course information (i.e. course hours, description, number, pre-requisites, etc.).

AGENDA ITEM 8.2	CURRENT	Only fill in current information in those boxes where changes are proposed		PROPOSED	ALL boxes must be filled in (use n/a when no information applies)	
Course Number/Code:	New course			PE2090		
Course Name/Title:				Research Methods in Kinesiology		
Program(s) course associated with:				Bachelor of Kinesiology UT Bachelor of Science in Kinesiology UT Bachelor of Education/Bachelor of Kinesiology Combined Degree Kinesiology Diploma		
Course Description:				This course will provide an introduction to research methods used in the field of kinesiology. Emphasis will be placed on the application of research techniques commonly used in the discipline.		
# of Credits:				3		
Total Course Hours:				45		
Total Weeks of Course:				15		
Hours Distribution (i.e. 3-0-3):	Lecture	Seminar	Lab	Lecture 3	Seminar 0	Lab 0
Other Hours (i.e. clinical hours):	Type		Hours	Type		Hours
Grading type:	Check one: <input type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail			Check one: <input checked="" type="checkbox"/> Letter <input type="checkbox"/> Pass/Fail		
Pre-Requisites:				PE1090		
Co-Requisites:						
Work Experience	Hours			Hours		
	Paid	Choose an item.		Paid	Choose an item.	
	Unpaid			Unpaid		
Effective Date (mm-dd-yy)	Click here to enter a date.			July 1, 2020		
Justification	<p>A similar course is currently offered as a second-year course (KIN209) at the University of Alberta, which is the primary transfer institution for our students. By providing this course as part of the courses offered for two-year transfer to the University of Alberta students will be more prepared for the final two years of their undergraduate degree.</p> <p>All Kinesiology undergraduate programs in Alberta offer a research methods class so it is in line for our institution to also offer this class for students in both the Kinesiology diploma and for UT students.</p>					
Date motion to make this change was passed at Department Meeting: October 25, 2019						
Transfer	This course is being submitted for transfer consideration <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
	IF YES:	<p>1) Minimum Instructor Qualifications: Masters Degree Discipline (Please Specify) Physical Education and/or Kinesiology</p> <p>2) On which institution and/or course is this course based? University of Alberta, KIN209</p>				

## Application for Academic Course Changes

		<p>3) Specify the course you are requesting from <b>each</b> receiving institution:</p> <p>U of A    KIN209                      U of C            KNES 213</p> <p>U of L    KNES 2200                      Athabasca        300-level elective (no KIN or comparable program exists)</p> <p>MacEwan University        PEDS 209</p> <p>Mount Royal University    HPED 2xxx</p> <p>Other        Burman – BHSC 215</p> <p>Concordia – PESS 2xx</p> <p>Kings – KINS 2xx</p>
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# Application for Academic Course Changes

<b>Department Chairperson (Required)</b>	<b>Please ensure the following questions are answered prior to submission to Dean for signature:</b>	
	1) Do these changes impact current Library resources?	No
	2) Do these changes impact current hardware/software resources?	No
	<b>If you answered yes to either of the questions above, please ensure this form is signed by Library Chairperson and/or Director, Information Technology.</b>	
	3) Does this conform to necessary standards (Provincial, collaborative, etc)?	Yes
	4) Does this change affect graduation requirements for students in the specified program?	No
	5) Are there existing transfer agreements that may be affected?	No
	6) Will information in the AET Program Registry System be affected by this change?	No
Chairperson Comments: <i>The addition of This course will align our courses/program with UofA and support student research initiative</i>		
Chairperson Signature: 		
<b>Chair, Library (if required)</b>	Chairperson Comments: <i>not required</i>	
	Chairperson Signature:	
<b>Director, Information Technology (if required)</b>	Director Comments: <i>not required</i>	
	Director Signature:	
<b>Dean (Required)</b> <i>Signature indicates sufficient information for item to be considered by Curriculum Committee</i>	Dean Comments:	
	Dean Signature: 	
<b>For Office Use Only (determination to be made by Student Services)</b>		
<input type="checkbox"/> Add to Curriculum Agenda		
<input type="checkbox"/> Editorial. Add to Curriculum Agenda for Information only.		



