

Course Delivery and Evaluation of Learning Standard



Any document appearing in paper form is uncontrolled and must be compared to the electronic version.

Table of Contents

Purpose	4
Scope and Limitations	4
1.0 Definitions	4
2.0 Instructor Standards	7
2.1 Instructor Competencies and Development	7
2.2 Course Preparation	7
2.3 Course Delivery	8
2.4 Evaluation of Learning	9
2.5 Course Assessments and Review of Marks	9
2.6 Student Support	10
3.0 Academic Chair Standards	11
3.1 Course Preparation	11
3.2 Course Delivery	11
3.3 Course Delivery Surveys	12
3.4 Evaluation of Learning	12
3.5 Student Support	12
3.6 Alternative Arrangements	12
3.7 Review of Marks and Meeting Graduation Requirements	13
3.8 Non-Conforming Issues	13
3.9 Care and Handling of Client Supplied Product	13
3.10 Program Review	13
4.0 Alternative Arrangements	14
4.1 Missed Evaluation	14
4.2 Evaluation Rewrite	14
4.3 Supplemental Evaluation Measure	14
4.4 Remarking or Regrading of Individual Work	15
4.5 Incomplete Grades (IC)	16
4.6 Adding Courses	17
4.7 Dropping Courses	17
4.8 Withdrawing from Courses	17
4.9 Recognition of Prior Learning	17
5.0 Course Outline Standards	18
5.1 Structure	18
5.2 Course Outline Components	18

5.3	Communities of Practice	22
6.0	Learning Management System Course Standards	23
6.1	Delivery Modes and Brightspace	23
7.0	Course Delivery Survey Standards	27
7.1	Formal Survey Criteria	27
7.2	Formal Survey Administration	27
7.3	Informal Survey Criteria.....	28
8.0	Other Related Documents	29
	Appendix A: Course Delivery Survey Questions.....	30
	Appendix B: Creative Engagement Strategies	30
	Appendix C: Technology Utilization	33
	Appendix D: Faculty Resources.....	35
	Appendix E: Tips for Establishing an Effective Community of Practice	36

Course Delivery and Evaluation of Learning Standard

Purpose

This document provides procedural details for implementation of the Course Delivery and Evaluation of Learning policy and its related Standards. These Standards promote consistent course delivery amongst faculty, allowing for a similar student experience between courses.

Scope and Limitations

This guideline applies to New Brunswick Community College (NBCC) academic faculty and support staff involved in the preparation, delivery and evaluation of NBCC courses.

The Instructor, Academic Chair, Hyflex and Virtual Delivery, Course Outline and Course Delivery Survey Standards are covered within this document.

1.0 Definitions

Blended Learning

A form of hybrid learning that is designed to combine both *Virtual Learning* and *In-person Learning*. Blended Learning will alternate or have a specific schedule between Distance Virtual Learning and In-person Learning. Instructors will determine which mode is utilized at any given time and that it is communicated to students through the class schedule. Blended Learning will use technology (such as Brightspace, laptops, digital textbooks) to facilitate learning and students will be expected to use these tools to complete course assignments. Instruction alternates between in-person and through the use of virtual technology.

Client

Any individual or organization which avails himself or itself of NBCC educational or administrative services.

Contract Program

A customized training service which consists of more than one course, as a regular program does, but does not appear as a regular program in the NBCC calendar.

Contract Training

A learning activity prepared for or delivered to a client on a contractual basis. At the business level, contract training has two main yet distinct objectives: retraining the existing labour force and training the labour force for future jobs in emerging sectors. Also used to designate Community College training programs whose funding is not part of the basic operating budget and that are offered to the public at a higher tuition rate, thereby enabling the College to recoup, in whole or in part, the delivery costs incurred. This type of training is sometimes called “customized” when, for example, the format or part of the content was specifically requested by the client.

Course

A course refers to a self-contained unit of study that encompasses a pre-determined outcome and a set of competencies related to a specific content area and a specific period of time.

Course Delivery Survey

Formal student feedback about course delivery, evaluation of learning and course-related content.

Course Outline

A document that presents the competencies and objectives of a course. It includes but is not limited to course performance requirements, availability of instructors, course methodology, assessment and weighting criteria, and evaluation methods.

Curriculum Standard

An approved document that contains all academic elements required for program delivery. It encompasses the information contained in the program profile, program structure, sequence of delivery, and course profiles.

Extraordinary Circumstances

Those incidents that are beyond the student's control such as, but not limited to, hospitalization, accident or injury, death of a family member, and barriers related to accessibility needs.

Formative Evaluation

An evaluation process which compiles information from various sources, such as informal feedback, focus groups, and interviews, taken over a period of time, and is also available for program evaluation.

Formative Learning Assessment

A variety of assessment methods administered by instructors during the learning process to discern student comprehension, learning needs and academic progress related to a lesson, unit, or overall course content.

HyFlex Learning

A form of hybrid learning that is designed to combine both Virtual and In-person Learning. HyFlex Learning will utilize both forms at the same time. Students will choose which mode to participate in at any given time. Both options will be always available to them throughout the learning experience. HyFlex Learning will use technology (such as Brightspace, laptops, digital textbooks) to facilitate learning and students will be expected to use these tools to complete course assignments. Instruction occurs both in-person and using virtual technology at the same time.

In-person Learning

Learning that takes place entirely within a physical classroom, workplace, or laboratory with one's peers and instructor physically present (either on-campus or off-campus). In-person learning may use technology (such as Brightspace, laptops, digital textbooks) to facilitate learning and students *may* be expected to use these tools to complete course assignments. All instruction takes place in a physical classroom context.

Learning Management System (LMS)

A software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs.

Missed Evaluation

An evaluation that was missed during the course for which alternative arrangements can be made only in the event of extraordinary circumstances and/or prior approval of the instructor.

Online Learning

A form of distance learning that takes place *asynchronously* and is primarily student-led. Asynchronous learning is learning that does not occur in the same place or at the same time. Online Learning will use technology (such as Brightspace, laptops, digital textbooks) to facilitate learning and students will be

expected to use these tools to complete course assignments. Instruction occurs through the use of text, video, and audio that the student accesses.

Prior Learning Assessment

The process of identifying, documenting, and evaluating an individual's prior learning for the purpose of awarding formal recognition for the knowledge, attitudes, abilities, skills, and competencies developed through informal and non-formal learning. Formal learning may also be considered for PLAR when combined with informal or non-formal learning.

Religious Holy Days

A day on which a religious observance is held. See Religious Holy Days beyond existing Statutory Holidays calendar guideline, which includes some days that may require absence from school beyond existing Statutory Holidays.

Summative Learning Assessment

Learning assessment of which the primary purpose is to recognize the student's degree of knowledge and skills acquired. Summative assessment may include periodic assessments done at pre-determined times during the course and at the conclusion of the course as specified in the course outline. The value of each summative assessment is used for computing the student's marks and grades to determine eligibility for course credit.

Supplemental Evaluation Measure

An evaluation providing an eligible student with the opportunity to acquire a pass mark for the given course in which the student was unsuccessful.

Virtual Learning

A form of distance learning that takes place synchronously and led by an instructor. Synchronous learning refers to a learning event in which a group of students are engaging in the learning at the same time. It is delivered via the internet and utilizing web-conferencing tools such as Microsoft Teams. Virtual Learning will use technology (such as Brightspace, laptops, digital textbooks) to facilitate learning and students will be expected to use these tools to complete course assignments. Instruction occurs using virtual technology led by an instructor.

2.0 Instructor Standards

The NBCC Instructor Standards describe the requirements of instructors in course preparation, delivery, evaluation, and student support. These Standards and the references to related documents throughout are resources for faculty that outline minimum NBCC standards for faculty to follow, contain examples of best practices for development and facilitation of courses, and support the NBCC Academic Quality Assurance Framework to ensure consistent course delivery and evaluation.

