NBCC

Course Outline Standard

Contents

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PURPOSE

The Course Outline Standard describes the required elements of NBCC Course Outlines and provides helpful information supporting Course Outline development and implementation.   The Course Outline Standard is a resource for faculty that:

- outlines minimum NBCC standards that all faculty follow.
- contains examples of best practices for development and facilitation of courses.
- will be an element of the NBCC Quality Framework, ensuring consistent course delivery and evaluation across all programs.

This standard augments NBCC Policy 1109 Course Delivery and Evaluation of Learning and the associated Instructor Standards (1109.5016).

SCOPE AND LIMITATIONS

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

Through Communities of Practice, faculty within an Academic School will 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.

1.0   DEFINITIONS

Course Outline – a document that presents the competencies, objectives, and content 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. The published Course Outline is an official agreement between student and faculty.

A complete list of definitions can be found at
https://nbccollege.sharepoint.com.mcas.ms/sites/PM/Lists/Definitions/AllItems.aspx.

2.0   IMPLEMENTATION

2.1   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 section.

2.2   Overview

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 a Community of Practice, 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.

3.0   COURSE OUTLINE COMPONENTS-GENERAL

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.

3.1   Instructor Information

3.1.1   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).

3.1.2   Contact Information

This will include the instructor's email and phone number(s) as well as alternate methods (ex. via Brightspace, in Virtual Classroom, etc.). It is recommended that a response time be identified (ex. Emails will be responded to during business hours, within 24 hours whenever possible.)

3.2   Program/Course Information

3.2.1   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.

3.2.2   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(es) attached to the delivery of the program cohorts (not the home campus for the instructor).

3.2.3 Delivery Mode

Instructors will indicate the delivery mode of the course:

- **In-person** – 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.

- **Blended** – 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 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.

- **HyFlex** – A form of hybrid learning that is designed to combine both *Virtual Learning* and *In-person Learning*. HyFlex Learning will utilize both forms at the same time. Students will choose which mode to participate it at any given time. Both options will be available to them at all times 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 through the use of virtual technology at the same time.

- **Virtual** – 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 through the use of virtual technology led by an instructor.

- **Online** – Is 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.

Comparison of Delivery Modes:

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

3.2.4 Classroom

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

3.2.5 Period of Delivery

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

Example: Fall 2021 (2021-09-XX - 2021-10-XX).

3.2.6 Course Schedule

In this section, instructors identify the schedule of delivery in detail.

Example:
Monday 9:30 am-10:30 am (lecture)
Wednesday 1:30 pm – 3:20 pm (lab time)
Thursday 11:30 am – 12:20 pm

Instructors may also note here if a weekly plan is attached. If the course is delivered asynchronously, that may also be noted in this field. Sample Delivery Plan.docx

3.2.7   Withdrawal dates

The following statement will be auto populated on all course outlines via IDMS:

As per Policy 1109 students who wish to withdraw from one or more courses are responsible to complete a Course Change Request Form and submit it to the Academic Chair or designate. 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. Following that date, subsequent to 51% of the total course duration, the course grade will be entered on the Student Transcript of Marks as earned.

3.2.8   Credits & Grading Basis

Credits and grading basis will be automatically populated by IDMS.

4.0   COURSE DETAILS

4.1   Description

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

4.2   Course Outcome

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

4.3   Competencies

Course competencies are automatically populated through IDMS as per the curriculum.

4.4   Learning Activities and Assessments

4.4.1   Learning Activities

Course outlines will describe the types of learning activities that students may expect to encounter (e.g., lecture, labs, group work, guest speakers, flipped classroom, online discussions, etc.). A note that learning activities are subject to change following pedagogical requirements may be included.

4.4.2   Assessments

Learners will be provided with multiple opportunities to track their progress with timely feedback. Instructors will design their assessments to allow for the timely return of feedback (in keeping with Policy 1109 and the Instructor Standards), including ungraded formative assessments.

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

4.5   Academic Integrity

Due to student privacy issues, instructors who plan to use plagiarism detection services such as Turnitin and/or tools to monitor remote assessments such as Respondus and Lockdown Browser must include statement regarding these tools in the course outline. A plan for alternate testing for students who have concerns with these tools may be offered, if necessary (ex. Live proctoring on campus).

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 Policy 1111 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).*

5.0   ADDITIONAL INFORMATION

5.1   Required Resources

Instructors must list all required resources, including textbooks, tools, software, etc.

5.2   Bibliography

This section may include additional resources, articles available to the student at no cost, etc.

5.3   Approval

Course outlines are approved and dated by the Academic Chair.

5.4   Policies

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

6.0   OTHER RELATED DOCUMENTS

Course Delivery and Evaluation of Learning

Instructor Standards

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7.0   SUGGESTIONS FOR IMPROVEMENT

Your suggestions for improvement to this document and/or its content can be forwarded to carole.murphy@nbcc.ca.