course framework

# General Information

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| Course Title | Course Number(s) | Program Component |
|  | To be filled in by PSI | Complementary course |
| Prerequisites | Ponderation | Total Contact Hours | Total Homework Hours |
| None | 1-2-3 | 45 | 45 |
| Course Description |
| For Clara, calendar, web… Course descriptions should describe what students will do in the course. Try to use active verbs that express the learning students will demonstrate throughout the course. |

#  Program Approach

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| Course’s Role in the Program |
| This is one of two complementary courses offered to students in their program. |

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| Learning Objectives and Progression |
| code | Competency statement | Competency Progression  | Hours |
|  |  | Comprehensive | 45 |
| Transversal Learning |
| Essential knowledge, skills, ICT profile, language literacy, professional attitudes, etc. not explicitly mentioned in the competency itself, but deemed important for achieving one or more of the Aims of General Education or the Common Competencies of College Education. (See the General Education Devis, pages 2 and 3). |
| Demonstration of the Integration of Learning |
| What is the general learning outcome or learning integration assessment for this course? In short, what will the student be able to do at the end of this course? What complex, authentic task(s) will be accomplished to lead to, and integrate, the main outcomes to this course? At the end of the course, in what kind of situation should the students be placed? In that situation, what task(s) will they do and what resources will they be required to draw upon, in order to demonstrate their attainment of the competency (or competencies)?”  |
| Competency Code and Statement | Achievement Context |
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| 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 transversal learning. The latter can be identified with the codes (TL)).  | **This is the “how” of the local interpretation:** how students will develop their learning and how that learning will be assessed. |
| **Element 2—** |  |  |
| **Element 3—** |
| **Element 4—** |

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| **Element 6—**  |  |  |
| **Element 7—**  |
| **Element 8—**  |  |  |