Instructors are expected to use the information and tools covered in this document along with other college-led training and continually develop their competence in teaching methods and skills.

2.1 Instructor Competencies and Development

2.1.1 The instructor is responsible for:

- a) incorporating a variety of teaching methods, tools, learning materials and technologies in course delivery and using supportive and accessible resources to meet the needs of varying learning styles.
- b) reflecting on the impact and effectiveness of their teaching in the progress and learning of students and considering student and stakeholder feedback in their teaching approach.
- c) remaining current in their subject area and teaching methods through continuous professional development and collaboration and sharing of best practices with college faculty.
- d) abiding by the Code of Conduct, legal and ethical guidelines, and College Policies and Standards in their teaching and learning materials.
- e) supporting diversity, equity-deserving groups, inclusiveness, accessibility, social responsibility, and environmental sustainability in their teaching and learning materials.
- f) creating engaging, innovative learning environments that motivate and encourage learners and promote student success.
- g) supporting all learners and identifying and providing additional supports to those requiring assistance.
- h) contributing to program planning and review and participating in continuous quality improvement activities that support program performance and development.

Instructor Competencies and Development adapted from: *The Professor of the 21st Century Framework* - Algonquin College (May 2011)

2.2 Course Preparation

2.2.1 The instructor is responsible for:

- a) reviewing the current curriculum standard for a particular course before delivery
- b) planning all aspects of course delivery with a conscious effort to incorporate teaching methodologies to accommodate various learning styles
- c) planning and documenting the day-to-day delivery of content that supports the current curriculum standard
- d) developing evaluation tools to accommodate various learning styles and provide multiple opportunities for learners to demonstrate competency attainment.
- e) preparing and setting up the course in the Learning Management System in alignment with the delivery mode

- f) composing the course outline according to the criteria in the *Course Outline Standard (See Section 5.0)*, congruent with the approved Course Profile, to meet the outcomes and competencies stated in the approved Curriculum Standard
- g) submitting the course outline for approval to the Academic Chair (or appropriate supervisor if the Academic Chair is the instructor) using the Integrated Document Management System (IDMS) Course Outline development and approval process

2.3 Course Delivery

2.3.1 The instructor is responsible for:

- a) informing students of the communication channel(s) that will be used (email, phone, in-person, Microsoft Teams, Brightspace) and how students are expected to use them, indicating the communication strategy on the course outline
- b) responding to emails, questions, and discussions within one business day
- c) reviewing the approved course outline with the student within the first two classes
- d) submitting any course outline changes to the Academic Chair for approval and notifying students of the change, including modifications to the method and weight of evaluation criteria when special circumstances warrant
- e) carrying out regularly scheduled instruction as per the approved delivery schedule
- f) ensuring that only students who are currently enrolled in the course or who have been approved to audit the course, and/or other NBCC personnel can access NBCC course content
- g) using approved NBCC Learning Management System(LMS)(s) when providing electronic course content, except for approved course-specific software, electronic collaboration software, and electronic mail
- h) aligning the use of the LMS with the LMS Content and Use Standards (*See Section 6.0*)
- i) ensuring that all equipment is safe and in good working order and that the student is made aware of relevant health and safety practices within the learning environment
- j) working to ensure the learning environment is safe for students
- k) ensuring the installation, calibration, setup, maintenance, distribution, and safety of the educational material in the class and laboratories
- l) supervising students to prevent damage to equipment
- m) communicating their availability to the student at flexible touch points
- n) ensuring that student records are handled and retained according to college processes and procedures (*See related Records and Information Management video on SharePoint*), at minimum retaining student evaluations for one additional term before destruction

2.3.2 For hyflex and virtual delivery modes, the instructor is responsible for:

- a) emphasizing their contact information (email and office telephone number) both on the course outline and within Brightspace and reminding students frequently of their availability
- b) using virtual delivery strategies and processes to align HyFlex with in-person delivery
- c) scheduling classes in Microsoft Teams and providing the link to the meeting(s) and schedule in Brightspace for synchronous HyFlex/Virtual classes
- d) holding two virtual office hours per week outside of regularly scheduled instruction times
- e) using creative strategies to increase student motivation and engagement (*See Appendix B*) for recommended strategies to increase student engagement in remote learning)

- f) recording their class lectures to align with Universal Design for Learning (UDL) practices and student accessibility to promote student success
- g) using available equipment and tools to support student learning (*See Appendices C and D* and visit the *Professional Development SharePoint site* for training videos and resources)

2.4 Evaluation of Learning

2.4.1 The instructor is responsible for:

- a) exercising care when storing any assignments, tests, projects, etc. submitted by the student for evaluation
- b) developing and administering learning assessment/evaluation instruments
- c) ensuring the learning assessment/evaluation instruments match the identified level of learning specified by the competencies for the course as provided on the course outline
- d) ensuring an answer key or evaluation criterion (rubric) exists and is provided to the student for each of the learning assessment instruments
- e) communicating and ensuring that learners understand the evaluation criteria
- f) using formative and summative evaluations of learning throughout the course, and keeping the student informed of their performance
- g) ensuring evaluations that are not returned to students and summary tables or workbooks (paper or digital) of student course marks are securely retained for the term of the current course offering plus one additional term and then destroyed, except in instances where an outside accrediting body requires otherwise
- h) ensuring as a minimum requirement that summative evaluations that are not returned to the student, shall be retained for a period sufficient to afford the student the chance for appeal as per the Student Appeal process
- i) inputting course marks in the LMS, uploading grades to SIMS by the marks due date outlined within the current Academic Calendar
- j) evaluating the effectiveness of the chosen learning activities and methods and revising when necessary
- k) ensuring that students receive specific, constructive, and timely feedback on their learning progress
- l) notifying students at the end of a course if they were unsuccessful in the course, offering eligible students an opportunity to apply for a Supplemental Evaluation Measure and emailing the result to the student

2.5 Course Assessments and Review of Marks

2.5.1 The instructor is responsible for:

- a) conducting a minimum of one assessment within the first three weeks of course delivery, when possible, allowing for early identification and intervention of students who may be struggling academically and early implementation of remediation strategies
- b) making available the results of student evaluations of learning, such as assignments, tests, lab and shop work, presentations, and project work, within five academic days (courses scheduled over seven weeks) or ten academic days (courses scheduled over 14 weeks) from their due dates, obtaining approval from the Academic Chair for any exceptions, and notifying students of such
- c) providing learners with multiple opportunities to track their progress and designing assessments to allow for the timely return of feedback, including ungraded formative assessments

2.5.2 Review of Marks

The Coordinating Instructor will work with Instructors to review marks. The instructor has the following available for review of marks (or provides on request):

- a) cumulative course grades for each student
- b) mark breakdown for each student and correlation to course outline weights
- c) attendance/participation records (where applicable)
- d) support for any grade of incomplete (IC)
- e) supporting documentation for students having academic difficulty
- f) update on counseling, referrals, and remediation efforts
- g) breaches of college policies (e.g., *Academic Integrity* policy)

If changes in marks are required, a *Grade Change Request* form is required.

2.6 Student Support

The *Student Conduct Process Map 1112.5298* is used to guide instructors through the assessment process.

