	ORIGINAL COURSE IMPLEMENTATION DATE:	September 1996
	REVISED COURSE IMPLEMENTATION DATE:	January 2025
	COURSE TO BE REVIEWED (six years after UEC approval)**:**	May 2030
	Course outline form version: 28/10/2022	

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CMNS 345	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Instructional Skills for the Workplace
Course Short Title: Instructional Skills Workplace

Faculty: Faculty of Humanities	**Department (or program if no department):** School of Communication

Calendar Description:

Students design and teach lessons to diverse audiences in three domains (psychomotor, affective, cognitive) using a variety of media and strategies. Students prepare, deliver, and debrief three short mini-lessons using a variety of instructional practices, technologies, and evaluation techniques for conducting workplace training.

Prerequisites (or NONE):	45 university-level credits including CMNS 251 and an additional 3 credits of CMNS.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s): **ADED 345**	Directed Study course: **No**
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **Face-to-face only**

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	40
Total hours	**60**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 20**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
 (If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	January 5, 2024
Faculty Council approval	**Date of meeting:**	March 8, 2024
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	May 17, 2024

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Incorporate adult learning theory into instructional design practices.
2. Prepare a program curriculum map, lesson plans, and course/workshop proposals.
3. Use different learning domains and learning cycles in lesson/workshop design.
4. Incorporate principles of active and collaborative engagement into lessons or workshops.
5. Use a variety of instructional techniques and technology to enhance the learning process.
6. Give and receive supportive feedback.
7. Implement Indigenous ways of learning and incorporate inclusive teaching and learning practices.
8. Demonstrate self-reflective evaluation practices.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	100%		%		%
		%		%	%

Details:

Mini-lessons	10%, 15%, 20%
Teaching and learning strategies presentation	10%
Peer feedback	10%
Self-evaluation	10%
Final assignment (Course/Workshop Proposal)	25%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Course activities include lecture, microteaching, small group assignments, written and oral feedback.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Rob Fitzpatrick & Devin Hunt	*The Workshop Survival Guide: How to Design and Teach Educational Workshops That Work Every Time.*	2019
2.	Textbook	Adrienne Castellon	*Indigenous Integration: 101+ Lesson Ideas for Secondary and College Teachers*	2017
3.				
4.				
5.				

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Course Content and Topics

- Preparing for teaching and training
- Exploring learning domains and culture
- Psychomotor mini-lesson delivery and evaluation
- Affective mini-lesson delivery and evaluation
- Cognitive mini-lesson delivery and evaluation
- Celebration of learning and course/workshop proposal show case
- Preparing lesson plans and course mapping