

2018-19

# LEARNING PLAN GUIDE

**CENTRE FOR CONTEMPORARY TEACHING & LEARNING  
ST. LAWRENCE COLLEGE**

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## Introduction

### What is a Learning Plan?

The “Learning Plan” should be viewed as a contract between Faculty and student that is given at the start of the semester. This document outlines important information such as the assessment strategies, alignment to learning outcomes, deadlines, delivery schedule, and special notes unique to the course. Faculty should review the Course Outline and the Learning Plan document with students before starting their first lesson every semester to ensure the learning expectations are properly communicated to all students. This guide is designed to provide Faculty with additional information that will help them complete specific sections of the Learning Plan.

### When should I prepare my Learning Plan and where can I access the template?

Faculty should connect with their Associate Dean or Campus Dean to discuss submission timelines for their Learning Plans. All Learning Plan documents should be approved and signed by Associate Dean or Campus Dean before the first day of the semester. The template can be downloaded by visiting the CCTL Faculty Resource link from SLC.Me.

### What is new in the 2018-19 Learning Plan Template?

#### “Course Identification” section

- The signature area for Associate Deans/Campus Deans has been moved to the bottom of the document and now requires only one signature. The “course identification section” (i.e. first box) will now feature an area where faculty can type their name and the name of their Associate Dean/Campus Dean.

#### “Students with Disabilities” section

- This section has been added to the template to reflect a change in legislative language relating to accommodations.

#### “Delivery Schedule” section

- The delivery schedule now includes a statement that reads:

“If this is a lab-based course, lab safety procedures and protocol must be specifically taught or reinforced prior to any activity taking place in the lab environment.”.

This information is meant to reinforce that lab-based courses should contain specific curriculum that addresses safety procedures and protocol. Faculty should identify this information in the delivery schedule.

- The delivery schedule also includes new language that reads: “Any changes to this delivery schedule will be communicated in writing by the professor to the students”. This is intended to remind Faculty that they must submit a new LP and receive formal approval from their Associate/Campus Dean if there are any changes to the assessments featured within the course. It’s important to note that changes in delivery related content does not require a revision.

## Section 1: Course Identification

### Learning Plan 2018-19

<b>Course Name:</b>	Click or tap here to enter text.
<b>Course Code:</b>	Click or tap here to enter text.
<b>Program(s):</b>	Click or tap here to enter text.
<b>Delivery Method:</b>	Face to Face <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/>
<b>Name of Faculty:</b>	Click or tap here to enter text.
<b>Contact Information:</b>	Click or tap here to enter text.
<b>Name of Associate Dean/Campus Dean:</b>	Click or tap here to enter text.
<b>Date prepared:</b>	Click or tap to enter a date.
<b>for the semester of:</b>	Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>

Picture 1. Course Identification

### Course Data

The majority of the information in the course identification section can be completed by copying the information featured in the Course Outline document.

### Delivery Method

Faculty should discuss the delivery method with their Associate /Campus Dean as “hybrid” and “online” delivery options require formal approval.

### Date & Semester

The Learning Plan must be prepared and approved before the first day of class every semester.

## Section 2: Assessment Plan

### Assessment Plan

Students will demonstrate learning in the following ways:

Assessment Type	CLO*	VLO**	Description (e.g. Frequency, details)	Tentative Due Dates	% Of Grade	Total %

\*CLO: Course Learning Outcome    \*\*VLO: Vocational Learning Outcome

Picture 2. Assessment Plan

## Assessment Types

Faculty should ensure that their course includes three different types of assessment. This requirement is meant to promote Universal Design for Learning (UDL) by providing students with different methods to assess their ability to meet the learning outcomes. It is also written within the college's academic policy in section 8.1 which states:

### Academic Policy 2018-19 – Section 8.1

The assessment/evaluation process is continuous throughout the course. This process may include in class tasks, written and oral quizzes, essays, reports, group projects, and other types of projects that support the course learning outcomes. **A minimum of three different assessment strategies** are implemented for each course. The student passes each course by demonstrating that the learning outcomes as outlined in the Course Outline have been achieved to the required standard.