**DEPARTMENT OF PHYSICAL EDUCATION AND KINESIOLOGY  
COURSE OUTLINE – PROPOSED WINTER 2021  
PE2090 (xx): Research Methods in Kinesiology – 3 (3-0-0) 45 Hours**

**INSTRUCTOR:** Minimum Masters in Kinesiology or related field  
**PHONE:**  
**OFFICE:**  
**OFFICE HOURS:** **E-MAIL:**

**CALENDAR DESCRIPTION:** This course will provide an introduction to research methods used in the field of kinesiology. Emphasis will be placed on the application of research techniques commonly used in the discipline.

**PREREQUISITE:** PE1090

**REQUIRED TEXT/RESOURCE MATERIALS:**

Kowalski, K. C., McHugh, T.-L. F., Sabiston, C. M., & Ferguson, L. J. (2018). *Research methods in kinesiology*. Don Mills, ON: Oxford University Press.

Other readings and resources will be available on Moodle.

**DELIVERY MODE(S):**

**COURSE OBJECTIVES:**

1. Explain various research methods commonly used in the field of kinesiology.
2. Distinguish the difference between various research techniques and apply data collection and analysis methods with consideration to ethical research practices.
3. Describe various research paradigms and evaluate how paradigms inform research.
4. Critique and interpret research and apply findings to real life settings.

**LEARNING OUTCOMES:**

1. The student will be able to explain various research methods commonly used in the field of kinesiology.
2. The student will demonstrate how to answer research questions with appropriate data collection and analysis, with consideration of ethical research practices.
3. The student will describe various research paradigms and evaluate how paradigms inform research.
4. The student will evaluate research critically and apply research to real life settings.

**TRANSFERABILITY:**

This course is considered a University Transferrable course. Please consult the Alberta Transfer Guide for more information at <http://transferalberta.alberta.ca>

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

**EVALUATIONS:**

- Module assignments, discussions, and tests 25%
- Research proposal
  - Draft assignments 15%
  - Final proposal 20%
  - Online presentation 10%
- Final exam 30%

**GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)**

Please note that most universities will not accept your course for transfer credit **IF** your grade is less than C-. This means **DO NOT GET LESS THAN “C-” IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
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A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

**STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

**\*\*Note:** all Academic and Administrative policies are available on the same page.



## CURRICULUM COMMITTEE MEETING

*Date:* November 20, 2019  
*Time:* 4:00 – 5:30PM  
*Location(s):* E211/FAC144  
**CHAIR:** Darlene MacDonald Interim Director, Student Experience  
**RECORDS:** Shawonna Boyd

**ATTENDEES:**

**\* Notice of Absence**

Don Gnatiuk	President and CEO, Ex Officio*
Tim Heath	Vice-President Academics and Research*
Brian Redmond	Dean, School of Arts, Science and Upgrading*
Shirley Pasieka	Dean, School of Health, Wellness and Career Studies
Chris Laue	Dean, School of Trades, Agriculture and Environment*
Megan Slifka	Associate Registrar, Records
Jennifer Robertson	Associate Registrar, Advising and Articulation
Gordon Pellerin	Associate Registrar, Admissions*
TBD	Institutional Research and Planning Officer*
Joshua Calkins	1 Representative from Students Association
Jasbelle Leal	1 Representative from Students Association
Emma Doris	1 Representative from Students Association*
Lindsey Comeau	1 Representative from Students Association*
Tina Strasbourg	1 Representative from Arts & Education
Nicoletta Harabor	1 Representative from Academic Upgrading
Abby Head	1 Representative from Department of Business and Office Administration
Valerie Ostara	1 Representative from Department of Human Services
Chris Nicol	1 Representative from Department of Physical Education and Kinesiology
Louise Rawluk	1 Representative from Department of Nursing
Dallas Sawtell	1 Representative from Department of Science
Robert Howey	1 Representative from Fine Arts
Chad Boone	1 Representative from Continuing Education
Peter Sellers	1 Representative from Motorcycle & Recreational Powersports Department*
Clint Peterson	1 Representative from Heavy Equipment Department*
Jerry Chik	1 Representative from Automotive, Parts & Power Engineering*
Tiffany Duncan	1 Representative from Animal Health Sciences*
Richard McCoy	1 Representative from Electrical & Millwright Department*
Miles Mintzler	1 Representative from Construction & Fabrication Department *

1. **Agenda approved by consensus with the following changes:**
  - 1.1. **Remove item 6.1**
  - 1.1. **Table 8.1 to December meeting**
2. **Minutes from October 30, 2019**

**Discussion:** Academic Council moved that the Curriculum Committee refer SO4000 back to its originator to refine and align its learning outcomes in ways that align with taxonomy norms, for example, Blooms.