Please note: *Students registered in accredited programs may be immediately referred to the formal student assessment process. Consultation with the Academic Chair should occur.*

2.6.1 Informal Assessment

The instructor is responsible for :

- a) evaluating and assessing a student's academic progress and behavioral conduct within the academic learning environment
- b) discussing concerns about academic standing resulting from evaluations and inappropriate class conduct with individual students, allowing for student input
- c) consulting with the Academic Chair to determine if violations are minor or major
- d) using education and coaching students in minor breaches of academic integrity and student conduct
- e) offering referral options for counselling, academic coaching, and other assistance to the student through the *Program to Assist Student Success (PASS)* process, when required

2.6.2 Addressing Breaches of Academic Integrity

The instructor is responsible for:

- a) gathering information about the suspected violation of academic integrity
- b) consulting the guideline to determine the type of offence suspected (*Addressing Breaches of Academic Integrity 1111.5349*)
- c) consulting with the Academic Chair (or designate) to determine if violations are minor or major
- d) informing and discussing the concern with the student and outlining expectations
- e) completing the *Program to Assist Student Success (PASS)* form, copying the student and Academic Chair

2.6.3 Addressing Breaches of the Student Code of Conduct

The instructor is responsible for :

- a) consulting the guideline (*Addressing Breaches of the Student Code of Conduct 1112.5631*)
- b) consulting with the Academic Chair (or designate)
- c) informing and discussing the concern with the student and outlining expectations
- d) completing the *Program to Assist Student Success (PASS)* form, copying the student and Academic Chair

3.0 Academic Chair Standards

The NBCC *Academic Chair Standards* describe the responsibilities of Academic Chairs in the supervision of instructors in course preparation, delivery, evaluation, and student support. These standards align with *Instructor Standards*.

3.1 Course Preparation

3.1.1 The Academic Chair is responsible for:

- a) ensuring that the instructor follows the *Course Outline Standards (See Section 5.0)* in the development of the course outline, that it is consistent with the current program map for the course and that it is approved before distribution to students
- b) ensuring that the instructor distributes course outlines, consistent with the current program map, within the first two (2) classes of a course
- c) ensuring that the instructor has access to the Integrated Document Management System (IDMS) to access the existing supporting course profiles and Curriculum Standards
- d) approving any changes to the course outline after the course commencement in the event of extenuating circumstances where changes must occur
- e) ensuring the appropriate Community of Practice forum(s) is/are in place for program and/or shared courses
- f) performing student workload analysis to ensure appropriate timing of assessments exists across multiple courses in the program
- g) ensuring instructor scheduling provides for adequate student/instructor ratio in shops and labs where safety is a consideration

3.2 Course Delivery

3.2.1 The Academic Chair is responsible for:

- a) ensuring that the delivery sequence and any elective courses, where applicable, are covered with the student during program orientation and become part of the orientation kit
- a) ensuring instructors are able to identify learning activities, instructional methodologies, and resources
- b) ensuring the instructor has access to training and support for Learning Management Systems
- c) ensuring the instructor uses approved NBCC Learning Management Systems when providing electronic course content, except for approved course-specific software, electronic collaboration software, and electronic mail

Any document appearing in paper form is uncontrolled and must be compared to the electronic version.

- d) ensuring instructors have scheduled access to equipment and facilities for student use in opportunities for learning
- e) ensuring instructors are aware of the *Records and Information Management* policy and accompanying resources, providing a clear process and retention schedule specific to the program/department

3.3 Course Delivery Surveys

3.3.1 The Academic Chair is responsible for:

- a) scheduling formal course delivery surveys congruent with program review of courses offered each term/semester within their department
- b) scheduling formal course delivery surveys midway through a term/semester course to allow for necessary adjustments to be made in a timely manner
- c) balancing the surveys so that sampling is distributed evenly across all Instructors
- d) setting up and administering formal online course delivery surveys via the approved platform (e.g., Brightspace) unless circumstances prohibit. Client-developed course delivery surveys may be used in Contract Training
- e) ensuring, for paper-based evaluations (usually informal), that the Academic Chair, along with a designated student place completed surveys into an envelope which is then sealed, co-signed by them, and forwarded to the person responsible for processing
- f) reviewing survey results with the instructor
- g) ensuring instructors administer informal formative course delivery surveys for each course they deliver as part of their regular teaching duties
- h) ensuring related data from course delivery surveys is compiled for program review and instructor work performance review (WPR)
- i) administering other types of formative evaluations if warranted by instructor or student/client feedback

3.4 Evaluation of Learning

3.4.1 The Academic Chair is responsible for:

- a) ensuring the instructor uses learning assessments that are in accordance with policy

3.5 Student Support

3.5.1 The Academic Chair is responsible for:

- a) establishing, with the support of the Coordinating Instructor, an intervention team in an attempt to help “at risk” students achieve academic success
- b) consulting with counselors and other supports for input regarding identified at-risk students

3.6 Alternative Arrangements

3.6.1 The Academic Chair or Designate is responsible for:

- a) communicating details and results of rewriting and/or remarking requests with the student
- b) assessing *Supplemental Evaluation Measure* application forms, keeping track of supplemental evaluations per student and determining eligibility to continue with registered courses

Any document appearing in paper form is uncontrolled and must be compared to the electronic version.

- c) ensuring a learning plan is developed to cover any missed course content for late-enrolling students
- d) approving and monitoring of Incomplete Grades
- e) ensuring completion of *Course Change Request forms* for student withdrawals

3.7 Review of Marks and Meeting Graduation Requirements

3.7.1 The Academic Chair is responsible for:

- a) consulting on the mid-term and end-of-term Review of Marks
- b) recording decisions, including grade changes and changes that impact academic standing
- c) reviewing student progress in meeting graduation requirements
- d) reviewing all graduation requirements in preparation for verification by the Registrar's Office, who also verifies that financial status requirements are met and prepares the student's official transcript.
- e) submitting end-of-term assessments for Work-Integrated Learning (only as required for unsuccessful candidates)

3.8 Non-Conforming Issues

3.8.1 The Academic Chair is responsible for:

- a) completing *Non-Conforming Issue Reports* as required

3.9 Care and Handling of Client Supplied Product

Facilities, equipment and/or materials accepted by the College from external clients for servicing, repair, and/or classroom demonstration purposes shall be documented and tracked by the Academic Chair or their designate to ensure due care and diligence is exercised by college personnel while this equipment and/or material is under the College's control.

Products supplied by external clients that are lost, damaged, or unsuitable for use must be recorded and promptly reported by the Academic Chair or their designate to the client. The client is responsible for supplying a product in an acceptable condition.

3.10 Program Review

3.10.1 The Academic Chair is responsible for:

- a) ensuring that programs are reviewed annually as per the Annual Program Review process
- b) ensuring submission of Strategic Program Review (SPR) documentation and follow-up requirements
- c) identifying program actions in response to SPR reports, in conjunction with the Dean
- d) reporting back on the status of action items

4.0 Alternative Arrangements

If extraordinary circumstances exist, an instructor makes every reasonable effort to make alternative arrangements with the student. The student is required to provide an explanation of the extraordinary circumstances. A doctor's certificate may be requested from a student in cases of absence due to illness. Alternative arrangements may be in the form of an alternate evaluation date for a missed evaluation, a supplemental evaluation measure or an evaluation rewrite.

4.1 Missed Evaluation

An extension may be granted, or an alternate evaluation date may be made. Depending on the circumstances, if no extraordinary circumstances exist, and the instructor has not given prior approval for an extension, marks may be deducted or a grade of zero may be given on the evaluation.

4.2 Evaluation Rewrite

A rewrite of any evaluation during the course may be granted on an individual basis and is considered a privilege provided to students. Each request for rewrite will be considered fairly. The student must have attempted the original evaluation unsuccessfully for the rewrite to be considered. Where a rewrite assessment is granted, the mark received on the replacement assessment replaces the original grade on the original assessment.

4.3 Supplemental Evaluation Measure

A Supplemental Evaluation Measure may be offered when a student receives an unsuccessful grade in a credit course, providing the student with an additional opportunity to demonstrate competence in the unsuccessful course and achieve a passing grade. Supplemental Evaluation Measures do not apply to non-credit or non-graded courses. (Refer to the *Grading and Academic Recognition Policy 1108*.)

4.3.1 Supplemental Evaluation Measure Process

- a) Eligible students are informed of the criteria and requirements.
- b) Students who meet the criteria and wish to have a Supplemental Evaluation Measure must complete the *Supplemental Evaluation Measure Application 1114.4793* and submit it to the Academic Chair or designate within five (5) academic days of the end of the course.
- c) The student will receive an email from their instructor of the application result.
- d) Supplemental evaluation measures are held within 10 academic days following the end of the course. Scheduling and administration of the supplemental evaluation measure may vary according to program scheduling. For example, holidays, spring term of the first year of a multiple year program, Work Integrated Learning placements.
- e) The Academic Chair or designate shall track the number of Supplemental Evaluation Measures per student so as to not exceed the maximum number.

