

Red River College Polytechnic campuses are located on the lands of Anishinaabe, Ininiwak, Anishinew, Dakota, and Dené, and the National Homeland of the Red River Métis.

# Course Outline

## Course Information

**Course Code and Title:** [Delete this text and enter the course code and title]

**Course Section:** [Delete this text and enter the course section]

**Department/Program:** [Delete this text and enter the department/program that authorizes this course]

**Total Hours:** [Delete this text and enter the total hours of the course]

**Credit Hours:** [Delete this text and enter the credit hours of the course]

### COURSE DESCRIPTION:

[Delete this text and enter the course description as it appears in the Course Catalogue]

### RECOGNITION OF PRIOR LEARNING (RPL):

RPL is a process in which students have the opportunity to obtain credit for College-level knowledge and skills gained outside the classroom and/or through other educational programs. It is a process that documents and compares a student's prior learning gained from education, work and life experience to the learning outcomes in College courses/programs. For more information about RPL at RRC Polytech, refer to the RPL website at [rrc.ca/RPLservices](http://rrc.ca/RPLservices) or [A14 - RPL Policy](#).

Contact [Delete this text and enter contact or Chair name] at [Enter contact or Chair telephone] for information regarding RPL processes and opportunities for this course.

For general information and assistance with RPL, contact RRC Polytech's RPL Advisor at 204.632.3094 or [rpladvisor@rrc.ca](mailto:rpladvisor@rrc.ca).

### ACCESSIBILITY STATEMENT:

RRC Polytech is committed to providing persons with documented disabilities fair and equal access to educational programs, services and facilities. If you are a student with a disability\* and require reasonable accommodations, you must connect with Student Accessibility Services (SAS) who will assist in developing and implementing your accommodation plan. Refer to the [Student Accessibility Services webpage](#) for information about SAS locations and how to [book an appointment](#). Students with disabilities are also encouraged to have a private discussion with their instructor(s) to facilitate greater understanding of their learning needs.

\*RRC Polytech’s definition of “disability” is consistent with the Manitoba Human Rights Code. In the educational setting, “disability” refers to a permanent or temporary medical, physical, sensory, mental health (e.g., anxiety, depression), learning, or neurological (e.g., ADHD, Autism Spectrum Disorder) condition that interferes with a student’s ability to fully participate in their studies and/or other associated activities.

### **ACADEMIC INTEGRITY:**

Academic Integrity means acting with the values of honesty, trust, respect, responsibility, fairness and courage in learning, teaching and research to ensure that the credentials granted by RRC Polytech accurately represent demonstrated knowledge, skills and abilities. All members of the RRC Polytech community are expected to demonstrate these values through RRC Polytech learning activities, relationships and commitments. Clear expectations will be communicated to students to promote positive academic practices in compliance with RRC Polytech’s [Academic Integrity policy](#). Contact [academicintegrity@rrc.ca](mailto:academicintegrity@rrc.ca) for additional information.

### **ACADEMIC REQUISITES:**

[Delete this text and enter any pre- or co-requisites. Delete this section if none exist]

### **COURSE EQUIVALENCIES:**

[Delete this text and enter any course equivalencies. Delete this section if none exist]

### **COURSE DELIVERY METHODS:**

[Delete this text and enter the method of delivery for the course. (e.g., Classroom, Blended, Online, Clinical, Co-op, Distance Ed., Other)]

### **The following communication tools will be used in this course:**

[Delete this text and enter communication tools students will be required to use in this course (e.g., email, discussion board, scheduled chats, unscheduled chats, teleconference calls, online content, other)]

### **Course format:**

[Delete this text and provide a brief narrative of how the course will be conducted. Indicate the ratio of lecture to lab hours and planned activities (where appropriate) that will assist the student in mastering the course learning outcomes (e.g., study groups, field trips, practicum, etc.)]

### **EFFECTIVE DATE:**

[Delete this text and enter the start date of this course]

## Instructor Information

**Instructor's name:** [Name here]  
**Email:** [Email here]  
**Office phone:** [Office phone here]  
**Office location:** [Office location]  
**Office hours:** [Office hours]

[Delete this text and add information for TA if required]

## Student Readiness

### TECHNOLOGY AND EQUIPMENT READINESS:

[Delete this text and identify the technologies that are used in delivery of this course that are not provided by the College (e.g., computer – minimum hardware and software requirements, plug-ins, internet, digital camera, VHS or DVD player, other)]

### STUDENT COMMITMENTS AND CONTACT TIMES:

[Delete this text and identify expectations you have of students in terms of time commitments (e.g., daytime attendance, evening attendance, online commitments in hours per week)]

### COURSE RESOURCES:

[Delete this text and list the resources that are required for this course and other resources that will assist the learner]

#### **Textbook(s):**

[Delete this text and enter the textbooks for this course]

#### **References:**

[Delete this text and list any Library references relevant to the course, e.g., book, magazines, internet, etc. Include all call numbers, URLs, news groups, etc.]