There are many types of assessment strategies that faculty can use to create innovative and meaningful learning experiences for students. Faculty should choose an assessment type that is appropriate to the learning outcome. For example, a test is not ideal for a learning outcome that starts with an action verb such as "Create" as it's difficult to assess students' ability to create something if they are simply completing a multiple choice test.

Types of assessment could include:

- Tests (quiz, midterm, final exam)
- Discussion (face-to-face or online)
- Presentation (individual or group)
- Written Assignment
- Group Project
- Lab Report
- Skill Demonstration
- Practical Lab Exercise
- Performance Appraisals
- Case Studies
- Simulation
- Portfolio

For more information on assessment types visit the CCTL website and connect with a team member.

## CLO (Course Learning Outcomes)

Faculty should review the associated Course Outline and match each assessment to one or more course learning outcomes as appropriate. This can be done by simply including the number associated with the course learning outcome in the table (see [Assessment Plan Example](#)).

## VLO (Vocational Learning Outcomes)

A Vocational Learning Outcome (VLO) or Program Learning Outcome (PLO) represents a skill or acquired knowledge related to a particular vocation or profession. All college programs will possess a specific list of VLOs or PLOs that are included in the course outlines. Moreover, each course will serve a specific function in a program by providing content and assessments that are intrinsically linked to the

VLO/PLO. Faculty should therefore consider the following guidelines when completing this area in the assessment plan:

- Ensure your assessments are aligned to the specific VLOs or PLOs that are mapped in the associated course outline.
- Each assessment must relate to at least one VLO/PLO.
- If your course is not associated with a program that has VLOS/PLOs, you do not complete this section. For example, General Education (i.e., GenEd) courses and some communication courses are not aligned to specific VLOs/PLOs.

If you have questions about the VLOs in your program, make sure to contact your Program Coordinator, Associate/Campus Dean, or a member of the CCTL for assistance.

### Description

This column should be used to provide brief details about the assessment. For example, faculty could indicate frequency (e.g., bi-weekly discussions) or topic (e.g., a research paper that focuses on a topic covered in weeks 1 to 4).

A more robust description of each assignment should be provided in other handouts along with associated rubrics. Consider this area as a quick snapshot of the assessment details that can help your students plan their activities.

### Tentative Due Dates

Faculty should make sure to list deadlines by specific dates or week. It's important to be consistent with your approach (e.g., all assignments will be due at the end of the week).

### Percentage of Grade

This column is designed to help faculty specify different weightings for each assessment type. For example, one assessment type could be labelled as "Group Project" but there is a part 1 worth 10% and a part 2 worth 15% (see [Assessment Plan Example](#)).

If the assessment type is not broken down into parts, this column should contain the same information that is outlined in the "Total Percentage" column (see below).

### Total Percentage

This column is used to outline the total value of the assessment type and provides Faculty with a quick snapshot on how they have divided the assessments. A few things to consider when planning your assessments:

- Make sure that all the numbers in the Total % column add up to 100%.
- Aim for a balance in weightings of assessments starting with a few low stake assessments at the start with incremental jumps throughout the semester.
- Aim for a balance across the semester in relation to scheduling.

- Give yourself time to provide meaningful feedback by giving students incremental activities that build their confidence and mastery of the content by demonstrating their knowledge.
- Avoid clustering large projects or final exams near the end of the course (e.g., 70% of evaluations in the last three weeks is difficult as students won't get enough feedback).
- Ensure that assessments weights are distributed across all course learning outcomes.

