THE UNIVERSITY OF THE WEST INDIES

ST. AUGUSTINE, TRINIDAD AND TOBAGO

**COURSE OUTLINE (Template)**

SECTION A. GENERAL COURSE INFORMATION

**Faculty: Click to Select Faculty**

**Department:** Click to Select School/Department

Course Code and Title: Click to Enter Course Code and Title

**Semester: [**Select a Semester

**Undergraduate/Graduate:** Select Level

**Year:** Select Year

**Level:** Select Level**]**

**Pre-requisites:** Click to Enter All Pre-requisites or State None. State where relevant, the course(s) that must be successfully completed prior to enrolling in this course. Indicate the knowledge/skills needed to succeed in this course.

**Co-requisites:** Click to Enter All Pre-requisites or State None. State the course(s) that must be taken at the same time as this course where relevant.

**Anti-requisites:** Click to Enter All Pre-requisites or State None. State the course(s) that must be taken at the same time as this course where relevant.

**Course Type:** Click to Select Course Type.

**Credits:** Click to Select Course Credits.

**Mode of Delivery:** Click to Select Delivery Mode.

SECTION B. LECTURER INFORMATION

**Lecturer**: Click or tap here to enter text.

**Contact Office Hours**: (if online share how to access) Click or tap here to enter text.

**Email address**: Click or tap here to enter text.

**Telephone number** (s):Click or tap here to enter text.

**Course URL**:Click or tap here to enter text.

SECTION C. COURSE DESCRIPTION

1. **Course Description:** Click or tap here to enter text.

|  |
| --- |
| A brief paragraph description of the course – topics, assessment approaches. Provide an overview of the content. This section should answer the questions: What is this course about? and “How it is organised?  |

1. **Rationale:** Click or tap here to enter text.

|  |
| --- |
| Provide a brief statement highlighting the dominant reasons or purpose for the offering of this course. State also how it integrates into the overall programme. Explain how the course will benefit students if they participate and how it contributes to the development of the distinctive UWI graduate. |

1. **Course Aims/Goals**

Click or tap here to enter text.

|  |
| --- |
| Aims are broad general statements about what you would like to see students achieve. Here you should include a clear statement on how the course addresses the pedagogical goals of the Programme as a whole, as well as how the course meets the goals of the field or area in which it resides |

1. **UWI Graduate Outcomes**

*Click to select a trait of the distinctive UWI Graduate that are targeted by this course. You may select one or more traits.*

*Click to select a second trait, if needed.*

*Click to select a third trait, if needed.*

*Click to select a fourth trait, if needed.*

*Click to select a fifth trait, if needed.*

*Click to select a sixth trait, if needed.*

1. **Course Learning Outcomes:** *(These are the specific learning outcomes and should address what learners are expected to know or do on successful completion of this course. You should address key question: what specific knowledge, skills and attitudes are learners expected to demonstrate at the end of this course?*

***Upon successful completion of this course, students will be able to:***

1. Enter five (5) to eight (8) learning outcomes for a 12-week course.
2. Outcome 2
3. Outcome 3
4. Outcome 4
5. Outcome 5
6. Outcome 6
7. Outcome 7
8. Outcome 8
9. **Programme Goals and Course Learning Outcomes Matrix**

|  |  |  |
| --- | --- | --- |
| **#** | **Programme Goals** | **Course Outcomes** |
| **At the end of the programme students will be able to** | **At the end of the course students will be able to** |
| 1 | Enter programme outcomes addressed by this course. | Outcome number(s) |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

1. **Teaching & Learning Strategies**

Describe the different types and formats that will be used to facilitate student learning in the course. In what manner will the students be learning and in what environment (lectures, tutorials, labs, small group sessions, online discussions & activities, Laboratory work, community-based learning, problem-based learning, project and presentation, portfolios etc.).

|  |  |
| --- | --- |
| **Method/Strategy** | **Description** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |

1. **Course Assessments Description**

Click or tap here to enter text.

|  |
| --- |
| In paragraph form, write a brief description of the formative and summative assessment strategies used in this course, including length, word-count etc. These should then be listed individually in nine (9) below. |

1. **Course Assessment Type and Course Learning Outcome Matrix**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Assessment Tittle & Type** | **Learning Outcomes**(See Section 5) | Assessment Weight % |
|
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |

**Contact Hours**: (time dedicated per week)For lectures, tutorials, and laboratory sessions, state the number of hours per week. List any other time required to satisfy the course, such as independent study, clinical contact, supervised or non-supervised research and online learning activities.

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **Duration (Number of Weeks)** | **Contact Hours** | **Credit Hours** |
| Lectures (FTF) Lecture (Online) |  |  |  |
| Tutorial |  |  |  |
| Labs |  |  |  |
| Other (eg. Project) |  |  |  |
| **Total** |  |  |  |

Refer to CETL Resource: Calculating Contact [@ayesha not on new website, where did this go?]

*Based on this definition, the Board’s guidelines suggest that “ONE credit hour is equivalent to three notional hours of learning per week per semester.” Notional hours may be time spent attending lectures, labs, seminars, or tutorials (contact hours) completing required readings, group work, private study, preparation of projects, examinations, and the like. In blended courses they would also include time spent online interacting with content, formulating discussion posts, and participating in discussions and other collaborative or individual online activities.*

1. **University Grading Scheme (**Select Level**)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Percent** |  | **Grade** | **Percent** |  | **Grade** | **Percent** |  | **Grade** | **Percent** |
| A+ | 90 – 100 | B+ | 70 – 74 | C+ | 55 – 59 | F1 | 40 – 49 |
| A | 80 – 89 | B | 65 – 69 | C | 50 – 54 | F2 | 30 – 39 |
| A- | 75 – 79 | B- | 60 – 64 |  |  | F3 | 0 – 29 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Percent** |  | **Grade** | **Percent** |
| A | 70 – 100 | B | 50 – 59 |
| B+ | 60 – 69 | F | 0 – 49 |

1. **Readings/Learning Resources** *(Online and Print)*

 *Required/Essential*

Enter references for required reading in the faculty reference style (APA, MLA, AMA…).