Curriculum Committee members will be invited to the Academic Council meeting on December 11, 2019 to engage in conversation regarding the defeat of the SO4000 Curriculum motion and course development going forward.

### 3. Curriculum Changes Flow Chart

**Discussion:** Please bring potential curriculum changes forward to Associate Registrar, Advising and Articulation (Jennifer Robertson) prior to taking the change to your department meeting so that she can have Student Services staff review for potential issues that may result in delays if the item is brought directly to Curriculum Committee.

### 4. Application for Academic Changes - Programs

**Discussion:** Please ensure that only information that is changing is filled out in the "Current" column boxes and that all boxes (whether that information is changing or not) are completed under the "Proposed" column.

### 5. Application for Academic Changes – Courses

**Discussion:** Please ensure that only information that is changing is filled out in the "Current" column boxes and that all boxes (whether that information is changing or not) are completed under the "Proposed" column.

### 6. Business and Office Administration

#### 6.1. Withdrawn

#### 6.2. Business Administration Diploma – Finance Services Major

**Motion:** Recommend that Academic Council approve a change to the Business Administration Diploma – Finance Services Major replacing BA2710 with BA2070.

**Moved:** A. Head

**Second:**

J. Robertson

**Discussion:** BA2710 does not receive transfer to SAIT.

**CARRIED**

### 7. Nursing Education and Health Studies

#### 7.1. NS2710 Pain Assessment and Management

**Motion:** Recommend that Academic Council approve a change to the prerequisites for NS2710 from PZ1515 to NS1160.

**Moved:** L. Rawluk

**Second:**

M. Slifka

**Discussion:** The current prerequisite for NS2710 is "NS1500 and PZ1515 or equivalent or with instructor permission". Is the intent to also remove NS1500 as a prerequisite?

## 8. PEAK

### 8.1. Tabled by department

### 8.2. PE2090 Research Methods in Kinesiology

**Motion:** Recommend that Academic Council approve the addition of **PE2090 3(3-0-0) UT Pending 45 Hours 15 Weeks Research Methods in Kinesiology** to course offerings pending university transfer effective July 1, 2020.

**Moved:** C. Nicol

**Second:**

S. Pasioka

**Discussion:** Please change course code to PE2190 as PE2090 has previously been used.

**CARRIED**

## 9. Adjournment by consensus

Next meeting: **December 18, 2019**

Deadline for agenda items: **December 6, 2019**

**\*\*\*The December Curriculum Committee meeting is the last meeting at which approved Curriculum items will be included in the 2020-2021 Academic Calendar\*\*\***

# FIT TO WORK FIT TO LEARN POLICY



FIT TO WORK FIT TO LEARN POLICY			
<b>Effective Date</b>	October 17, 2018	<b>Policy Type</b>	Administrative and Academic
<b>Responsibility</b>	Director, Human Resources/ Director, Student Experience	<b>Cross-Reference</b>	1. <del>Cannabis Use</del> Smoke Free Policy 2. Liquor Policy 3. Clean Air Policy 4. Occupational Health and Safety Policy
<b>Approver</b>	Executive Council	<b>Appendices</b>	
<b>Review Schedule</b>	Every 5 years		

## 1. Policy Statement

- 1.1. Grande Prairie Regional College (“GPRC” or “the College”) is committed to providing a safe and healthy environment for students, staff, contractors, volunteers, and visitors. We are also committed to student and staff success and well-being. Impairment, however caused, has the potential to compromise and impact safety, a healthy environment, and one’s success. GPRC is committed to monitoring and addressing potentially unsafe conditions and providing support to employees and students, ensuring they are fit to work and fit to learn.

## 2. Policy Background

- 2.1. GPRC recognizes that the inappropriate use of alcohol, illicit drugs, cannabis, and over the counter medications may have adverse effects on the safety and well-being of the **Members of the** College Community. This policy will:
  - 2.1.1. minimize the risk of impaired performance and the costs of accidental injury and property damage associated with substance use and,
  - 2.1.2. comply with regulatory requirements and develop health and safety standards that are in the best interest of **Members of the** College Community that attend the college.

## 3. Policy Objective

- 3.1. To ensure a safe and healthy environment at GPRC.