4.3.2 Eligibility for a Supplemental Evaluation Measure

- a) The student must have fully and reasonably attempted and submitted all assessment and evaluation measures as per the Course Outline during the duration of the course.

- b) The student must have a final course mark within 10 marks of the passing grade as stated on the course outline. (Example: pass mark of course is 60%, student must achieve 50% to be eligible).
- c) A Supplemental Evaluation Measure cannot be given for a course for which the student has achieved a passing grade.

4.3.3 Scope of Supplemental Evaluation Measure

- a) The scope covers the content of the entire course and must be comprehensive and aligned with course outcomes.
- b) The content and format will be determined by the instructor and will reflect the nature of the failed course. (i.e.-may include comprehensive examinations, labs, projects, or any combination thereof.)

4.3.4 Number of Allowed Attempts

- a) A student may apply for two (2) Supplemental Evaluation Measures per term to a maximum of four (4) per academic year of study.
- b) There is a limit of one (1) Supplemental Evaluation Measure per course. In situations where accreditation or licensing requirements do not allow this number of Supplemental Evaluation Measures, it will be stated on the respective program's course outlines.

4.3.5 Unsuccessful Prerequisite Courses

- a) A student may register in courses where they were unsuccessful in completing a prerequisite or co-requisite, pending the outcome of the Supplemental Evaluation Measure.
- b) If the student is unsuccessful in a Supplemental Evaluation Measure for a course that is a prerequisite or co-requisite to one in which they are registered, the Academic Chair will determine the student's eligibility to continue the course. Unsuccessful prerequisite courses may result in withdrawal of the student from the applicable course(s).

4.3.6 Marks and Transcripts

- a) The supplemental evaluation mark will replace the original posted final grade up to a maximum of 60%. (or the pass mark as outlined by the program curriculum and posted on the course outline).
- b) In cases where the supplemental evaluation grade does not exceed the original grade achieved, the original course grade will remain.

4.3.7 Interpretation of Related Policies

In cases where interpretation of more than one policy is necessary, the prevailing decision is made by the Registrar or designate.

4.4 Remarking or Regrading of Individual Work

After informal discussion has taken place without resolution and if the student can demonstrate that inappropriate criteria have been used in evaluation, or that unfair interpretation of the work has been made, they may request formal remarking/regrading.

4.3.8 Criteria for Remarking

- a) An individual examination, assignment, or workplace experience must have a value of 25% or greater of the final course grade to be eligible.

Any document appearing in paper form is uncontrolled and must be compared to the electronic version.

- b) The student has five (5) academic days from receipt of a grade to request formal remarking by email to the Academic Chair.
- c) Requests for remarking indicate that the original grade assigned is forfeited and the course grade is re-calculated and submitted to the student by email.
- d) In the case of evaluations on student-shared work, remarking may occur if one or more students submit a request. The instructor has the right to revise the grade awarded to each student according to the outcome of the remarking process.

4.3.9 Remarking Process

- a) The Academic Chair responsible for the course arranges remarking from an instructor familiar with the course in question but not involved in the initial evaluation.
- b) The student is required to return the graded evaluation unaltered.
- c) The original grade assigned may be raised, lowered, or remain unchanged based upon the result of the review.
- d) Notification by the LMS will take place when applicable.
- e) The grade from the remarking is provided to the student within five (5) academic days of the application unless extraordinary circumstances exist.
- f) If the final grade is not adjusted to indicate a pass, the student is required to withdraw from any course(s) that they are considered to no longer meet pre- or co-requisite requirements.
- g) The student may attend subsequent courses awaiting the results of the remarking process.

4.5 Incomplete Grades (IC)

In cases where an (IC) grade is recorded, it is the instructor's responsibility to identify the specific date for completion to the student, not to exceed the four-week period after the course end date.

- 4.5.1** In extraordinary circumstances, the student is responsible for submitting an (IC) request for the applicable course(s) prior to the final course grade submission. The decision to grant an (IC) must be approved by the Academic Chair or designate. Medical documentation associated with the (IC) request is submitted to a Learning Strategist and held confidentially.
- 4.5.2** A student who has an (IC) in a course that is a pre- or co-requisite to another course will be allowed to proceed on a probationary basis with the course(s) until the results of the (IC) are known. The student will be required to withdraw from subsequent and co-requisite courses if the (IC) results in a failure.
- 4.5.3** If no additional course requirements are completed, the course grade of (IC) shall revert to the final course grade (based on work completed) on the student transcript after four (4) weeks, unless the Office of the Registrar is advised otherwise by the Academic Chair.
- 4.5.4** An aegrotat (AG) grade may be granted in the case of extraordinary circumstances whereby the student, for documented medical or personal reasons, is unable to complete course requirements, although has completed a significant portion of the course and is in a passing position. In this case, with approval of the Dean, the student receives credit for the uncompleted course. Medical documentation, if required, is submitted to a Learning Strategist, and held confidentially. (AG) is not applicable when program accreditation requirements dictate otherwise.

4.6 Adding Courses

- 4.6.1** For most courses, the student may enroll in a course if no more than 20% of the course duration has already elapsed. Exceptions are made during the program start-up if appropriate resources exist to support the late registrant. Depending on the nature of the course, adding the course late may not be possible.
- 4.6.2** For students who enroll late into a course, the student is responsible for working with the instructor and the Academic Chair or designate to develop a learning plan for the student to cover any missed course content. This learning plan will not impose undue hardship on the instructor or NBCC and will be deemed reasonable for student success.
- 4.6.3** The student who begins a course late shall be responsible for missed work - obtaining missed information, completing any missed evaluations based on a timeframe set out by the instructor, and for paying any associated costs. The instructor is not required to repeat previously delivered lectures, labs, demonstrations, etc. for students who begin a course late.

4.7 Dropping Courses

- 4.7.1** In the case of short-term courses, the student may drop out of a course after the first class without a notation on the student transcript.

4.8 Withdrawing from Courses

- 4.8.1** To proceed with a course withdrawal, a *Course Change Request Form* must be completed and submitted to the Academic Chair or designate. (See *Course Change Request Guideline*)

The transcript of marks shall show a notation of WI (withdrawn) for courses withdrawn from between 21-50% of the total course duration without academic penalty.

The transcript of marks shall show a notation of WF (withdrawn-fail) for courses withdrawn from or not attended after 51% of the total course duration and, after the withdrawal deadline, provided that all course assessments have not been completed and there is a failed grade in the course.

- 4.8.2** A failure in a co- or pre-requisite supplemental evaluation measure requires submission of a *Course Change Request Form* by the program designate to withdraw the student from all courses for which the failed course is considered a requirement.

4.9 Recognition of Prior Learning

Instructors should refer students wishing to obtain credit for prior learning to the *Recognition of Prior Learning (1310)* policy and processes.

5.0 Course Outline Standards

A detailed course outline benefits both students and instructors. Through the process of developing a detailed course outline, instructors develop course maps, identify student learning objectives, create assessments aligned to the levels of learning and establish the course schedule. Course outline development may be achieved collaboratively within the Community of Practice (see section 5.3), while delivery details will remain at the discretion of individual instructors.

The course outline serves as a guide for learners and details course expectations and timelines. Course outlines will be written in clear, student-friendly language, without the use of acronyms unless definitions are provided.

Course Outline Standards describe the required elements of NBCC Course Outlines and provide helpful information supporting course outline development and implementation.

Course Outline Standards:

- outline minimum NBCC standards that all faculty follow.
- contain examples of best practices for development and facilitation of courses.
- are an element of the Academic Quality Assurance Framework, ensuring consistent course delivery and evaluation across all programs.

