# Instructional Plan Guidelines for Conestoga Faculty

Each course delivery must include

1. a course outline
2. an Instructional Plan
3. Essential Elements in eConestoga

## What is a Course Outline?

The Course Outline is an official and approved document providing the curriculum for a course. The course outline is the big picture for the course. The Course Outline provides the “what” of the teaching and learning experience.

Course outlines can be accessed from the “Course Outline” tab in the “Employee Portal” within “MyConestoga.”

## What is an Instructional Plan?

The Instructional Plan complements the Course Outline. The Instructional Plan is the detailed delivery for each section, each semester. The Instructional Plan provides the “how” of delivery. It guides faculty delivery as well as student planning and preparation. It is based on a college-wide template that ensures:

* faculty have determined the best way to deliver a course over the time-period available
* evaluations have been distributed in a way that allows for marking and feedback
* students can anticipate and prepare for the key concepts being delivered each class
* the date for each evaluation is clearly communicated to students and other stakeholders from the start of the semester.

Faculty should refer to both the Course Outline and the Instructional Plan on a regular basis as part of their teaching.

## What are the Essential Elements?

The Essential Elements are mandatory items provided on the eConestoga Learning Management System (LMS). They support student learning. These Essential Elements require that all courses provide students with a) Course information with an Instructional Plan, b) Evaluation information including instructions and rubrics or marking schemes, c) Weekly information including electronic and accessible copies of all educational material, and 4) Grades posted for each evaluation.

To see the Essential Elements, log in to eConestoga and click on “Faculty Supports” and then “Guides.” Help with setting up eConestoga is available by contacting eConestoga.

## What are the main sections of the Instructional Plan?

There are five required sections:

1. **Course/Professor Information:** Ensures students know who is teaching them and how to reach that person.
2. **Evaluation Summary**: Lists each evaluation item with a descriptive title and indicates the number and weight of each item. This section provides students with a quick overview of how to earn marks in the course.
3. **Key Concepts**: Descriptive phrases which alert the student to the topics which will be explored in a session as one unit on the Course Outline may take more than one week to deliver. Some Course Outlines are more detailed or less detailed so this section guides students. Add details. For example, rather than listing “inflammation,” put “causes and remedies for inflammation.” This will help students better access resources and take notes. In some cases, you can simply refer to the appropriate Unit Outcome numbers in this section and refer students to the Course Outline.
4. **Required Preparation**: Tells the student what they should read, think about, watch, or complete prior to attending a class. The student will be better able to absorb the material if they have previewed it even briefly. This becomes even more important if you are partially “flipping” a course. “Flipped” classrooms are a pedagogical model in which the typical lecture and homework elements are reversed. Short video lectures or readings or cases are previewed by students at home before the class session, while in-class time is devoted to exercises, projects, and discussions.
5. **Assessment Dates:** Lists the exact date on which each assessment will occur.

## How are courses delivered at Conestoga?

Courses are part of a program of study. Courses can be delivered in a variety of formats including 15 weeks, 7-1-7, 12 weeks condensed, 8 or 16-week apprenticeship blocks, etc. We also have Apprenticeship Day Release (one day a week for 35 to 40 weeks).

The same course outline may be delivered in both a 15-week course and a condensed 10-week course. The course may be delivered in an online, hybrid, or in-person mode. Courses are also scheduled with different types of “meets.” Students may meet with you in class for 3 hours once per week or for 2 hours and then 1 hour, etc. The course may have theory plus labs/shop time, only theory, etc.

Please refer to your “Timetable” in the “Faculty” section of the “Employee Portal” within “MyConestoga” to see how your course is scheduled for delivery.

## How does the Instructional Plan help students and program teams?

It is vital that students have a guiding overview of how their courses will unfold. It is also vital that all members of a program team have a consistent way of viewing course delivery so they can sit down and discuss the best spacing of evaluation dates for a student cohort. In cases where there are multiple sections, faculty can use their Instructional Plans as a discussion point regarding consistency and best practices in delivery.

## How do I create an Instructional Plan for the course I am teaching?

You can create your Instructional Plan using the eConestoga template or other technology so long as the format and content remains consistent with the example at the end of this document and it is made available to students in eConestoga prior to the start of the course.

## Can I connect my Instructional Plan to my eConestoga modules and resources?

Yes, you can add enhancements such as links to Assignment boxes, Resources, Required Preparation etc. but this is not required. Note: If you add your evaluation dates to the eConestoga calendar, make sure that any changes to evaluation dates are reflected in both places as the calendar does not communicate with the Instructional Plan.