## 4. Scope

- 4.1. This policy applies to all individuals entering GPRC premises, as well as anyone operating mobile equipment, stationery equipment, or personal vehicles, as well as drivers and passengers of College fleet vehicles on College premises or during College related endeavours.

## 5. Definitions

- 5.1. “Fit to Work” means that an individual is in a physical, mental and emotional state which enables the individual to perform the essential tasks of their work successfully or in a manner which does not threaten the safety or health of oneself, co-workers, property, or the public at large. This also includes practicum, clinical, and lab/shop learning environments where the safety of others is emphasized and that impairment in these settings is not just about being fit to work but also fit to practice.

## FIT TO WORK FIT TO LEARN POLICY



- 5.2. “Fit to Learn” means that an learner is in a physical, mental and emotional state which enables them to perform the essential tasks of their studies successfully or in a manner which does not threaten the safety or health of oneself or others. This also includes practicum, clinical, and lab/shop learning environments where the safety of others is emphasized and that impairment in these settings is not just about being fit to work but also fit to practice. ~~means that an individual is not under the influence of any legal or illegal drug, alcohol, medication or other impairing substance or condition that will disrupt the learning experience or compromise the safety of the individual or others. This also includes practicum, clinical, and lab/shop learning environments where the safety of others is emphasized and that impairment in these settings is not just about being fit to learn but also fit to practice.~~
- 5.3. “College Members of the College Community” means all employees, students, volunteers, contractors, visitors and other individuals who work, study, conduct research or otherwise carry on the business of the College.
- 5.4. “Impairment” a physical, mental and emotional state which diminishes the capacity to function and negatively impacts their ability to perform the necessary tasks successfully or in a manner which does not threaten the safety or health of oneself or others. could be caused by a variety of factors, for example, substance use (both legal and illegal), fatigue or illness and may potentially result in diminished attention, decision-making or reflexes. For the purposes of this policy and any related policies and procedures, means in the case of impairment is the result of resulting from substance use, an individual may be considered to be impaired within the meaning of this policy if the individual is a diminished capacity to function, perform, behave or react in a reasonable matter as a result of and individual being under the influence of alcohol, cannabis, or another substance, irrespective of whether the level of such influence would constitute impairment under the Criminal Code of Canada or any other legal doctrine.
- 5.5. “Premises” means College campus, grounds, and buildings that are owned, leased, or operated by the College.

### 6. Guiding Principles

- 6.1. Fit to Work and Fit to Learn:
  - 6.1.1. Individuals are required to be Fit to Work at all times during the work day and any other occasion while representing the College in a work capacity.
  - 6.1.2. Students shall be Fit to Learn when in a College learning environment, whether at the College or at another offsite location as a student of the College.
  - 6.1.3. Disruptive, unsafe and dangerous behaviour will not be tolerated.
- 6.2. Students and staff have the right to a safe and healthy learning and working environment, free from hazards related to the impairment of members of the community. In alignment with Alberta Occupational Health and Safety expectation, GPRC is committed to maintaining a high standard of health and safety.
- 6.3. ~~All members of the GPRC~~ Members of the College Community ~~(staff and students)~~ are encouraged to be active participants and stewards of health, safety and well-being at GPRC. They have a responsibility to ensure their own and their peers’ experiences at GPRC are not subject to inappropriate interference or undue risk resulting from impairment.

## FIT TO WORK FIT TO LEARN POLICY



- 6.4. ~~All members of the GPRC~~ Members of the College Community (staff and students) are encouraged to disclose any situation of impairment that may compromise their safety or the safety of others.
- 6.5. Awareness raising efforts regarding impairment prevention resulting from substance use are most effective when emphasizing harm reduction and empathetic treatment.
- 6.6. GPRC will:
  - 6.6.1. Take appropriate action when impairment is suspected.
  - 6.6.2. Educate staff to recognize the signs of impairment and appropriate response, as well as the potential health and safety risks and GPRC's expectations.
  - 6.6.3. Educate students about potential health and safety risks, GPRC's expectations, and industry expectations regarding work safety.
- 6.7. Where impairment arises from a diagnosed medical condition or disability, duty to accommodate must be attempted without discrimination. This includes accommodating those who disclose a substance dependence disability.