The standards and styles in this document apply to anyone involved in developing and/or approving a course outline for NBCC course delivery.

The published Course Outline is an official agreement between student and faculty.

Through Communities of Practice (see Section 5.3), faculty within Academic Schools design a common structure for delivery (pace) and assessment. This common structure will provide individual instructors with a framework upon which they can build their unique delivery of a course.

5.1 Structure

NBCC uses the Integrated Document Management System (IDMS) to manage course outlines for all NBCC courses. Course outlines are developed, edited and archived within IDMS. Approved course outlines will be uploaded to NBCC's current learning management system, Brightspace.

Non-credit courses (delivered through Professional and Part Time Learning) must follow the same standard of information provided to students with the exception of the Activities and Assessment sections.

5.2 Course Outline Components

This section of the Course Outline contains general course information.

The title of the course and the course code are automatically populated by IDMS at the head of the document.

5.2.1 Instructor Information

5.2.1.1 *Instructor Name(s)*

It is recommended that the instructor(s) include their name as they prefer to be addressed (ex. Tom Smith or Thomas Smith).

Any document appearing in paper form is uncontrolled and must be compared to the electronic version.

5.2.1.2 Contact Information (Room, Availability, Phone, Email)

This will include the instructor's email and phone number(s), alternate methods (ex. via Brightspace, in Virtual Classroom, etc.), room and availability including office hours. (ex. By-Appointment-can be added in addition to office hours) It is recommended that a response time be identified (ex. Emails will be responded to during business hours, within 24 hours whenever possible.) (See *Appendix A* for voicemail features)

5.2.2 Program/Course Information

5.2.2.1 Program Title

Instructors will select the appropriate program and academic year cohort. In some cases, multiple program cohorts will be included in one course delivery.

5.2.2.2 Delivering Campus

NBCC campuses are located on Mi'kmaq, Wolastoq and Peskotomuhkati homelands. Since 1726 this land has been subject to treaties that are still in effect today. We are grateful to learn together on this land and do so guided by the original spirit of those treaties – peace, respect and friendship.

Instructors will identify the campus or multiple campuses that the course is being delivered to. (This may or may not be the home campus of the instructor).

5.2.2.3 Academic Chair

Select the Academic Chair responsible for the program the course is being delivered to.

5.2.2.4 Delivery Mode

The delivery mode is determined by the instructor and academic chair to meet the goals of the program and/or practicalities of the course. Instructors will indicate the delivery mode of the course: In-person, Blended, Hyflex, Virtual, Online (*See 1.0 Definitions section*).

Mode/Criteria	In-person	Blended	HyFlex	Virtual	Online
Brightspace	Possibly	Yes	Yes	Yes	Yes
MS Teams	No	Yes	Yes	Yes	No
OWL/Surface HUB	No	Possibly	Yes	No	No
On Campus	Yes	Yes	Yes	No	No
Attend from Anywhere	No	No	Yes	Yes	Yes
Synchronous	Yes	Yes	Yes	Yes	No
Asynchronous	No	No	No	No	Yes
Flexibility	Low	Med	High	Med	High
Student-Instructor Interactions	High	High	High	Med	Low
Collaboration Opportunities	High	High	High	Med	Low
Capacity	Fixed	Fixed	Fixed	Med	High

5.2.3 Period of Delivery

This will include the Academic Term and the start and end dates of the course.

Example: Fall 2025 (2025-09-XX - 2025-10-XX).

5.2.4 Classroom

Instructors will identify the classroom number and other directional information as necessary, or “n/a” for a virtual or online delivery.

5.2.5 Course Schedule

Instructors should reference the published schedule in Student Self Service. If the course is delivered asynchronously, that may also be noted in this field.

5.2.6 Course Delivery Plan

All programs should post the course delivery plan in Brightspace. This allows the learner to see the progression of course material and tentative assessment dates.

The *Course Delivery Plan* template may be used.

For some programs (check with the Academic Chair), the course delivery plan is attached to the course outline and posted in Brightspace for students.

5.2.7 Credits & Grading Basis

Credits and grading basis will be automatically populated by IDMS.

5.2.8 Required Resources

Instructors must list all required resources that students are required to provide for themselves, for successful completion of the course. This includes textbooks, tools, software, external platforms such as publisher resources, etc. Textbook data is obtained from the master textbook list.

5.2.9 Course Details

5.2.9.1 Description

A brief description of the course is automatically populated through IDMS.

5.2.9.2 Course Outcome

The Course Outcome is automatically populated through IDMS as per the curriculum.

5.2.9.3 Competencies and Essential Skills

Course Competencies and Essential Skills are automatically populated through IDMS as per the curriculum. The development of the core employability or essential skills listed are reinforced by participating in the course’s learning activities.

5.2.9.4 Activities/Assessments

Instructors must include reasonable detail regarding assessments. This should include a description of the assessment (format), content and related competencies, tentative date or due date and the weighting of the assessment.

Instructors will ensure that no single course evaluation weighted more than 40% is in place, except where external accrediting bodies require otherwise, and more than one opportunity exists for learners to demonstrate that they have met the course competencies.

Participation assessments apply only to graded courses with a percentage mark and have a maximum weighting of 10% of the final mark. The instructor must clearly identify how learner participation assessments are measured, whether it is contributing to group discussions, being present for activities or other. The instructor bears responsibility for tracking learner attendance where appropriate.

Learning activities that students may expect to encounter in the course may be described by adding an ungraded activity/assessment (e.g., lecture, labs, group work, guest speakers, flipped classroom, online discussions, etc.). Some learning activities may depend on attendance to achieve competencies, as approved by the Academic Chair. Attendance requirements should be stated with the applicable activity. A note that learning activities are subject to change following pedagogical requirements may be included.

Instructors wishing to insert a statement about the use of generative AI tools in the course assignments can insert this as part of the applicable assessment. Alternatively, add an ungraded assessment to include this statement.

5.2.9.5 Bibliography

This section must be checked and updated as necessary. Additional resources such as articles available to the student at no cost, etc. may be included.

5.2.9.6 Academic Integrity

Due to student privacy issues, the following statement is auto populated on all course outlines to allow instructors to use plagiarism detection services.

NBCC's Statement Regarding Academic Integrity:

NBCC is committed to the highest standards of academic integrity and honesty. Students are urged to become familiar with and uphold NBCC's policy concerning Academic Integrity. Plagiarism detection tools such as Turnitin and Grammarly are integrated into Brightspace and may be used.

Remote proctoring using Respondus Monitor and LockDown Browser, may also be used to ensure academic integrity of assessments. Alternate testing arrangements may be arranged in advance (i.e. live proctoring on campus).

5.2.9.7 Approval

Course outlines are approved and dated by the Academic Chair.

5.2.9.8 Policies

A short list of policy statements, hyper linked to the policies themselves, will be automatically populated by IDMS. No additional policy information should be added by instructors anywhere in the course outline.

5.3 Communities of Practice

Communities of Practice (CoPs) are used at NBCC to provide consistency, at the program and course levels.

According to Wenger (2009), Communities of Practice (CoPs) “are formed by people who engage in a process of collective learning in a shared domain of human endeavor”. Often, CoPs are focused on solving a problem: the community comes together to pool their expertise to solve a problem, something that will benefit all members. Members of the CoP share a common purpose or vision and have a willingness to work together and learn from each other to achieve their goals. CoPs can be program or subject based or formed to tackle a specific problem. Once a CoP has been established it can support collaborative work on a wide variety of projects and issues. (See *Appendix F-Tips on Establishing an Effective CoP*)

5.3.1 Subject Based CoP

A common form of CoPs at NBCC are those that are formed amongst common subject instructors to map course assessments to the course competencies and determine common assessment weightings. See the *Course Map template*.

