

Step-by-Step Guide to Completing your Faculty of Education Graduate Course Outline

1. Identify your Course

The course outline acts as a contract between the student and the instructor regarding the details of the course therefore accurate and detailed information identifying your course is required.

Information needed: the institution, the faculty, the term and year,
University of Alberta
Faculty of Education
Fall/Winter/Spring/Summer, Year

Also include the **Course Abbreviation/Course Number/Lecture/Seminar Number: Course Title** (as listed in the [University Calendar](#))

Example: EDSE 505 - X01: An Introduction to Curriculum Studies

Include the beginning and end date, or if irregular times, these should be included here
Example: January XX - April XX, 2025

2. Instructor Information

Provide the student with the following information about yourself and your class.

Instructor Information

Instructor:

Office:

Contact information:

Office hours or availability:

Class Information

Location:

Days:

Times:

Course website: (e.g. eClass)

3. Policy about Course Outlines Statement

Include the following statement, as it is required on all course outlines:

Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading Section](#) of the [University Calendar](#)

4. Course Corequisites and/or Prerequisites

List any course corequisites and/or prerequisites. This information is found in the [Course Listings Section of the University of Alberta Calendar](#). You will then need to scroll to the course that you are teaching to get the required information.

For example: EDXX XXX: Enter Corequisites and/or Prerequisites.

Indicate None if there are no prerequisites or corequisites.

5. Important Dates

It is very important to provide students with the information on the registration deadlines. This provides students with easily accessible information so that they are aware of the various registration deadlines when making decisions about their registration. This is especially important for classes where the add/delete, 50% withdraw, and final withdraw deadlines are not listed in the University Calendar such as the condensed APT and IPT terms or any classes that do not conform to the standard term dates.

For more information, please refer to the Important Dates and Deadlines documents found on the [Faculty of Education Administrative Site](#).

First Day of Class:

Add/Delete Date:

50% Withdrawal Date:

Reading Week (no classes):

Withdrawal Date:

Last Day of Class:

Final Exam Date (if applicable):

If you have a final exam, list your Final Exam Date. For the final exam schedule for Fall and Winter courses, please see the university [Fall 2025/Winter 2026 Exam Planner](#).

6. Course Description, General Content and Objectives

Insert the course description found in the University of Alberta Calendar [Course Listings](#). Use the same steps listed under #4 to find your course. Copy and paste the course description from the Calendar onto your course outline.

Indicate the specific objectives for the course with the following statement:

The specific objectives of the course are for students to:
(LIST in POINT FORM with Indented dots)

-
-

FOR SLIS ONLY

Measurable Student Learning Outcomes

- Use the same format/style as course outcomes, but please specify specific measurable student learning outcomes (SLOs).
- An example is: “After critical reading and reflection in X and X in librarian and information science literature, students will articulate the complexities of X and X as multi-dimensional and contested

Program Learning Outcomes

- Same as above: use the same format/style as course outcomes, but please specify specific program learning outcomes (PLOs).
- Our MLIS PLOs can be found [here](#). (Note: we provide a prompt for mapping core courses to PLOs.)

FOR ELEM, EDSE, EDPS

Relationship of the Course to the Teaching Quality Standard (TQS) and Leader Quality Standard (LQS) (Alberta Education, 2018) Professors must identify an X in table columns that best ‘fit’ their course.

If you are a teacher and / or educational leader in the Province of Alberta then this course will contribute to the your professional growth in relation to the [TQS](#) and [LQS](#) in the following ways:

| Teacher Quality Standard Competency | Focus of Course | Experiences in the Course will Contribute to the Development |
|--|------------------------|---|
| #1 Fostering Effective Relationships | | |
| #2 Engaging in Career-Long Learning | | |
| #3 Demonstrating a Professional Body of Knowledge | | |
| #4 Establish Inclusive Learning Environments | | |
| #5 Applying Foundational Knowledge about First Nations, Métis, and Inuit | | |
| #6 Adhering to Legal Frameworks and Policies | | |

| Leader Quality Standard Competency | Focus of Course | Experiences in the Course will Contribute to the Development |
|---|------------------------|---|
| #1 Fostering Effective Relationships | | |
| #2 Modeling Commitment to Professional Learning | | |
| #3 Embodying Visionary Leadership | | |

| | | |
|---|--|--|
| #4 Leading a Learning Community | | |
| #5 Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit | | |
| #6 Providing Instructional Leadership | | |