### 7. Roles and Responsibilities

Stakeholder	Responsibilities
Academic Council/Executive Council	<ul style="list-style-type: none"><li>• Approve and formally support this policy.</li></ul>
Director, Human Resources/Director, Student Experience	<ul style="list-style-type: none"><li>• Review and formally support this policy.</li><li>• Follow up on disclosures of impairment through internal processes, agreements, and policies</li></ul>
Members of the College Community	<ul style="list-style-type: none"><li>• Be active participants and stewards of health, safety and well-being</li><li>• Disclose any situation that may compromise their safety or the safety of others</li></ul>

### 8. Exceptions to the Policy

- 8.1. There are no exceptions to this policy.

### 9. Inquiries

- 9.1. Inquiries regarding this policy can be directed to the Director, Human Resources or the Director, Student Experience.

### 10. Amendments (Revision History)

- 10.1. Amendments to this policy will be published from time to time and circulated to the College community.

# ACADEMIC SCHEDULE POLICY



ACADEMIC SCHEDULE POLICY			
<b>Effective Date</b>	July 1, 2019	<b>Policy Type</b>	Academic
<b>Responsibility</b>	Director, Student Experience	<b>Cross-Reference</b>	Academic Council Authority and Bylaws Course Outline Policy Examination Policy Fee Policy Grading Policy Students Rights and Responsibilities
<b>Approver</b>	Academic Council	<b>Appendices</b>	Appendix 1 – General Holidays Appendix 2 – Review Process
<b>Review Schedule</b>	Every 5 years.		

## 1. Policy Statement

1.1. The Academic Schedule provides the framework for the academic year. To this end, Grande Prairie Regional College (“GPRC” or the “College”) will prepare and publish details, and govern its academic activities in accordance with the published schedule.

## 2. Background

2.1. The Academic Schedule will list significant dates in the Academic Year as they apply to all College campuses and Learning Centers and as they refer to a majority of courses/programs at a particular campus.

## 3. Policy Objective

3.1. This policy is intended to provide structure for GPRC staff when scheduling and to clarify GPRC students’ expectations of the Academic Schedule.

## 4. Scope

4.1. This policy applies to GPRC students, staff and faculty.

## 5. Definitions

5.1. “Academic Schedule” is a schedule of events and deadlines important to students and prospective students, covering the period of the College’s Academic Year.

5.2. “Academic Year” includes the Summer, Fall, Winter and Spring semesters, normally beginning in July and ending in June.

5.3. “Audit” (AU) is the marking used on a transcript to show that a Credit Course was taken on a not-for-credit basis. A student may receive an instructor’s permission to register in a course on a not-for-credit basis. It is expected that the student will attend classes regularly but will not normally be expected to participate in assignments or examinations.

- 5.4. "Business Days" are days on which the College is open for service.
- 5.5. "Continuing Student" is a current student who is returning to the College after an absence of less than one Academic Year in the same program.
- 5.6. "Credit Course" is a course that carries credit toward a certificate, diploma, or program of study.
- 5.7. "Fall Semester" is the academic period between September and December, normally beginning in September.
- 5.8. "Final Examinations" are end-of-term testing scheduled during the examination period. When course requirements include examinations as defined, course outlines will inform students of this detail.
- 5.9. "Instructional Days" are days on which instruction occurs for most Credit Courses.
- 5.10. "New Student" is a student who is attending a program for the first time.
- 5.11. "Registration" is the process of selecting and enrolling in courses that are to be taken by a student in a term or session, usually in accordance with specific program curriculum.
- 5.12. "Returning Student" is a student who is returning to the college after an absence of a minimum of one Academic Year.
- 5.13. "Spring Semester" is the academic period during May and/or June, normally beginning in May.
- 5.14. "Summer Semester" is the academic period during July and/or August, normally beginning in July.
- 5.15. "Winter Semester" is the academic period between January and April, normally beginning in January.
- 5.16. "Withdraw with Permission" results in a final grade of "W".

### **6. Guiding Principles**

- 6.1. The Registrar will recommend the Academic Schedule for the Academic Year with consideration for the following:
  - 6.1.1. Application
    - 6.1.1.1. October 1<sup>st</sup> in any given year will be the first day applications are received for the next Academic Year.
    - 6.1.1.2. Application deadlines specific to quota programs will normally be identified in the Academic Calendar.
    - 6.1.1.3. The deadline for acceptance of applications for Fall Semester will normally be July 30<sup>th</sup>.
    - 6.1.1.4. The deadline for acceptance of applications for Winter Semester will normally be November 30<sup>th</sup>.
  - 6.1.2. Registration
    - 6.1.2.1. Registration for Continuing Students will normally begin April 1<sup>st</sup>.