Instructors will refer to the assessment categories within IDMS and determine a common weighting per category. Although this weighting would be the same for all offerings of the course, ensuring varied assessments, individual instructors will have the discretion regarding the format and number of assessment items that make up the category’s weight, the topics for journal assignments, structure of projects, etc.

5.3.2 Program Based CoP

Program based CoPs are used at NBCC to ensure consistency of delivery within a program area. Common weightings for varied assessments are determined and provide an assessment framework that individual instructors should work within to design their unique course delivery. For example, common weightings for the following assessment types could be determined:

Quizzes: 30%

Journal Assignments: 20%

Team Assignment: 10%

Projects: 25%

Final Exam: 15%

For a manageable distribution of learner workload, all course assessments and their weightings within a term should be mapped on a weekly template. When all courses are mapped, this allows for visualization of the number and weight of assessments in a given week and provides the program with an opportunity to adjust the assessment schedule to benefit the learner.

See *Program Workload template*

6.0 Learning Management System Course Standards

NBCC uses Brightspace as its Learning Management System (LMS). Brightspace and LMS are used interchangeably here.

All course deliveries in all programs have a course set up in Brightspace for the instructor to use to support learning, communications, and assessment of the course.

6.1 Delivery Modes and Brightspace

Different delivery modes require different LMS elements/features.

NBCC recognizes 5 delivery modes. (See *Definitions Section 1.0* and *5.2.2.4 Delivery Mode* section above.) The delivery mode of the course informs how Brightspace should be used to support the course. For example, Blended delivery requires a higher-level of support in Brightspace than In-person delivery would.

Delivery mode	Expectations for Brightspace based on definition of Delivery mode
In-person: Students and instructors meet in person.	Brightspace courses support in-person delivery by facilitating communication of basic information, announcements, and grades. Technology (such as Brightspace, laptops, digital textbooks) may be used to facilitate learning but are not required.
Virtual: Instruction delivered using web conferencing tools.	Some students may never be present in person so there is an expectation that Brightspace is used to facilitate learning, and students will be expected to use technology tools (such as Brightspace) to complete course assignments.
Blended: A sequential mix of in-person and virtual.	Technology (such as Brightspace) is used to facilitate portions of the learning, and students will be expected to use these tools to facilitate learning and complete some course assignments.
HyFlex: A simultaneous mix of in-person and virtual.	Some students may never be present in person so there is an expectation that technology (such as Brightspace) is be used to facilitate learning and complete course assignments.
Online: Asynchronous, no in-person or virtual classes.	Technology (such as Brightspace) is used to facilitate learning, and students will be expected to use these tools to complete course assignments. Instruction is provided through text, video, and audio that the student accesses.

6.1.1 NBCC use of Quality Matters framework and Brightspace Course Template

NBCC is committed to using an LMS (Brightspace) to support course delivery. NBCC has adopted Quality Matters (QM) Guidelines to help direct online course development. QM is comprehensive and requires time to learn and gain expertise. It is an incredibly valuable and important guideline for making online courses what they need to be to support a diverse student population.

While QM is specifically oriented towards online courses, it is also valuable for informing the development of the online portions of Blended, Hyflex/Virtual, and even in-person courses.

Attempting to implement QM standards in a Brightspace course can be intimidating. The Teaching and Learning Excellence team is in place to support instructors in getting started with Brightspace. They have created a course template that instructors are encouraged to use to help build their Brightspace courses. Using the template will ensure courses have a consistent look and feel and help them conform to select QM standards. While the template cannot be applied to existing courses, portions can be copied into a course and then updated with the pre-existing content. If you require access to the template, please put in a service desk ticket and you will be set up with a sandbox course that you can copy from.

6.1.2 Minimum Brightspace course standards for programs

The table below lists minimum standards for Brightspace courses for the various delivery modes used in course delivery. All Brightspace courses in all regular programs are expected to meet or exceed these minimum standards.

Individual programs are encouraged to create their own Brightspace course standards that go beyond these to meet departmental goals and/or expectations of students in those programs.

Delivery mode	Minimum Standard	Explanation or QM reference
All delivery modes: <ul style="list-style-type: none"> • In-person • Blended • Virtual • Hyflex • Online 	Content and course introduction section: <ul style="list-style-type: none"> • Instructor introduction with contact information • Simple introduction to the course topic • Simple introduction to the Brightspace course describing the features/elements used (grades, content modules, assessment drop box, discussion, etc.). • Navigation hints to find features/elements used. • Requirements for participation/success such as assignment guidelines, dress code, PPE, attendance, etc. • Remove (or hide) all extraneous material put in course template to help instructors set up the Brightspace course. 	QM 1.8 QM 1.2 QM 6.1 QM 1.4 QM 1.5
	Course outline posted prominently	QM 2.3 and others
	Course delivery plan posted prominently <ul style="list-style-type: none"> • At minimum this is a list of assessments showing format (written, calculation, project, demonstration etc.), topic content, due date, and grade weightings 	QM 3.3
	Gradebook	QM 3.2

	<ul style="list-style-type: none"> Same breakdown of assessments as the course outline 	
	Use NBCC Course Template <ul style="list-style-type: none"> Format and layout of introduction pages matches template 	
Additional for: <ul style="list-style-type: none"> Blended delivery 	Include minimum standards defined in “All delivery modes”	
	Breakdown of course into module section within Brightspace “Content” tab	QM 2.2
	Modules sections should include module topics/descriptions and some learning activities such as PowerPoint presentations and lesson preparatory instructions	QM 4.1 QM 5.1
	Assessments posted with instructions and rubrics or other information about how assessed Note: The use of digital textbooks and textbook publisher provided course websites may be used to provide learning activities and assessment (with appropriate approvals)	QM 3.3
	Use NBCC Course Template <ul style="list-style-type: none"> Format and layout of module pages matches template 	
Additional for: Virtual / Hyflex delivery	Include minimum standards defined in “All delivery modes” and “Blended Delivery”	
	All assessments submitted through Brightspace Note: The use of digital textbooks and textbook publisher provided course websites may be used as a means of assessing students (with appropriate approvals)	Support for off-campus students
Additional for: Online delivery	Include minimum standards defined in “All delivery modes” and “Blended Delivery”	
	All learning activities presented through the course	Support for off-campus students
	All assessments are presented and submitted through Brightspace. Note: The use of digital textbooks and textbook publisher provided course websites may be used as a means of assessing students (with appropriate approvals)	

	The expectation is that fully online courses align as close as possible to all Quality Matters standards. The Teaching and Learning Excellence team is in place to help instructors develop and improve online courses	
--	--	--

6.1.3 Minimum standards for programs with no requirement for online access

Some fully in-person programs delivered out of the School of Professional and Part-Time Learning do not use any online resources to support learning. Students in these programs do not have laptops and none of the courses require Brightspace access.

However, NBCC processes still create Brightspace courses for these programs and students may be registered in them. Such courses still require a minimum setup in Brightspace as detailed in the table below. This absolute minimum Brightspace setup is to prevent confusion for students who do log in and see they are registered in courses.

Delivery mode	Minimum Standard	Explanation or QM reference
Fully in-person program: no laptop and no expectation for students to access Brightspace for any of the program's courses		
In-person program (PPL, no laptop req.)	Course introduction section: <ul style="list-style-type: none"> Minimal introduction to the course title and topic Page with statement that the course is delivered in-person with no use of Brightspace. 	Absolute minimum for an in-person course in an in-person program.

6.1.4 Appropriate copyright behaviour

Instructors are expected to model academic integrity by only using permissible materials and always identifying sources. See resources for instructors on the Library Learning Commons website.

6.1.5 Multiple cohorts

Some instructors are assigned multiple cohorts of students in the same delivery period. These cohorts can be combined into one Brightspace course for convenience and consistency purposes. This is done by putting in a service desk request.