7. Required Texts or Readings

List all of the required texts or readings

Notes:

- Instructors may NOT collect photocopying money from students.
- You may provide access to readings through Textbooks, Course Packs, or Library Reserve. Before distributing copies of copyrighted material in print or through eClass make sure to consult <http://www.copyright.ualberta.ca> regarding current copyright policy.
- Instructors are responsible for abiding by copyright regulations. For more information, please refer to the website of the Copyright Office at www.copyright.ualberta.ca.

8. Additional Major Course Materials

Indicate NIL if there are none or list other major course materials for your course.

9. Other Fees (if applicable)

Please check to see if your course had any extra Student Instructional Support Fees.

List of other course fees as described in the [“Student Instructional Support Fees Policy”](#) and their associated costs.

Please refer to the [Exclusions to Program and Tuition fees 2025-2026](#) for a list of Course / Program fees that are assessed in anticipation of costs for supplies, equipment, materials, or services that are not directly related to the delivery of instruction in a course or program, but are considered required elements of a course or program. These costs are reported on a student’s Fee Assessment.

10. Course Evaluation/Assessment

Enter statements about how your students will be evaluated/assessed.

Considerations:

The [Academic Regulations in the Academic Calendar](#) states that:

- Instructors will allow students a reasonable time in which to complete an assignment, bearing in mind its weight (2.g.).

- Instructors will mark, provide appropriate feedback, and return to students all term work in a timely manner (2.h.).
- Normally term work will be returned on or by the last day of classes in the course, with the exception of a final major assignment (which may be due on the last day of classes), which will be returned by the date of the scheduled final examination or, in non-examination courses, by the last day of the examination period. All exceptions must be authorized by the Faculty Council (or delegate) in the faculty offering the course (2.1.). Please see the exam planner for Fall and Winter courses: [Fall 2025/Winter 2026 Exam Planner](#)

Faculty policy requires that if participation is graded, a rationale and an evaluation rubric must be included in the course outline. Attendance, as an isolated evaluation criterion cannot be graded.

In preparing your Course Evaluation/Assessment, **please attend** to the following:

- You must provide details on how %s will be assigned or marks will be distributed between Tasks/Assignments, etc.
- You must identify all course activities worth 10% or more of the overall course mark
- You must specify whether marks are given for class participation and other in-class activities as well as the weight of such participation
- You must specify dates of any examination and course assignments with a weight of 10% or more of the overall course mark (TBA is acceptable if you do not yet know)
- You should give an indication of how students will be given access to past or representative evaluative course material
- You must explain the manner in which the official University grading system is to be implemented in that particular course or section. According to the UofA Assessment and Grading Policy (at UAPPOL) “There will be no pre-determined quota of letter grades in a course.” Instructors should refer to the [University of Alberta Assessment and Grading Policy](#) for further information and how the Policy might affect your assessment procedures.
- You may wish to create a table (sample directly below) or simply list the Course tasks, assignments, papers, and/or examinations as plain text

| Assignment | Due Date | Weight |
|------------|----------|--------|
| | | |
| | | |

11. Policy on Late Assignments

Indicate your policy on late assignments.

Here are a couple of examples:

- Late assignments will be assessed at one Letter Grade per day late (e.g. if one day late, an A paper will receive an A-)
- Assignments are due at the beginning of class on the due date. Ten percent will be deducted for each day if it is late. The instructor may consider an extension for

acceptable reasons if notified within two working days following the scheduled due date, or as soon as the student is able. The instructor may also consider extensions for other reasons if requested two working days prior to the due date.