6.1.2.2. Registration for New and Returning Students will normally begin May 1<sup>st</sup>.

### 6.1.3. Confirmation of Attendance

6.1.3.1. Students on Grande Prairie Campus will be expected to confirm their attendance through a student management system.

### 6.1.4. Orientation

6.1.4.1. Normally, at least a one-day orientation in the Fall Semester for credit students, on a Business Day.

6.1.4.2. Normally, a one-day orientation in the Winter Semester on the Business Day before classes begin.

6.1.4.3. Orientation for trades programs offered on Grande Prairie and Fairview Campus will normally be held on the first day of classes in those programs.

### 6.1.5. Add/Drop Registration Deadlines

6.1.5.1. The deadline to add/drop courses for the Fall and Winter Semesters will normally be the sixth Instructional Day.

6.1.5.2. Normally, the deadline to add/drop courses with start dates outside of the regular start dates for Fall and Winter semesters will be the sixth Instructional Day.

6.1.5.3. The deadline to add/drop courses for Spring and Summer Semesters will normally be the end of the second Instructional Day.

6.1.5.4. The deadline to add Early Learning and Child Care distance courses will normally be 10 Business Days prior to the course start date.

6.1.5.4.1. The deadline to drop Early Learning and Child Care distance courses will normally be the sixth Instructional Day.

6.1.5.5. The deadline to add/drop courses for apprenticeship programs will normally be the beginning of the first Instructional Day.

6.1.5.6. The deadline to add/drop clinical courses in the Nursing program will normally be at the beginning of the first Instructional Day.

### 6.1.6. Dates Affecting Final Grades (as per the Grading Policy)

#### 6.1.6.1. Changing of Status

6.1.6.1.1. Credit/Audit – the deadline to change Registration from Credit to Audit or Audit to Credit will coincide with the add/drop dates in each semester.

6.1.6.1.2. Withdrawn – the Withdraw with Permission deadline will normally be 85% of the total semester or course instructional days.

### 6.1.7. Repeat Final Examination

- 6.1.7.1. The deadline for students to apply for repeat Final Examinations will normally be five (5) Business Days following the commencement of the next semester.
  - 6.1.7.1.1. The deadline for students to complete repeat Final Examinations will normally be five (5) Instructional Days following the application deadline.
  - 6.1.7.1.2. The Repeat Final Examination grade will normally be submitted to the Registrar's Office within five (5) Instructional Days following the completion deadline.
- 6.1.7.2. Incomplete and Deferred Deadlines to Clear Grades
  - 6.1.7.2.1. As per the Grading Policy, the deadline to clear grades of incomplete (IN) is fifteen (15) Business Days following the commencement of the next semester.
    - 6.1.7.2.1.1. For courses with start dates outside of the regular starts dates for Fall, Winter, Spring and Summer semesters, the deadline to clear grades of incomplete (IN) is fifteen (15) Business Days from the last day of the Final Examination.
- 6.1.8. Dates Associated with Fees
  - 6.1.8.1. Final fee assessment date in each semester will normally coincide with the last day to add/drop courses for the semester.
    - 6.1.8.1.1. Tuition and fees for Early Learning and Child Care distance courses are due at the time of registration.
  - 6.1.8.2. Students dropping courses after the declared add/drop dates will be assessed full fees for those courses.
  - 6.1.8.3. Students who have not paid fees in full by the dates above may have their Registrations cancelled.
  - 6.1.8.4. Students who have had their Registrations cancelled, and wish to be reinstated, are required to complete the reinstatement process within ten (10) Instructional Days of the add/drop deadline.
- 6.1.9. Final Examinations
  - 6.1.9.1. The Final Examination for Fall and Winter Semesters will normally be eight days in both December and April, and may include any Saturday that falls within those days.
  - 6.1.9.2. One Business Day will normally be scheduled between the last day of classes and the first day of examinations.
  - 6.1.9.3. If the last day of classes for the semester falls on a Friday, the first day of the Examination Period will normally be Monday.
  - 6.1.9.4. For classes offered on Fairview Campus/School of Trades, Agriculture and Environment and for Spring and Summer Semesters, Final

# ACADEMIC SCHEDULE POLICY



Examinations will normally be held on the last scheduled day of the class.