## Student Learning

### LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

By the end of this course of study, you should be able to...

[Delete this text and enter the learning outcomes and elements of performance for this course in numbered format 1, 1.1, 1.2, 2, 2.1, 2.2 and so on.]

### INSTRUCTIONAL SCHEDULE, ASSESSMENTS AND DATES:

[Identify dates that correspond to modules, units or weeks and important deadlines and events. List the topics, learning outcomes and methods of evaluation that will be used to assess student mastery of the course learning outcomes. Include assignment due dates, quizzes, exams, scheduled chats, VW dates, deadlines, etc.

Align each assessment method with one or more learning outcome and list the respective weight assigned to each method of evaluation. The summation of assessment methods will be used to determine the final grade.

Add rows to table as needed. Delete these instructions when completed.]

**NOTE:** The following dates are subject to change based on the needs of the students at the instructor's prerogative. Students will be notified ahead of time of any changes.

Date	Module/Unit/Week or Important Event	Topic and Learning Outcome(s)	Assessment and Evaluation	Weight
			Assessment Total:	100%

### LETTER GRADE DISTRIBUTION:

[For Pass/Fail courses, delete the Letter Grade Distribution table below and replace the above heading with: Final grade is recorded as Pass or Fail. Where a letter or percentage grade is assigned, delete this text.]

Letter	GPA	Percentage
A+	4.5	90 to 100%
A	4.0	80 to 89%
B+	3.5	75 to 79%
B	3.0	70 to 74%
C+	2.5	65 to 69%
C	2.0	60 to 64%
D	1.0	50 to 59%
F	0.0	0 - 49%

A grade of \_\_\_\_\_ is required to pass this course.

[In blank, enter the minimum performance required of students (i.e., the minimum passing grade).]

## Course Policies

### GENERAL ACADEMIC POLICIES:

It is the student's responsibility to be familiar with and adhere to the RRC Polytech Academic Policies. These Policies can be found in the RRC Polytech calendar or online under Academic Matters at [rrc.ca/legal/policies](http://rrc.ca/legal/policies).

### SUPPLEMENTARY POLICIES:

[List the departmental or course policies that will be of interest to the student. These policies can include, but are not limited to, assignment submissions, late assignments, rewrite/missed quizzes, exams, supplemental exams, attendance/participation, etc. If none exist, delete this section.]

### DATE REVISED:

[Delete this text and enter date this course outline was last revised]

## Acknowledgements

[Optional – delete if no general acknowledgement is given]

## Additional Information/Frequently Asked Questions

[Optional – delete if no additional information is given]

## Mental Health and Well-being at RRC Polytech

Having good personal health and well-being will support your success in this program.

### WE ENCOURAGE YOU TO:

- Recognize that stress is an expected part of being a college student.
- Rethink how you view difficulty. Being challenged is actually a part of learning and reaching success.
- Reflect on your role in taking care of yourself throughout the term. Do your best to balance your schoolwork and life demands.
- Reach out to your instructor, Chair, or College supports at any time if something is affecting your academic performance. It's always best to reach out early and it's the responsible thing to do.

### COLLEGE SUPPORTS READY AND WILLING TO ASSIST YOU:

- [Academic Success Centre](#)
- [Campus Well-Being](#)
- [Equity, Diversity and Inclusion Supports](#)
- [Health Services](#)
- [Indigenous Student Supports](#)
- [International Student Supports](#)
- [Library Services](#)
- [Student Accessibility Services](#)
- [Student Counselling Services](#)
- [United Way 211 community resource](#)

**AUTHORIZATION:**

This course is authorized for use by:

Name Here

Chair, Department/Program

Date here

Date

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*Approved by Senior Academic Committee March 22, 2023*

**ALTERNATE FORMATS:**

This content is available in alternate formats. To request, please contact [accessibility@rrc.ca](mailto:accessibility@rrc.ca).