COURSE OUTLINES AND LEARNING PLANS

YOU CAN FORGET EVERYTHING ELSE I TELL YOU TODAY EXCEPT THIS…DO NOT FORGET THIS!
COURSE OUTLINES

• Every college course has a course outline. It describes the content and evaluation method of the course. It also outlines college policies and procedures.
  - See sample.
• A course outline gives you great information about the course that you did not even know existed!
• Course outlines can help you plan your time and predict what the professor expects from you.
COURSE OUTLINES

1. Course Description
   • What the course is about.

2. Relationship to Vocational Learning Outcomes
   • Why are you learning what you are learning.

3. Relationship to Essential Employability Skills
   • Remember this section when you write your resume!

4. Course Learning Outcomes/Elements of Performance
   • How you will be assessed and what you need to know by the end.
5. Evaluation/Earning Credit
   • What is required for you to actually get your course credit.

6. Learning Resources
   • What you need to buy or get for the course.

7. General college information
   • Prior Learning Assessment and Recognition, Grade Scheme, Course Related Information and College Related Information
COURSE OUTLINES

1. Read First
   - Course Description
   - Learning Resources
   - Course Learning Outcomes/Elements of Performance

2. Read Second
   - Evaluation/Earning Credit
   - Relationship to Vocational Learning Outcomes
   - Relationship to Essential Employability Skills

3. Read Third
   - Course Related Information
   - Department Related Information
   - College Related Information
LEARNING PLANS

• The learning plan outlines very specific information about what will be taught, when it will be taught and what resources will be used.
  • See sample.

• Basically, learning plans tell you what you have to do and when.
  • Good information to have for time management!

• Learning plans will be posted on MyCanvas for many of your courses.
  • Look carefully as they may not all look the same.
LEARNING PLANS

1. Read First
   - 2.0 Faculty Information
   - 7.0 Weekly Learning Plan – this is the section you will care most about!

2. Read Second
   - 4.0 Learning Outcomes
   - 5.0 Assessment Outline

3. Read Third
   - Review the additional sections including 1.0 Course Information and 6.0 Course Specific Requirements.
TERMS & DEFINITIONS

ALO = ABORIGINAL LEARNING OUTCOME – Under development

CLO = COURSE LEARNING OUTCOME
• Course Learning Outcomes (CLOs) describe the knowledge, skills, and attitudes successful learners must achieve at the end of a course.

EES = ESSENTIAL EMPLOYABILITY SKILL
• Essential Employability Skills (EES) are skills that, regardless of a student’s program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning.

EOP = ELEMENT OF PERFORMANCE
• EOPs should identify the steps students take that build toward the larger outcome, using equal or lower-level verbs from Bloom’s Taxonomy.
TERMS & DEFINITIONS

ES = EXTERNAL STANDARD

- These are standards established by professional bodies aligned to your program of study and to which each course must be aligned. This ensures you are meeting the required competencies of those professions where licence to practice is essential.

PLAR = PRIOR LEARNING ASSESSMENT AND RECOGNITION

- The Prior Learning Assessment and Recognition (PLAR) section of a Course Outline describes how to earn credit for the course through previous experience.

VLO = VOCATIONAL LEARNING OUTCOME

- Vocational learning outcomes (VLOs), otherwise referred to as program learning outcomes (PLOs), are statements that describe what learners will know and be able to do when they graduate from a program. They are closely linked to the credential framework and provincial program standards set by the provincial Ministry of Training Colleges and Universities.
TERMS & DEFINITIONS

ASSESSMENT LEVELS

T = TAUGHT
• New principles/concepts will be taught to students in this course. (Remember, if you teach it, you must assess it).

A = ASSESSED
• New (or previous) principles/concepts will be formatively or summatively assessed in the course. (Remember, if you assess it, you must have taught it somewhere in the course, except in the case of reinforcing or reviewing prior learning for diagnostic purposes).

R = REINFORCED
• Prior principles/concepts foundational to new content delivered in the course will be referenced, reviewed and possibly assessed. Reinforcing prior knowledge/skills may be more applicable to labs, clinical, vocational courses. A diagnostic assessment at the beginning of a course would be classified as (R). This diagnostic might be evaluated (graded) or informatively assessed.
NOW THAT YOU HAVE YOUR COURSE OUTLINES AND LEARNING PLANS YOU NEED TO USE THIS INFORMATION EFFECTIVELY.