 *Recommended*

Enter recommending reading and resources in your faculty referencing style.

 *Other: (Special Equipment/Tools)*

Enter other resources (Special Equipment or Tools)

**Required equipment and attire:** What equipment must the student obtain for this course (e.g., diagnostic kit, skin-marking pencil, special calculator, art supplies, software, instruments etc.) Provide information that will assist the student in obtaining equipment for the course. List the equipment and attire that the student is required to have such as clinic attire or a lab coat.

 STUDENT SUCCESS & SUPPORT

1. **University Policies and Expectations**
2. **Academic Integrity**

The UWI is committed to five fundamental values: honesty, trust, fairness, respect and responsibility (The UWI Turnitin Policy). Similarly, students are required to practice these values and are therefore required to be cognizant of and adhere to the UWI policies regarding academic integrity and plagiarism as outlined in its regulations found at https://sta.uwi.edu/resources/policies/Anti-Plagiarism.pdf and in the Faculty Regulations and Syllabuses.

Enter any departmental additions for this statement of integrity here.

***Sample Statement on Academic Integrity***

“The UWI anticipates that faculty and students will preserve its reputation through the maintenance of high standards of academic integrity. For students this means that the presentation of work for evaluation, whether or not for credit, will result from sincere individual effort and genuine learning and will uphold expected standards for acknowledging the work of others. Infractions will be addressed according to the UWI Examination Regulations and the **UWI Regulations on Plagiarism (First Degrees, Diplomas, Certificates)**

*Consistent with UWI’s policies Turnitin may be used in this course to compare assignment submissions with Internet sources. Submissions will be made via the eLearning system and m*ay be retained in the global Turnitin repository. *When submitting papers to Turnitin, do not include identifying information such as your name and ID number. The system will automatically show this information when the instructor is viewing your submission, but the information will not be retained in the Turnitin database.*”

1. **Attendance and Examination Policy**

All registered students are required to attend prescribed lectures, practical classes, tutorials, or clinical instructions. Students with ***unsatisfactory class attendance*** or who have failed to submit any assessments set by his/her Examiner are subject to debarment by the relevant Academic Board, on the recommendation of the relevant Faculty Board, from taking any University examination. ***Procedures to be used to measure attendance and assessments shall be prescribed by the Faculty*** (The UWI Assessment Regulations for First Degrees, Associate Degrees, Undergraduate Diplomas and Certificates: Including GPA and Plagiarism Regulations 2017-2018, p. 3).

Enter faculty’s attendance policy with specific attendance percentage required.

1. **Accommodations for Students with Disabilities**

Students should refer to the University of the West Indies St Augustine Campus, Student Disability Policy. <https://sta.uwi.edu/resources/policies/Student_Disability.pdf>

Enter any additional statements of accommodation for students with disabilities in your Department.

1. **Student success information** (This section you can provide **Tips for success:** How students might approach the material; How students can manage their time; Tips for studying, taking notes, preparing for exams
2. **Where can I go for further assistance?**
* [Health Services Unit](https://sta.uwi.edu/health/)
* [Careers, Co-Curricular and Community Engagement](https://sta.uwi.edu/dssd/careers)
* [Counselling and Psychological Services](https://sta.uwi.edu/dssd/counselling)
* [Financial Advisory Services](https://sta.uwi.edu/dssd/financial-advisory-services-department)
* [Guild Administrative Office](https://sta.uwi.edu/dssd/guild-office)
* [Student Accommodation Office (On and Off-Campus](https://sta.uwi.edu/dssd/student-accommodation))
* [Student Activities, Facilities and Commuting Students](https://sta.uwi.edu/dssd/student-activities)
* [Student Engagement Unit](https://sta.uwi.edu/dssd/student-engagement-unit)
* [Student Life and Development](https://sta.uwi.edu/dssd/student-life-and-development)
* [Campus IT Services](https://sta.uwi.edu/cits/)
1. **End of course evaluation procedures:**

Include a few lines about the importance of course evaluations, but in such a way as to discourage students from seeing it as an optional exercise.

For example, *“At the end of this course, students are required to complete a course evaluation questionnaire – Course Experience Review (CER). This is an online form that students fill in anonymously to rate various aspects of their course experience and offer suggestions for improvement. The Dean, Heads of Department, and individual instructors review course evaluation reports to plan changes to future courses/programmes and make decisions related to teaching skills development, teaching methods and teaching appointments”.*

1. **Course Calendar**

| **Week** | **Topic** | **Required Reading Learning Resources** | **Learning Activities** | **Assignments** |
| --- | --- | --- | --- | --- |
| **Name** | **Due Date** |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |
| 5. |  |  |  |  |  |
| 6. |  |  |  |  |  |
| 7. |  |  |  |  |  |
| 8. |  |  |  |  |  |
| 9. |  |  |  |  |  |
| 10. |  |  |  |  |  |
| 11. |  |  |  |  |  |
| 12. |  |  |  |  |  |
| 13. | Course Review*(No introduction of new subject matter)* |  |  |  |  |