

AA26

Course Outline and Weekly Schedule

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PURPOSE

To establish consistency and clarity of the structure, content, and process of development for Course Outlines and Weekly Schedules. These critical curricular documents serve to effectively communicate course expectations to students in a manner that supports quality learning and teaching. The policy and procedure outlined offers direction in terms of the management, distribution, and retention of these curriculum-focused course documents.

SCOPE

All courses attached to a program of study at Algonquin College.

DEFINITIONS

Word/Term	Definition
Academic Integrity	Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship (ENAI, 2018).
Algonquin College Student Information System	The web-based Student Portal also referred to as the Algonquin College Student Information System.
Course Learning Outcome	Clear statements that indicate the critical knowledge, skills, and values to be achieved and demonstrated in order to successfully complete a course. These statements describe the significant learning experiences that align with and contribute to the achievement of program or vocational learning outcomes.
Course Outline	Course Outlines are an essential component of all courses, as they document the curriculum at the course level. Course outlines support the learning process by identifying the course learning requirements, evaluation methods to assess student achievement, learning activities, and required resources.

Course Outline Mapping and Management System	The Course Outline Mapping and Management System (COMMS) is a web-based application that allows faculty and staff to create, edit, approve, and store course outlines. The application also enables users to map curriculum to course learning requirements and program outcomes (vocational and essential employability as applicable), store weekly schedules, and provides reports in the form of curriculum maps.
Essential Employability Skills	Essential Employability Skills are described in the Ministry of Colleges and Universities' Binding Policy Directive: Framework for Programs of Instruction. Essential employability skills are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. They describe performances of the basic fundamental, personal management, and teamwork skills to get, keep, and progress in a job-of-choice. EES are determined provincially and are consistent across Ontario College credentials at all public colleges across the province. All Ontario College Certificate, Diploma and Advanced Diploma programs shall include EES outcomes.
Learning Management System	A Learning Management System hosts materials associated with courses and programs of study, fosters a community of learning through two-way communication and activity and engagement tools, provides a platform to collect and grade assessments, and simplifies monitoring student progression by Faculty.
Prior Learning Assessment and Recognition	Prior Learning Assessment and Recognition is a process of evaluating the college level learning, knowledge and skills of adults acquired through life experience such as self-directed study, paid employment, voluntary work, professional development, travel and other learning experiences.
Weekly Schedule	Weekly schedules document the curriculum at the course level. More specifically, weekly schedules detail how the course outline is implemented with a specific group of learners within the context of a particular section.

POLICY

1. Course level curriculum is detailed through the Course Outline and Weekly Schedule documents. Course Outlines and Weekly Schedules must adhere to Policy AA13.
2. Course Outlines support teaching and learning through clearly defined learning outcomes, learning activities, and broad assessment and evaluation categories. The Course Outline document outlines college resources and policies and is shared between faculty and students.
3. All courses with the same course code use a common Course Outline. Identical courses in multi-campus programs using different course codes for the purposes of delivery must also share the same Course Outline.
4. College-wide policies take precedence over department-specific policies. This includes policies related to academic integrity and evaluation submissions.
5. Weekly Schedules detail how the Course Outline is implemented for students within the context of a particular section. Weekly Schedules may vary by section to support different scheduling or to tailor to a particular group of students, but must support the achievement of the course

learning outcomes for different sections, and ensure alignment with evaluation categories and required resources identified on the course outlines. Weekly Schedules are provided to students prior to the start of the course via the Learning Management System(LMS) course space, under the Course Information module.

6. Weekly Schedules are completed utilizing template(s) available on the COMMS webpage and are stored electronically in COMMS. They must be compliant with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#).
7. An approved Course Outline is provided to each student via the student portal and the Learning Management System (LMS) when the student timetable is released.
8. Course Outlines are reviewed and approved annually by the Academic Administrator. Once approved, they remain intact for the academic year and must be delivered as outlined to ensure curricular stability.
9. Course Outlines for full-time and part-time Ontario College Credential programs, degree programs, and college-approved certificates are developed, approved, and stored electronically on the Course Outline Mapping and Management System (COMMS).
10. Students are expected to retain Course Outlines for future use in applications for transfer of credit to other educational institutions. Students are responsible for retaining Course Outlines for any future uses or needs. Where possible, Course Outlines will be made available for PLAR, Credit Transfer or for other purposes, through the Course Outline Retrieval Portal.
11. The Weekly Schedule must include:
 1. Weekly learning schedule of the curriculum, detailing how the course learning outcomes are supported and aligned with learning activities, resources, and assessments.
 2. Identification of mid-term break, college closures, or other scheduling considerations (e.g., placements or co-op).
 3. An assessment and evaluation breakdown that identifies each due date, grade weight, and learning outcomes to be achieved in order to successfully complete the course. The assessment and evaluation breakdown must adhere to the distribution and return of assessments as outlined in Policy AA13.
 4. Expectations for assessment and/or evaluation submissions and late policies must be in alignment with College policies and departmental procedures.
 5. Additional components included in the template are available on the COMMS webpage.