### Assessment Plan Example A

Students will demonstrate learning in the following ways:

Assessment Type	CLO*	VLO*	Description (e.g. Frequency, details)	Tentative Due Dates	% Of Grade	Total %
Quizzes	2, 4	1, 2	Bi-weekly quizzes that include multiple choice, true/false, and short-answer questions.	End of week 2, 5, 8, 11, 14	4% each (x5)	20%
Research Paper	1, 5	5	Students will select a research topic that is related to the Canadian health care system and write a one-page annotated bibliography outlining potential journal articles.  After a topic has been approved by the Professor, students will write a five-page research paper on the specified topic.	End of week 4 (Annotated bibliography)  End of week 7 (research paper)	10%  30%	40%
Presentation	1, 5	5	Students will share the research findings from their paper in a short 10min presentation. Students should be prepared to answer questions from the class about their paper.	End of week 9	15%	15%
Group Project	1, 3, 4	5, 7	Students will work in groups in order to examine specific case studies that explore human resource challenges in health care management.	End of week 13	25%	25%

\*CLO: Course Learning Outcome \*\*VLO: Vocational Learning Outcome

## Assessment Plan Example B

Students will demonstrate learning in the following ways:

Assessment Type	CLO*	VLO*	Description (e.g. Frequency, details)	Tentative Due Dates	% Of Grade	Total %
Test	1, 3	1, 6	Module tests that will include multiple choice, true/false, and short-answer problem questions.	Sept 21 Oct 19 Nov 23 Dec 14	5% each (x4)	20%
Health & Safety Exercise	1, 3, 5	1, 6, 3	Students will complete a health and safety exercise prior to entering the lab. Students must pass this exercise in order to participate in the Practical Lab Exercise.	Sept 14	5%	5%
Practical Lab Exercise	2, 4	2, 4, 5	A series of detailed exercises will be completed by students within the labs that outline theories and procedures from each module.	Sept 21 Oct 5 Oct 26 Nov 9 Nov 23	5% each (x5)	25%
Lab Report	1, 3, 4, 5	2, 4, 5, 8	Lab reports will be submitted after completing each lab exercise. A detailed template for the report will be shared with students prior to submission.	Sept 18 Oct 12 Nov 2 Nov 16 Nov 30	10% each (x5)	50%

\*CLO: Course Learning Outcome \*\*VLO: Vocational Learning Outcome

**Note:** This example uses specific dates in the tentative due dates instead of a prescribed weekly deadline. Either option is appropriate but specific deadlines this

## Section 3: Program Specific Continuance Policy

### Program Specific Continuance Policy

Please Note: If this course belongs to a program with a Program-Specific Continuance Policy the details are provided here (otherwise, please see the College Continuance Policy listed below).

Picture 3. Program Specific Continuance Policy

If your program has an approved specific continuance policy, it is entered in the “Program Specific Continuance Policy”. Faculty are encouraged to contact their Program Coordinator or Associate Dean/Campus Dean for more information.



If there is no approved program specific continuance policy, students should be guided to the College Continuance Policy (see below). Faculty can simply indicate “n/a” in this section.

## Section 4: College Continuance Policy

### College Continuance Policy

College Academic Policy stipulates that students must pass 2/3 of their courses or 70% of their course hours in order to continue as a full time student.

*Picture 4. College Continuance Policy*

This section is taken directly from the college Academic Policy Manual (see [Academic Policy section](#)). Faculty should make sure not to change anything in this section.

## Section 5: Required Texts, Materials, Resources or Technical Materials Required

### Required Texts, Materials, Resources or Technical Materials Required

List of text books ...

*Picture 5. Required Texts, Materials, Resources or Technical Materials Required*

This section should be used to list required texts/materials that will be used in the course. It's important to identify which resources are “required” and others that are “recommended” (i.e., not required to complete main tasks).

Faculty are welcome to include website links or guide students to review the content within the Learning Management System (LMS).

## Section 6: 2018-2019 College Academic Policy: Attendance & Participation

This section is updated annually when the Academic Policy Manual is revised. Faculty are not required to do anything in this section as new or revised information will be automatically added to the Learning Plan Template.

As previously noted, the Academic Policy Manual is published on the college website at <https://www.stlawrencecollege.ca/about/college-reports-and-policies/academic-policies/>.