## When can students access their Instructional Plan?

The Instructional Plan should be made available on eConestoga prior to the first class so students can preview it, enter evaluation dates into their planners, and/or access it using accessibility technology (for example, a screen reader).

## Are there events or dates that I should keep in mind as I plan?

* Please see [Academic Dates](https://www.conestogac.on.ca/admissions/records/academicdates.jsp). Be sure to account for any statutory holidays.
* No student evaluations or special events (e.g., tests, presentations, quizzes, field trip, or guest speakers) can be scheduled in the weeks that the province-wide [Key Performance Indicators](http://www.conestogac.on.ca/research/institutional/index.jsp) (KPIs) occur, since some classes will inevitably be disrupted by this mandatory government survey.
* No student evaluations can occur during **Student Success Week** (Week 8 of 15 for post-secondary programming) and no assignments can be due. This is a week in which students can catch up, rest, work, and prepare for the coming weeks. Faculty must set due dates prior to or following Week Eight. Students are not required to be on campus. College support services will be open. Students can use the results from any assessments done in the first 7 weeks, along with the formative feedback provided, to take advantage of remedial activities in Week Eight.

## On what days should I schedule my evaluations?

One of the first things you need to do when creating your Instructional Plan is to determine where evaluations will be placed. Here are some things to consider:

* In most courses, it is customary to have approximately 50% of the course evaluations before Student Success Week (Week 8) and 50% after.
* Faculty should meet as a program team to discuss evaluation plans prior to the semester start as per the [Evaluation of Student Learning Policy and Procedure](http://www.conestogac.on.ca/policies/academics.jsp). It is important to ensure the total number of major tests or assignments in a semester across all courses are appropriately distributed. For example, if every course has a major evaluation in Week Seven, students will be overwhelmed. Faculty teams should continue to work together in scheduling their evaluations in a way that will optimize student success.
* A final exam might take up the entire class period. A test might require an hour of class time. Schedule this time in as well as any review and debriefing time before starting to determine what key concepts you will work on each class.
* A major assignment will require class time to overview, review, and debrief so also plan for this use of time.
* Be sure to plan time to return the marked items in a timely manner.

## What else should I consider?

* Students must know from the start of the semester (via the Instructional Plan) when all evaluations for their courses will occur. Sometimes when examining the Instructional plans for their courses they notice two mid-terms back to back. It is a good idea to ask the students in Week One if they have noticed any challenges that were missed by the team so you can revise this.
* If you change the evaluation dates, you must re-issue the Instructional Plan and highlight the change in class and via a message.
* Those with evaluations due or happening in Week Seven and Week Fifteen should be aware that students are still attending their other classes. Week Fifteen is not an exam week though some Schools/courses may have exams in that week.
* During Student Success Week, faculty should be checking their email, eConestoga, and voicemail regularly, in case students have left queries. If on vacation, an appropriate auto-response should be set.
* Faculty should be sure to send their evaluation documents for any Week Nine testing to Accessibility Testing Services prior to Week Eight (Student Success Week) if they are taking that week as vacation to ensure they meet the deadline for test submission.

# Sample Instructional Plan

## Instructional Plan for Fall 2018 Semester

**School of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Name and Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Course Information

|  |  |
| --- | --- |
| **Name** | INSERT COURSE NAME  |
| **Number** | INSERT COURSE # |

Faculty Information

|  |  |
| --- | --- |
| **Professor/Instructor** | Xxx |
| **Email** | xxx@conestogac.on.ca |
| **Office Number** | xxx |
| **Office Hours** | Input Office Hours |

Program Specific Notes

Please familiarize yourself with the Program Handbook.  The Program Handbook contains many policies that affect your studies at Conestoga.

Course Specific Notes (Optional Section)

* xxx

Evaluation Summary

|  |  |
| --- | --- |
| More detail about items and weights here. | % |
| Total | 100% |

Course Schedule

**Note on KPIs** - No in-class student evaluations (e.g. tests, presentations, or quizzes) or special events (e.g. field trips, or guest speakers) can be scheduled in the week that the province-wide Key Performance Indicators (KPIs) occur since some classes will inevitably be disrupted by this mandatory survey of student satisfaction.

 (Note: The grid lines do not appear within the actual eConestoga template)

|  |  |  |  |
| --- | --- | --- | --- |
| **September****5-8** |   |  | WEEK 1 |
|  |  |  | *KEY CONCEPTS* |
|  |  |  | *REQUIRED PREPARATION* |
| **September 11-15** |   |  | WEEK 2 |
|  |  |  | *KEY CONCEPTS* |
|  |  |  | *REQUIRED PREPARATION* |
|  |  |  |  |
|  |  |  | *Evaluation* |
| **DueSeptember 15** |  |  | Quiz One |