<https://calendar.ualberta.ca/content.php?catoid=36&navoid=11176#attendance>

12. Points Regarding Assessment

You may wish to add specific information regarding all submitted assignments.

Example:

All written assignments must be word processed in Times New Roman 12pt. Font and double-spaced (unless otherwise indicated) using APA style. Writing ability/style will be assessed along with the content.

13. Statements of Expectation for AI Use

According to information provided by the Centre for Teaching and Learning, “instructors are strongly encouraged to include statements of expectation” for AI use in your course outline. The following link provides four possible statements that you might wish to include. You could also create a classroom charter together with your students about AI use in your course.

<https://www.ualberta.ca/en/centre-for-teaching-and-learning/resources/generative-ai/academic-integrity-ai-use/index.html>

14. Grades

The information below must be included verbatim in your course outline.

Information about the U of A grading system can be found at the University of Alberta Policies and Principles Online (UAPPOL) website at <https://policiesonline.ualberta.ca>

[According to the University of Alberta Grading Policy](#), “Grades reflect judgments of student achievement made by instructors and must correspond to the associated descriptor. These judgments are based on a combination of absolute achievement and relative performance in a class.” In this course, your work will be evaluated using the general grading descriptors established by the University, as well as the more detailed assessment criteria that will be provided for specific assignments. Your grade on each assignment will be in one of three formats: a descriptor (excellent, good, satisfactory, etc.), a letter (A, B, C, etc.), or a number. When necessary, descriptor and letter grades will be converted into numerical equivalents in order to weight them properly and average them into a final course grade. Conversions between descriptors, letters, and numbers will be made in accordance with the University’s grading policy and the table provided. Your final course grade will be reported as a letter grade. It will not be official until it has been approved by the appropriate academic lead and posted on Bear Tracks.

U of A Letter Grading System

Course Grades Obtained by Graduate Students

<https://calendar.ualberta.ca/content.php?catoid=39&navoid=12216#academic-standing>

Include the table below in the Grading and Assessment section of your course outline.

| Descriptor | Letter Grade | Grade Point Value Equivalent |
|--------------|--------------|-----------------------------------|
| Excellent | A+ | 4.0 |
| | A | 4.0 |
| | A- | 3.7 |
| Good | B+ | 3.3 |
| | B | 3.0 |
| Satisfactory | B- | 2.7 Minimum Academic Standing GPA |
| | C+ | 2.3 Minimum course pass mark |
| Failure | C | 2.0 |
| | C- | 1.7 |
| | D+ | 1.3 |
| | D | 1.0 |
| | F | 0.0 |

15. Policy Statements Required on all course outlines

All of the following statements and information are required on all course outlines. They should appear verbatim.

Student Academic Integrity and Conduct

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Student Academic Integrity Policy](#) and the [Student Conduct Policy](#) (on the [University of Alberta Policies and Procedures Online](#) (UAPPOL) website) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Equity Statement and Inclusive Language Policy

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation, and ethnic background.

Personal or Academic Difficulties

Support is available within the University for students experiencing academic or personal difficulties. A list of resources can be found at the following link:

<https://www.ualberta.ca/current-students/index.html>

Student Accessibility Services

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with the [Academic Success Centre](#), 1-80 Students' Union Building (SUB), 780-492-3381, email: arrec@ualberta.ca.

International Student and Visitor Services

As stated on their website, "International Student and Visitor Services (ISVS) provides services, events, and programs for U of A international students and academic visitors."

[University of Alberta International: International Student and Visitor Services](#)

Recording Class Lectures

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

16. For EDPY/SLIS courses include the following:**Course Outline Retention Statement**

Please retain this document for your records, as it may be required by licensing or accreditation bodies. The Faculty of Education does not guarantee course outlines will be retained indefinitely.

17. Bibliography of Course Readings

Please list as you would like students to do in their work for you, as an example to them.