6.1.6 Consistency within program

Research done at NBCC and with NBCC students has shown that students value consistency in the learning experience¹. Common components of courses within a program should have a similar look and feel so students can easily navigate and find what they are looking for. (Refer to template)

¹ Diane Burt, Karen Campbell, Stacey Coffey, Lexi Keast, Dave Kell, and Hazel Richardson. 2020. *Proven practices in community college distributed learning during the Covid-19 pandemic: An appreciative inquiry. Appreciative Inquiry*. Fredericton: NBCC.

The following is a list of ideas that can be discussed in a Community of Practice to help bring consistency to the Brightspace courses in a program.

1. Where is the course outline posted? Where is the delivery plan posted?
2. Are assignments posted as PDF, or Dropbox with attached PDF, or just Dropbox?
3. Is the course broken down into modules in the content section? Are the modules week based, or topic based?
4. Is there a discussion board? If so, how often are students assigned a topic to interact with?
5. Is the Quiz feature used?

7.0 Course Delivery Survey Standards

New Brunswick Community College (NBCC) recognizes the importance of ensuring a mechanism exists to formally and informally collect student feedback to ensure continuous improvement of course delivery.

The purpose of this standard is to:

- a) provide a mechanism for client feedback to ensure continuous improvement of course delivery
- b) assess areas of delivery identified within the course outline
- c) provide timely, formal feedback to the client on any action plans to address concerns they may have identified

Course delivery surveys may be formal or informal.

7.1 Formal Survey Criteria

Course delivery surveys must gather information regarding the: (update from link in 6.14)

- a) delivery of course content
- b) learning environment
- c) adequacy of related equipment and
- d) general feedback about the course

Course delivery survey questions must be reviewed annually for continued alignment with course delivery methods.

7.2 Formal Survey Administration

7.2.1 The Academic Chair or designate administers course delivery surveys according to the following options:

- a) Simultaneous Delivery: If a course is delivered simultaneously by the same instructor to more than one group of students, one evaluation may be done with a representative cross-section of a minimum of 20% of the entire group of students.
- b) Grouped Courses: In a program where several courses are delivered on a continuum so that separate courses would not be discernible to the student, the instructor may evaluate such courses together. The codes of the grouped courses should be identified.

- c) Team Teaching: For courses which share two or more instructors within the same classroom, the needs of students, faculty and the program may be considered in deciding whether to:
 - do one survey for each Instructor, and each Instructor receives an individual summary.
 - do one survey for the course, and all instructors receive the same summary. All instructors' names should appear in the survey.
- d) Distance Education & Co-op Work Terms: If class members are scattered among locations or take courses at staggered times, the surveys may be completed intermittently rather than at one time.

7.2.2 Campus administration ensures all formal course delivery surveys are conducted using only approved methods/forms. For Contract Training, a client-developed delivery survey may be used.

- a) Course delivery surveys are administered online via the approved platform (e.g., Brightspace).
- b) Formal course delivery surveys are scheduled by the Academic Chair or designate. (See 3.3-*Academic Chair Survey Standards*.)
- c) Paper-based evaluations must be placed into an envelope which is then sealed, co-signed by the survey administrator and designated survey-taker and forwarded to the person responsible for processing. Written comments are compiled and forwarded to the Academic Chair. Minor modifications to grammar and spelling may be made so that anonymity of the students can be maintained.

7.2.3 Review of Results

- a) The Academic Chair reviews the results of the survey with the Instructor.
- b) The Academic Chair or designate ensures related data from course delivery surveys is compiled for program review and instructor work performance review (WPR).
- c) Information gathered from course delivery surveys must be reviewed with a summary of feedback/findings communicated to students with follow-up actions.
- d) A simple majority of the course participants is required to validate evaluation results.

Recommendations for increasing survey participation may be found here: [Course Evaluations](#)

7.3 Informal Survey Criteria

Instructors administer informal formative course delivery surveys for each course they deliver as part of their regular teaching duties. *Instructors should administer a minimum of one (1) informal formative evaluation for every 45 contact hours.*

8.0 Other Related Documents

Course Delivery and Evaluation of Learning (1109)
Academic Integrity (1111)
Program to Assist Student Success (PASS) (1000.4922)
Student Appeal (1000.4809)
Academic Quality Assurance Framework (1101.2234)
Non-Conforming Issue Report (1312.4643)
[NBCC Learning Design Standards](#) (supporting document: [Course Classification System](#))
Unscheduled Closures (4111)
Course Change Request Form (1109.4766)
Course Change Request Form (CCRF) Guideline (1109.4755)
Course Delivery Plan Template (1109.5421)
Course Map Template (1109.5422)
Educational Projects Involving External Parties Standard (1109.4759)
Grade Change Request Form (1109.4753)
Program Workload Template (1109.5423)
Recognition of Prior Learning (RPL) (1310)
Religious Holy Days Beyond Existing Statutory Holidays (1109.5228)
Student Confidentiality, Non-Disclosure and Professional Practices Agreement (1119.2812)
Training Sales Agreement (1109.2792)

Appendix A: Course Delivery Survey Questions

Self-Assessment Questions: (subject to change)

1. I began this course with the necessary skills and knowledge to succeed.
2. I contacted my instructor about any difficulties I experienced in this course.
3. I participated and expressed my views during the course.
4. I contributed to an atmosphere of mutual respect during the course.
5. I attended class regularly.

Course Delivery Questions: (subject to change)

1. The textbook(s) were relevant and useful.
2. The virtual learning environment (Brightspace, Microsoft Teams, etc.) was effective for learning.
3. The course is well structured and organized.
4. The workload in this course was reasonable and appropriate.
5. Supporting materials and resources (e-Library, website, audio, video, images) were relevant and useful.
6. Examples, case studies or exercises were effectively used to illustrate key ideas or concepts.
7. Feedback on assignments, tests, projects, presentations, etc. was timely and helpful.
8. The flexibility (dates and/or requirements) with assignments, projects, and tests were appropriate.
9. The campus learning environment (facilities, labs, equipment, etc.) was effective for learning.
10. Overall, the course was a positive learning experience.
11. The facilities, labs, equipment, etc. were effective for learning.
12. The course outline (goals, schedule, assessments) was presented clearly at the beginning of the course.
13. The course delivery followed the course outline.

Instructor Questions: (subject to change)

1. The instructor used teaching practices that helped my learning.
2. The instructor communicated effectively.
3. The instructor expressed enthusiasm and interest in teaching.
4. The instructor was approachable and made themselves available by appointment for help.
5. The instructor demonstrated knowledge of the subject and course materials.

Appendix B: Creative Engagement Strategies

Instructor Behaviours

1. Be sure to acknowledge the unique context in which the students will be learning, whether this is a post-pandemic environment, personal challenges, or other socio-economic issues. Acknowledging these challenges with students and their perseverance through them creates connections between instructors and students and increases long-term student motivation/engagement.
2. Provide creative, constructive, and personalized feedback, for example, using audio or video recorded feedback when possible.
3. It is recommended that instructors provide a weekly summary of the week's course activities, including reminders of upcoming assessments and other course reminders to support student participation. Use creative options, such as pre-recorded videos to provide students with a sense of real-time conversation.
4. Set a consistent schedule each week for deadlines and real-time interactions.
5. Consider flexible assignment due dates.
6. During each class, take time to recap what is coming up and expect each week. Refer to the weekly summary, course map, or work-to-do provided in Brightspace.
7. Consider flexible touch points to support online and flexible learners and be creative when scheduling designated virtual office hours with students (tutorials, one-on-one meetings, open sessions).

Pedagogic Design for Engagement

1. Chunking content into manageable pieces provides more effortless engagement for students in HyFlex/Virtual courses. Rely on the mixture of images, video, audio, music, and interactive features.
2. Use case studies, simulations, interactive videos, and projects.
3. Use appropriate online assessments to promote engagement that directly aligns with course competencies.
4. Encourage multiple forms of expression in the Discussion forums, such as video responses, text-based responses, or uploading of files, as this promotes a universal design learning (UDL) environment for all students.

