

Revising your Learning Plan

SECTION 1: Introduction

At St. Lawrence College, we are committed to putting students first by providing learners with high quality learning environments. Our faculty employ a variety of teaching strategies to ensure that students meet both the course learning outcomes (CLOs) and vocational learning outcomes (VLOs) outlined within the Course Outline/Learning Plan documents.

As a result of the recent directive regarding COVID 19, the Learning Plans that were originally developed for the current term will need to be revised to ensure that students are able to meet all the intended learning outcomes in the coming weeks. This will require faculty to explore alternative teaching strategies and maintain an outcomes-based approach using college supported digital tools.

This form is intended to guide Faculty through critical conversations that will help them redesign their Learning Plans and maintain their focus on student success.

As a result, faculty will be able to:

- Prioritize learning outcomes that have yet to be assessed within their course by reviewing their original Course Outlines/Learning Plans.
- Design a revised delivery schedule and assessment strategy that will maintain an outcomes-based approach to achieving the remaining learning outcomes.
- Review the proposed changes with their program team and Associate Dean or Campus Dean.
- Communicate these changes to students in an effective and formal manner by providing them with an amended Learning Plan.
- Foster a positive learning environment by setting clear expectations and working with students to ensure they complete their courses on time using alternative strategies.

Key considerations and reminders:

1. All course materials including supplemental learning materials should follow AODA guidelines.

e.g., Faculty who wish to create videos should use Panopto and submit a request to ITS for closed captioning. More information will be shared on the new website.
2. Requests for extensions should be discussed openly with students as some students might encounter a number of difficulties completing their studies at home.
3. Alternative delivery and assessment methods should be included in the courses to ensure equitable learning opportunities for all students.

SECTION 2: Instructions

Course Learning Outcomes (CLOs)

Step 1: Review your current Course Outline/Learning Plan and take note of activities, lessons, or assessments that yet to take place.

Step 2: Place an **X** beside the CLOs that have already been taught and assessed in your course.

Step 3: Identify any CLOs that can be combined for the purposes of instruction and assessment. Indicate the numbers in the appropriate column (E.g., combine with CLO2).

Step 4: Place a **C** beside the remaining CLOs, not taught or assessed, that are **most critical** for students' successful progression in the program. The "Most Critical CLOs" are ones that should be achieved in the current term to position the student for success in future terms.

Step 5: The outcomes outlined in the last column should be your focus for the remaining weeks. Revisit your Course Outline/Learning Plan and start exploring ways to achieve these outcomes using new teaching strategies and assessments.

Step 6: Develop new teaching strategies/assessments and transfer these to a new amended Learning Plan.

Step 7: Submit your amended Learning Plan to your Associate Dean or Campus Dean for review.

Step 8: Share the amended/signed Learning Plan with your students in Blackboard and send an announcement indicating it is now available to view.

Step 9: Keep this form for your own records.

CLO Analysis

	Course Learning Outcomes	Taught i.e., you have covered this CLO in your course activities, discussion, etc.	Assessed i.e., you have sufficiently assessed students on this CLO in your course	Combined CLOs i.e., which CLOs can be combined within one shared assessment	Most Critical CLO i.e., prioritize the CLOs for this term

Assessment Types

This table provides a quick reminder of the possible assessment types that you may choose to use in your amended course.

Type	Examples
Performance task	Demonstration of a skill, role-play, interview, portfolio presentation, oral presentation, student-faculty conference, leading an activity or lesson, slam poetry, storytelling, song, skit, dramatic reading
Written task	Short written paper, reading response paper, lab report, news report, summary, interview notes, biography, essay, letter, reflective journal or blog post, résumé, creative non-fiction, fictional story, poem
Research Project	Research questions, research plan, annotated bibliography, critical comparison of authors, research poster, research essay, research presentation
Audio-Visual product	Photo-essay, video, webinar, graphic representation, illustration, process diagram, physical model, diorama, PowerPoint or Prezi slide deck, web page
Test	Examinations, open-book tests, quizzes, mid-term tests, timed writing, take-home tests.
Group	Add G wherever the project has a group element

CLO Analysis - Example

	Course Learning Outcomes	Taught i.e., you have covered this CLO in your course activities, discussion, etc.	Assessed i.e., you have sufficiently assessed students on this CLO in your course	Combined CLOs i.e., which CLOs can be combined within one shared assessment	Most Critical CLO for this term
1.	Explain the concept of Artificial Intelligence as it relates to marketing and customer engagement management.	X			
2.	Describe how different artificial intelligence applications relate to marketing and clearly communicate relevant applications for different marketing needs.	X	X		
3.	Implement an artificial intelligence solution to solve a marketing problem and achieve specified business outcomes.			Combine with CLO4	C
4.	Evaluate real marketing problems and identify opportunities to create more value for the business, via the use of artificial intelligent applications	X			
5.	Evaluate and communicate ethical and privacy related issues as they pertain to the use of artificial intelligent applications in marketing.				C

Example Observations

- **CLO1** has been taught but not yet assessed. It has also not critical so the Faculty will focus on other CLOs.
- **CLO3** has not been assessed/taught and it can combined with CLO4 for a joint assessment. It will become a critical focus for the faculty.
- **CLO5** has not yet been taught/assessed and is flagged as critical so it will become a focus for the Faculty