## Section 7: Students with Disabilities

This section has been added to the template to reflect a change in legislative language relating to accommodations. Faculty should ensure that students read this information prior to starting any class activity as this is the most updated information from [Counseling & Accessibility Services](#).

## Section 8: Special Notes for this Course

### Special Notes for this Course

Specific program or course related notes for this semester ...
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Picture 6. Special Notes for this Course

- Include notes specific for your course. These can include assessment requirements, instructor availability, course expectations, etc.
- These notes may vary by instructor if more than one person is teaching the course in different programs.
- All instructors, however, must adhere to the same vocational and course learning outcomes identified in the course outline.

## Section 9: Delivery Schedule

### Delivery Schedule

**Please Note:**

- If this is a lab-based course, lab safety procedures and protocol must be specifically taught or reinforced prior to any activity taking place in the lab environment.
- Any changes to this delivery schedule will be communicated in writing by the professor to the students.

Week	Topic	Key Learning Objectives	Learning Activities	Resources & References

Picture 7. Delivery Schedule

### Week

- You can use modules and include weeks (e.g., Module 1 – Weeks 1 to 3) or indicate specific weeks (e.g. Week 1).
- If you decide to use specific dates (e.g., Sept 10 to 14), make sure to review this every year and ensure you don't have statutory holidays.

### Topic

- Indicate the main focus for the week or module (e.g., "Social Determinants of Health")

### Key Learning Objectives

- Ask yourself what you want the students to be able to do at the end of the class or module. This is not a list of teacher-centered objectives.
- Begin with an action verb:
  - E.g., "Identify the major components of the constructivist theory."
  - E.g., "Discuss the importance of safety procedures in laboratory settings."

- The objectives for each week/module should address one or more parts of the course learning outcomes (CLO) as well as relating to the assessments in the course.
- Encourage students to use these key learning objectives as a starting point for reviews for tests and other assessment types.

### Learning Activities

- Include a variety of active learning techniques (e.g., debate, discussion, role play, etc.) that students will engage in either onsite or online learning environments.
- Learning activities should be student-focused so it should include things that the student will be expected to do during the class.

### Resources and References

- Indicate the specific textbook chapter readings and/or other resources to be used for that week or module (e.g., websites, guest lectures, videos, etc.)

### Signature

The Associate/Campus Dean will review the Learning Plan and provide a digital signature at the end of the document. Faculty should make sure to upload the signed version of the Learning Plan to their courses shell on Blackboard.

Delivery Schedule Example A

Week	Topic	Key Learning Objectives	Learning Activities	Resources & References
1	Group Announcements Course introduction	<ul style="list-style-type: none"> <li>Identify and meet individual group members</li> <li>Discuss course deliverables, assessment/evaluation processes and classroom protocol</li> </ul>	Assigned ice-breaker, structured dialogue, Reflection #1 and group planning activities for cycle 1/week 1(2)	Course Outline, Learning Plan, Course Manual and required textbook- chapter 1
2	Group Presentation Preparation	<ul style="list-style-type: none"> <li>Identify and meet new group resulting from merged sections</li> <li>Formulate individual group rules of engagement</li> <li>Prepare for group presentations beginning week 3</li> </ul>	Ice-breakers, structured dialogue and group planning activities for cycle 1/weeks 1 and 2	Course Manual and required textbook- chapters 1 and 2

\*sample created by Professor Lidia Oksana Dorosz for POF202.