Engaging Course Content

1. Include an introduction video used to meet the instructor and introduce the contents of the course.
2. Include videos (chunked into manageable pieces), especially those that are exciting or noteworthy.
3. Encourage real-time video interaction in Microsoft Teams using cameras and microphones. If students are uncomfortable on camera, remind them of the ability to blur the background and let them know they can turn off the cameras after their interactions.
4. Include links to current event articles related to the coursework; this will align the topic with relevant real-world events.
5. Use Camtasia to embed questions into recorded videos to create an engaging and interactive experience.

Social Support

1. The use of peer groups or feedback can create and foster student relationships, hold each other accountable, motivate, and create a supportive network of peers.
2. Allow for informal discussions and active participation of students using tools such as a “Coffee House” discussion forum. This can be a space where students engage without the instructor and will foster improved relationships and build empathy among their peers.
3. For HyFlex courses, it is encouraged that students in the classroom can engage in virtual chat (via Microsoft Teams). This will foster engagement and create a sense of belonging with their peers online.

Engaging Games and Interaction

1. **PowerPoint Games** - Consider PowerPoint Games (e.g., Family Feud or Jeopardy). [YouthDownloads](#) provides several PowerPoint templates to edit and create unique games.
2. **Live Polling/Contests** - Use live online polling tools like Poll Everywhere or Kahoot to increase engagement and interactivity. These applications can create a gamified environment to engage students (whether HyFlex or Virtual). Instructors create game contests where students can receive more points if they respond correctly and quickly.
3. **Virtual Icebreakers** - Many icebreaker games can be delivered Virtually and in HyFlex environments. For example, students in person and virtually can engage in the “Desert Island” icebreaker game. Here are [more examples of icebreaker games](#) that work in HyFlex/Virtual environments.

Appendix C: Technology Utilization

Voicemail Features: Please utilize the Bell Aliant [Voicemail-to-email setup](#) or [Check voicemail via another phone](#) feature. This will allow instructors to manage student and other communications when not on campus. An “out of office” message indicating that callers can expect a response within 24 hours, Monday through Friday, is recommended.

Virtual Delivery Equipment: Each instructor can be equipped with standard remote delivery equipment to assist with virtual class delivery:

1. **Headset with a built-in microphone** – This will allow students to clearly hear the instructor without any possibility of background noise affecting delivery.
2. **External webcam with a mounting arm** – This combination of camera and the mount allows instructors to use it like a document camera (capture writing or objects for demonstration) or position it to get the best view.
3. **XP-Pen Digital Writing Tablet and Pen or Huion Tablet**– This device will allow instructors to “digitize the whiteboard experience” by using a pen to interact with the virtual learning environment. This will provide both students and instructors with the best experience possible.

HyFlex Delivery Equipment: Instructors will utilize their laptops with Microsoft Teams in addition to the following equipment used to facilitate HyFlex delivery:

1. Meeting OWL Pro - This small device connects to a computer via USB. It will provide the computer with a 360-degree camera, an omnidirectional microphone, and an external speaker. Microsoft Teams will automatically use these to seamlessly connect the in-person classroom with the students connecting virtually online.
2. Microsoft Surface HUB – This smartboard can connect directly to Microsoft Teams (no laptop connection required). It will act as a standalone participant in the Microsoft Teams meeting. It comes with a mounted wide-angle web camera, microphone, and external speakers to seamlessly connect the in-person classroom with students connecting virtually online.

Online Invigilation Tool (*Respondus Lockdown Browser + Monitor*) – This tool is built into Brightspace. It will allow instructors to record students during assessments through the Brightspace quiz tool automatically. The software will flag potential incidents for instructors to review for academic integrity. It is recommended only to use Respondus Monitor for significant summative assessments (such as mid-terms or exams); it is not necessary for smaller, formative assessments.

Text Reader (*ReadSpeaker*) – This tool is built into Brightspace. It allows the instructor or students to have the text within Brightspace read back to them. This tool also allows for text-to-speech in the quiz tool.

Camtasia – [Camtasia](#) is a recording and editing software that will allow instructors to create and edit high-quality educational videos.

Microsoft Teams for HyFlex/Virtual Delivery - This virtual meeting tool will allow instructors to connect live with students and record lectures. Instructors and Students will be able to share screens, use breakout rooms, use a digital whiteboard, conduct polls, and more. (See how to [record and view lectures](#) in Microsoft Teams.)

Writing and Plagiarism Tools:

1. [Turnitin](#) – This tool is integrated into the Brightspace Assignment (Dropbox) tool and will provide plagiarism checking on all submitted files

Appendix D: Faculty Resources

Support for Faculty

- a) The Teaching and Learning SharePoint page has [webinars and training sessions](#) to help instructors adapt to the changing learning environment. .
- b) The NBCC Library Learning Commons website has an [Instructor's Toolkit](#) page that allows instructors to request an orientation for themselves or their class and access instructor resources. It also includes articles related to issues in education and instruction, provides information on using permalinks rather than URLs and copyright information, lists *National Film Board* resources, and has continuing education modules for health professionals.
- c) The NBCC Library Learning Commons website has several [library guides](#) that are available for students and staff. Instructors will be interested in the online Plagiarism & Citation student resource (including practice resources) and the many guides available by specific program area.
- d) Plagiarism checking software is available for students and faculty through [Turnitin](#).

Brightspace, Quality Matters and Virtual Delivery Resources

- [Brightspace HTML Template Guide](#)
- [Quality Matters Checklist Guide](#) and [Quality Matters Checklist](#)
- [Storyboard Template](#) and [Camtasia Template](#)
- [Course LO Map Template](#)

Appendix E: Tips for Establishing an Effective Community of Practice

Tips on Establishing an Effect Community of Practice

Getting Started...

- **Hold an introductory meeting for all members.**
Ensure that all members have been introduced.
- **Be aware of the experience and knowledge each member brings to the table.**
Every member of the CoP will bring unique knowledge, experience, and perspective to the discussions, regardless of position or tenure.
- **Identify a moderator and notetaker for meetings.**
The moderator will guide the discussions and ensure that everyone has had a chance to share ideas. The moderator can be the same person at every meeting, or this responsibility can be shared. The same is true for the notetaker. We do not recommend that the moderator also be the notetaker!
- **Have a clear objective or purpose in mind.**
Although our Communities of Practice may be formed to discuss common course outlines, there are many other areas of work that will benefit from this collaborative approach. Determine the group's goals and objectives, revisiting and adding new items as necessary.
- **Establish a Community of Practice plan or infrastructure.**
MS Teams will provide your Communities of Practice with a great space for meeting and sharing working files. How often will you meet and how will you communicate in between meetings?

Working together...

- **Hold regular meetings to share information and strengthen communication.**
Regular meetings will support the development of your Community of Practice, encouraging members to participate actively. Be sure to have a clear agenda for each discussion in order to ensure that the meetings are purposeful.
- **Come prepared!**
Bring your course outlines for discussion. Think about how your assessments tie to course competencies.
- **Look for what is common in the course outlines, what is already consistent.**
There may be some easy "wins"!
- **There is no "right way".**
There may be many different ways to approach delivery and assessment of a competency. Share ideas and listen to others understanding that the goal is to find consensus.

- **Occasionally consensus may not be achieved.**
If it is not possible to come to an agreement, it is time to consult with the Academic Chair. The Academic Chair can listen to the ideas, provide a new perspective, and help the group find consensus to move forward.
- **Sharing information between meetings**
Post information for your group to read in between meetings, share files to be worked on collaboratively.
- **Celebrate!**
Be sure to recognize and celebrate your COP's achievements.

Additional Resources

<https://learningforward.org/journal/december-2016-issue/6-key-features-of-a-successful-community-of-practice/>.

<https://elearningindustry.com/top-10-tips-create-corporate-learning-community-of-practice>.

<https://wenger-trayner.com/introduction-to-communities-of-practice/>.

<https://www.communityofpractice.ca/background/what-is-a-community-of-practice/>.