course framework

# General Information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Title | | | | Course Number(s) | |
|  | | | |  | |
| Program | | | | Program Component | |
|  | | | | |  | | --- | | Choose an item. | |  | | |
| Prerequisites | Semester | Ponderation | Total Contact Hours | | Total Homework Hours |
|  |  |  |  | |  |
| Course Description | | | | | |
| For Clara, calendar, web… | | | | | |

|  |
| --- |
| Equity Guidelines |
|  |

# Program Approach

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course’s Role in the Program | | | | |
| Place of the course in the program  Key program learning sequences for this course.  Contribution to program goals and educational aims (see devis)  Relation to exit profile  Contribution to the local colour of the program (Vanier distinctiveness)  Any other relevant info | | | | |
| Learning Objectives and Progression | | | | |
| code | Competency statement | Competency Progression | | Hours |
|  |  | Choose an item. |  |  |
|  |  | Choose an item. |  |  |
|  |  | Choose an item. |  |  |
| Transversal Learning | | | | |
| Essential knowledge, skills, ICT profile, language literacy, professional attitudes, etc. not explicitly mentioned in the devis but deemed important for the program. | | | | |
| Demonstration of the Integration of Learning | | | | |
| What is the general learning outcome?  In short, what will the student be able to do at the end of this course?  What complex, authentic tasks can be accomplished to lead to and integrate the main outcomes to this course? | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Competency Code and Statement | Achievement Context | | |
|  |  |  | |
| Elements of the Competency and theirPerformance criteria | Local Interpretation | | |
| Learning outcomes | | key learning activities, pedagogical methods, recommendations for assessment, etc. |
| **Element 1—** | **This is the “what” of the local interpretation: what** learning outcomes demonstrate attainment of the competency and attainment of any relevant foundational and transversal learning. The latter can be identified with the codes (FL and TL), e.g.,   * Explain the construction and the characteristics of a capacitor (FL) * Draw the circuit correctly and legibly according to information provided. | | **This is the “how” of the local interpretation:** how students will develop their learning and how that learning will be assessed. |

|  |  |  |
| --- | --- | --- |
|  |  |  |