## 6.1.10. Number of Instructional Days per Semester

6.1.10.1. The minimum number of instructional days in the Fall and Winter Semesters will be 65.

6.1.10.2. The number of Instructional Days will normally be consistent between Fall and Winter Semesters.

## 6.1.11. Convocation

6.1.11.1. Grande Prairie Campus Convocation is normally scheduled in May.

6.1.11.2. Fairview Campus/School of Trades, Agriculture and Environment Convocation is normally scheduled for the second Saturday in March.

6.1.12. General holidays observed by the College are outlined in Appendix 1.

6.1.13. Days that the College's Administrative Offices are not open for business includes any days negotiated in Collective Agreements.

6.1.14. Wherein 6.1.10. has been accommodated within the Academic Schedule and there are days remaining:

6.1.14.1. A Fall Semester break will be scheduled in accordance with the learning activities at each campus to coincide with either Thanksgiving Day or Remembrance Day.

6.1.14.2. A Winter Semester break will be scheduled in accordance with the learning activities at each campus to coincide with Family Day.

6.1.15. Each year the Academic Schedule will be reviewed as outlined in Appendix 2.

## 7. Roles and Responsibilities

Stakeholder	Responsibilities
Academic Council	<ul style="list-style-type: none"><li>• Approve and formally support this policy and the Academic Schedule.</li></ul>
Vice-President, Academics and Research	<ul style="list-style-type: none"><li>• Review and formally support this policy.</li></ul>
Deans/Chairs	<ul style="list-style-type: none"><li>• Review and provide feedback on the Academic Schedule.</li></ul>
Students' Association Executive Council	<ul style="list-style-type: none"><li>• Review and provide feedback on the Academic Schedule.</li></ul>

# ACADEMIC SCHEDULE POLICY



Director, Student Experience	<ul style="list-style-type: none"><li>Periodically review this policy and draft amendments as required.</li></ul>
Registrar's Office	<ul style="list-style-type: none"><li>Draft the Academic Schedule</li><li>Implement the approved Schedule</li></ul>

## 8. Exceptions to the Policy

- 8.1. Exceptions to the guiding principles in this policy must be documented and formally approved by the Vice-President Academics and Research and the Director, Student Experience. Evidence of the approval must be submitted to the Registrar's Office for processing.
- 8.2. Policy exceptions must describe:
  - 8.2.1. The nature of the exception
  - 8.2.2. A reasonable explanation for why the policy exception is required
  - 8.2.3. Any risks created by the policy exception

## 9. Inquiries

- 9.1. All inquiries regarding this policy should be forwarded to the Director, Student Experience.

## 10. Amendments (Revision History)

- 10.1. March 8, 2001 – Approved by Academic Council
- 10.2. December 13, 2001 – Reviewed by Academic Council
- 10.3. October 12, 2006 – Revised and Approved by Academic Council
- 10.4. November 8, 2007 – Revised and Approved by Academic Council
- 10.5. February 14, 2008 – Revised and Approved by Academic Council
- 10.6. September 11, 2008 – Revised and Approved by Academic Council
- 10.7. December 18, 2008 – Revised and Approved by Academic Council
- 10.8. November 18, 2010 – Reviewed and Approved by Academic Council
- 10.9. October 11, 2012 – Revised and Approved by Academic Council
- 10.10. November 13, 2014 – Revised and Approved by Academic Council
- 10.11. December 10, 2015 – Reviewed and Approved by Academic Council

## **ACADEMIC SCHEDULE POLICY**



### **Appendix 1 – General Holidays**

1. New Year's Day
2. Family Day
3. Good Friday
4. Victoria Day
5. Canada Day
6. Heritage Day
7. Labour Day
8. Thanksgiving Day
9. Remembrance Day
10. Christmas Day

## ACADEMIC SCHEDULE POLICY



### Appendix 2 – Review Process

1. The Deans/Chairs and the Students' Association Executive Council will review a draft of the Academic Schedule by the end of October.
2. The Registrar will review feedback and present the Academic Schedule for the review and approval of Academic Council at its November meeting.
  - 2.1. The Registrar will provide details of program specific information along with the Academic Schedule for the information of Academic Council.
3. The Registrar will publish and implement the approved Academic Schedule, ensuring all academic activities are adhered to.