PROCEDURE

	Action	Responsibility
1.	Course Outline	
1.1	Ensure that Course Outlines are developed according to college policies and the curriculum is mapped to program learning outcomes (for all credentials) and Essential Employability Skills (for Ontario College Certificates and Diplomas).	Academic Administrator
1.2	Ensure that consultation on Course Outline development or updates occurs between the responsible department and other delivery partners.	Academic Administrator
1.3	Prepare Course Outlines in the Course Outline Mapping Management System (COMMS) as described in Appendix 1	Professor

	and submit for approval to the Program Coordinator according to college-approved timelines.	
1.4	Review and approve Course Outline submissions according to the applicable academic policies and course outline writing standards and approve in COMMS by the timetable release date of the first term in the academic year.	Academic Administrator
1.5	Notify all professors teaching the course about Course Outline updates.	Academic Administrator
1.6	Provide the approved Course Outline to students at the beginning of each course. In most instances, the Course Outline will automatically populate to the LMS once approved in COMMS.	Professor
1.7	Retain Course Outlines to support learning and teaching in the course and for future use in applications for transfer of credit(s) to other educational institutions.	Students
2.0	Weekly Schedule	
2.1	Develop the Weekly Schedule for each course section consistent with the approved Course Outline, using the current college-approved template, describing the plan for the delivery of the course to students.	Professor
2.2	Ensure that consultation on Weekly Schedule development occurs between professors teaching different sections of the same course.	Academic Administrator
2.3	Upload the completed Weekly Schedule to the LMS course space in the Course Information module by the course start date, as per Policy AA42.	Professor

RELATED POLICIES

[AA06: Prior Learning Assessment and Recognition \(PLAR\)](#)
[AA13: Assessment and Evaluation of Learning](#)
[AA14: Grading System](#)
[AA27: General Education and Degree Breadth Courses](#)
[AA28: Essential Employability Skills](#)
[AA38: Program Quality Assurance](#)
[AA39: Program Progression and Graduation Requirements](#)
[AA42: Learning Management System](#)
[AD04: Ordering Course Materials](#)

Appendices

Course Outline Components

AA26 Appendix 1: Course Outline Components

COURSE OUTLINE COMPONENTS

Course Outlines are to contain the following components.

1. Course Information

- Course number
- Course title
- Applicable program(s)
- Course hours (normative)
- Grading System
- Co-requisite course(s), if applicable
- Pre-requisite course(s), if applicable
- Level
- Name of person preparing Course Outline
- Name of person approving Course Outline
- Approval date
- Academic year for which outline has been approved

2. Land Acknowledgement

A land acknowledgement is done at the beginning of ceremonies, lectures, or any public event as a way to increase awareness of Indigenous presence and land rights in everyday life. It is automatically generated in COMMS.

3. Course Description

The course description is downloaded from the Student Information System. It provides an overview of the course for students. It includes: the general purpose or rationale for the course; the type of course where relevant; an overview of the critical knowledge, skills, and values to be learned and an overview of the major learning experiences planned.

4. Relationship to Vocational Learning Outcomes (VLOs) or Program Learning Outcomes (PLOs)

- For programs leading to an Ontario College Certificate, Diploma or Advanced Diploma credential, this area identifies outcomes that are supported by the course. These include Vocational Learning Outcomes and/or Essential Employability skills (EES) or General Education themes, as applicable.
- For programs leading to other credentials, such as Bachelor's degrees, college certificates, and apprenticeships, this area identifies the applicable Program Learning Outcomes that are supported by the course.

5. Course Learning Outcomes (CLOs) and Embedded Knowledge and Skills

The Course Learning Outcomes provide clear statements of the intended learning that is to be achieved to successfully complete the course. The CLOs also serve as the standard for receiving credit through Prior Learning Assessment and Recognition (PLAR). The embedded knowledge

and skills describe the key concepts and competencies, which are included in the course to help students achieve the learning outcomes.

6. Learning Resources

This section specifies any resources that are required or recommended for all course sections, including any associated cost of these resources. Additional details identifying 'Guiding Core Principles' for the adoption of learning resources can be found in Appendix 1 of the AD04 Adoption and Ordering of Course Materials policy.

7. Learning Activities

This section describes significant learning activities which professors plan to help students acquire, practice, and achieve the course learning outcomes. These learning activities also provide a context for assessing student performance and provide an opportunity for students to receive ongoing, constructive feedback.

8. Pre-defined Evaluation / Earning Credit

Evaluation components are linked directly to the Course Learning Outcomes and are applicable to all sections of the course. Validation of CLOs and/or EESs. The evaluation methods are linked directly to the learning outcomes and/or the EES being addressed in the course.

9. Prior Learning Assessment and Recognition (PLAR)

This section identifies the evidence to be used for earning credit through PLAR. At a minimum, this confirms that the course is eligible for credit through PLAR. The general requirements for successfully challenging a course through PLAR are established by each program. In exceptional cases where a course is not eligible for PLAR, such as capstone courses or courses that are subject to external standards, the course outline will indicate as to why the course cannot be challenged.

10. This area of the Course Outline document lists information that students need to know from a course-specific, program-specific, department-wide, or college-wide perspective. This includes but is not limited to:

- grade scheme
This section describes the grade scheme used for the course and the ability to add a confidentiality of employer disclaimer if applicable. Grade schemes are typically set to 50% Pass. Some courses may require students to achieve more than a 50% pass in order to progress in their program due to accreditation or professional body requirements.
- student academic roles and responsibilities
- access to learning supports and/or accommodations through the Centre to Accessible Learning (CAL).
- Information about academic integrity and copyright
- Health and safety in the learning environment

11. [Course Related Information](#)

This section can provide course specific notes or policies by which students must abide to succeed in this course (applicable to all sections of a course within an academic year).

12. [Program Related Information](#)

This section contains program specific information and appears on all Course Outlines within a program and is populated at the Coordinator or Chair/Academic Manager level. Information in this section may include program specific requirements or explanations.

13. [Department Related Information](#)

This section contains department specific information that a Chair or Academic Manager may choose to include for all course outlines within their department. This may include information, such as department grading policy, department academic dishonesty policy, practical/demonstration requirements, student responsibilities.

14. [College Related Information](#)

This section is reviewed and updated on an annual basis by the COMMS administrator with input from various areas of the college and is included in all Course Outlines. This includes information about related policies and expectations related to academic integrity, student services and learning supports, security, and use of technology.