Prior Learning Assessment and Recognition Information Sheet

ICP 1155—DIVERSITY IN HIGHER EDUCATION

# What is the Instructor Certification Program?

The Instructor Certification Program (ICP) is designed to enrich the depth of instructor knowledge and skill in the practice of teaching and learning at Lethbridge College. ICP courses allow instructors to collaborate with others across the college to learn from and share with each other. It is expected that instructors complete the ICP program within their first five years of instruction at the college.

# What is PLAR?

Occasionally, a new instructor has previous extended experience or knowledge in a specific area of the ICP. In this case, they are able to apply for Prior Learning Assessment and Recognition (PLAR). This means the instructor can provide evidence of learning and receive course credit without taking the course. Instructors must provide evidence that they have achieved 75-80% of a course’s outcomes.

# ICP 1155 Diversity in Higher Education: Course Description and Outcomes

This course examines diversity and its impact on classroom dynamics and the educational process. Knowledge and appreciation for the history, traditions, and perspectives of specific cultural groups will be developed. Culturally appropriate instructional strategies will be explored for specific learner profiles.

## Course Outcomes:

1. Recognize and critically reflect on equity, diversity, and inclusion in your classroom and at Lethbridge College.
2. Demonstrate, through reflective practice and application of learning strategies how assumptions, values, beliefs, and background experiences impact interpersonal relationships.
3. Discuss decolonization and reconciliation and the land, language, and Indigenous ways of knowing of the Blackfoot people.
4. Explain the relationship of internationalization on teaching and learning and the Lethbridge College Community.
5. Commit to build teaching and working relationships and spaces that are inclusive and supportive of all people.

# Acceptable ICP 1155 PLAR Artifacts

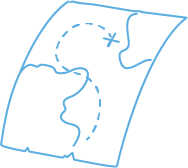
You will complete the Providing Evidence for PLAR sheet (attached below). Examples of what you might submit for PLAR for ICP 1155 are:

## Direct Documentation

Direct documentation usually takes the form of a course outline for a course where 75-80% of the course outcomes are similar to the associated ICP course (i.e., a course on learning theories or a more general education course where at least 75% of the course was about learning theories). Submit the Providing Evidence for PLAR sheet with the course outline and an unofficial transcript showing completion to [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

## Indirect Documentation

Indirect documentation can take many forms. Instructors submit an artifact(s) demonstrating their applicable competency and skill(s) along with a one-page reflection/explanation of how the artifact demonstrates their knowledge. While the submission does not need to be lengthy, it needs to clearly demonstrate achievement of 75-80 % the ICP course outcomes.

* A course outline for a course that included diversity in higher education for less than 75% of the course content and outcomes, plus an artifact and reflection that demonstrates further knowledge/skill.
* Participation in a decolonization, equity, diversity, and/or inclusion committee or project where the instructor took a leadership role in initiatives relating to identifying barriers to learning and services, promoting equity and inclusion, and/or other related initiatives. This participation can be demonstrated with an explanation of the role and work completed, the learning outcomes achieved by completing it, and any changes in individual teaching and learning practice because of the work.
* A combination of three of the following along with an explanation of the role taken to create them, the learning outcomes achieved by completing them, and the changes in your teaching and learning that has taken place.
  + A land acknowledgement developed and used as part of a teaching activity or teaching practice
  + A teaching activity designed about diversity, equity, and/or inclusion in your program/field
  + Course revisions made to increase representation and visibility for (but not limited to) Indigenous peoples, women, visible minorities, 2SLGBTQIA+ folks, and/or people with disabilities
  + Example of meaningful integration of the “Global Citizenship” [Student Core Competency](https://learninginnovation.ca/cc-global-citizenship/) into a course
  + Example of how you have met one or more indicators of effective practice in the “Learning Environment” dimension of the [Teaching Excellence Framework](https://learninginnovation.ca/tef-learning-environment/)
  + Example of meaningful integration of Universal Design for Learning (UDL) within a course (either in course or assessment design) to address concerns for learner diversity
* Instructors may have other artifacts or experiences they feel shows their achievement of the outcomes. They can reach out to [PLAR@lethbridgecollege.ca](mailto:PLAR@lethbridgecollege.ca) and will be put in touch with the appropriate ICP facilitator to discuss if this experience aligns.

Providing Evidence for ICP 1155 PLAR

Instructor Name: Click or tap here to enter your name.

Which outcomes do you feel you have achieved in ICP 1155 (check all that apply)?

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| --- | --- |
|  | 1. Recognize and critically reflect on equity, diversity, and inclusion in your classroom and at Lethbridge College. |
|  | 1. Demonstrate, through reflective practice and application of learning strategies how assumptions, values, beliefs, and background experiences impact interpersonal relationships. |
|  | 1. Discuss decolonization and reconciliation and the land, language, and Indigenous ways of knowing of the Blackfoot people. |
|  | 1. Explain the relationship of internationalization on teaching and learning and the Lethbridge College Community. |
|  | 1. Commit to build teaching and working relationships and spaces that are inclusive and supportive of all people. |

**Step 1:** Instructors can provide one of the following types of documentation to achieve PLAR credit in an ICP course. Please check the type you are submitting and include this sheet in your submission.

**Direct Documentation:** Direct documentation is usually a course outline for a course where 75-80% of the course outcomes are similar. Submit this sheet with the course outline to [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

**Indirect Documentation:** Indirect documentation can take many forms. Instructors submit an artifact(s) demonstrating their applicable competency and skill(s) along with a one-page reflection/explanation of how the artifact demonstrates their knowledge. See the PLAR Information Sheet for the course you are PLARing for options. Submit this sheet with the artifact and reflection to [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

**Step 2:** The ICP course facilitator will review the submission. If any clarity is required, they will reach out to the instructor for further details before signing off. After review, one of three things will happen.

1. **PLAR achieved:** The ICP facilitator and instructor sign [Prior Learning Assessment Application](https://lethbridgecollege.ca/document-centre/forms/registrars-office/prior-learning-assessment-application). The Educational Development Team saves all files in the CTLI SharePoint and sends the Prior Learning Assessment Application to the Registrar.
2. **Partial PLAR achieved:** The ICP facilitator reaches out to the instructor to discuss what can be done to achieve full PLAR. This will often mean completing one or more assessment activities. Once this happens, step A is complete.
3. **PLAR not achieved:** The instructor completes the ICP course for credit.