Delivery Schedule Example B

Week	Topic	Key Learning Objectives	Learning Activities	Resources & References
7 Oct 16	<p><b>Module 4</b></p> <p>Discuss the importance of following ethical guidelines when conducting research</p> <p>Identify the link from previous courses (e.g. NURS1507) and how to use</p>	<ul style="list-style-type: none"> <li>Identify vulnerable populations</li> <li>Outline elements and principles of informed consent</li> <li>Describe examples of scientific misconduct in research</li> <li>appraise ethical dimensions of a research article</li> </ul>	<p><u>F2F classroom activity</u></p> <ul style="list-style-type: none"> <li>Large group discussion regarding Lesson 4 as posted in Blackboard</li> <li>Small Group activity – unethical exercise (review handouts, discuss and put answers on the board)</li> </ul>	<p>Lecture notes available on BB Lesson 5 from NURS1507</p> <p>Professional Accountability</p> <p>Nuremberg Code, Ethical standards in Research</p> <p><a href="http://www.cirp.org">www.cirp.org</a></p> <p>College of Nurses’ of Ontario</p> <p><a href="http://www.cno.org">www.cno.org</a></p> <ul style="list-style-type: none"> <li>Consent practice standard</li> </ul>

Week	Topic	Key Learning Objectives	Learning Activities	Resources & References
	<p>this information when we read research.</p> <p><b>*note Assignment 1 due Oct 16 at 0800</b></p>		<p><u>Online classroom activity</u></p> <ul style="list-style-type: none"> <li>- Review the consent and ethics guideline from CNO</li> <li>- Links posted in Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>- Ethics practice standard</li> <li>Content tutorial - Phgfoundation.org</li> </ul>
8 Oct 23	<p><b>Module 5</b></p> <p>Distinguish the characteristics of and the rationale for both quantitative study design and qualitative study design.</p> <p>Learn about the design methods in class and then apply them to what student is learning in Nursing Theory III (NURS3500).</p> <p><b>Note – online quiz due Oct 27 @0800</b></p>	<ul style="list-style-type: none"> <li>- Define research design and its purpose</li> <li>- Identify links between qualitative research and EBP</li> <li>- Identify types of qualitative research</li> <li>- Define control and validity and how it effects quantitative research</li> <li>- Compare experimental, quasiexperimental and non-experimental designs</li> </ul>	<p><u>F2F classroom activity</u></p> <ul style="list-style-type: none"> <li>- Large group discussion regarding Lesson 5 as posted in Blackboard</li> <li>- Small Group activity – Article identification</li> </ul> <p><u>Online classroom activity</u></p> <ul style="list-style-type: none"> <li>- Point of View Exercise: Student to think about a question they have about a nursing topic they are learning in NURS 3500. What qualitative research method would you use to answer your question? Share opinion on discussion Board</li> <li>- Online quiz – answer questions based on content learned in this module.</li> </ul>	<p>Lecture notes available on BB</p> <p>Chapter 7-11 LoBiondo</p> <p>Lecture notes from NURS3500</p> <p>Quiz 2 – online Unlocked Oct 23 after lesson 5 and due Oct 27 at 0800</p>

\*sample created by Professor Colleen Macdonald for NURS3507.

Delivery Schedule Example C

Week	Topic	Key Learning Objectives	Learning Activities	Resources & References
5	<p><b>MONDAY</b> Principles of Guidelines -Long Layered Haircuts Practice Evaluation</p> <p><b>THURSDAY</b> -Long Layered Haircut Evaluation Preparation -Long Layered Haircut Evaluation</p>	<p><b>MONDAY</b> -Interpret the two types of guidelines used in haircutting - Complete the practice evaluation for long layered haircut</p> <p><b>THURSDAY</b> -Reflect on the application and the outcome of the practice evaluation -Evaluation of long layered haircut</p>	<p><b>MONDAY</b> Online: independent study and research *in-class assignment: online quiz Face-to-face: hands-on application of skills</p> <p><b>THURSDAY</b> Online: independent study and research *in-class assignment: self-assessment/reflection Face-to-face: hands-on application of skills</p>	<p><b>MONDAY</b> -notes/handouts -textbook: Ch. 16, pg. 364-365</p> <p><b>THURSDAY</b> Online notes</p>

\*sample created by Professor Taunya Murphy for HAIR101.

**Additional Resources**

Faculty interested in learning more about assessments should connect with a member from the Centre for Contemporary Teaching & Learning (CCTL) and visit the CCTL website on SLC.ME.