

## **COURSE DELIVERY PROCEDURE**

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### **PROCEDURE STATEMENT:**

The objective of this procedure is to ensure that course delivery is driven by course outcomes, faculty are aware of expectations, and that students receive a supportive and accessible opportunity to learn and have their learning assessed in each course.

### **SCOPE:**

This policy applies to all programs of study offered at Conestoga that are encompassed by the Ministry of Colleges and Universities Minister's Binding Policy Directive: Framework for Programs of Instruction, as well as local college certificates and certificates of achievement.

### **RESPONSIBILITIES:**

#### **Academic Administration**

- Update and ensure the communication of college-wide expectations regarding policies, procedures, and practices that impact course delivery.

#### **Academic Scheduling**

- Coordinate, execute, and administer course scheduling and room assignments for delivery of instructional activities into specific space for timetabling purposes, in collaboration with academic schools, Facilities Management, and Information Technology Services.
- Manage use of academic space resources in compliance with regulatory standards, including generation of business intelligence utilization reporting.

#### **Chairs/Designate**

- Ensure courses are delivered according to the approved program design for cohort, academic dates and delivery procedures.

- In collaboration with Academic Scheduling and Curriculum, implement minor or major course delivery improvements as a result of the Annual Program Review (APR) or Major Program Review (MPR), as required.
- Complete pre-semester processes for course outline and course shell updating, timetable preparation, faculty assignment and ordering of resources according to Conestoga's timelines.
- If sections of the same course are delivered for more than one Chair, it is expected that the Chairs will communicate to ensure that course material and evaluations are delivered in a consistent manner.
- Ensure resources including faculty, support staff and technological infrastructure are confirmed pre-semester.
- Ensure that:
  - Past course materials are shared with new teachers as appropriate.
  - Faculty are aware of the requirement to prepare all shared course materials in an accessible format.
  - Expectations for alignment with others teaching the same course are made clear.
  - The faculty member is aware of how their course(s) fit into a program of study.
  - The faculty member is aware of the expectations regarding Essential Employability Skills (EES).
  - The faculty member is aware of the Program Handbook and of any program specific rules (e.g., late marks, resubmissions, etc.)

## **Curriculum**

- Ensure that the delivery of a course is supported by a course outline that aligns with Conestoga's course outline protocols and is present on the SIS.
- Ensure that each course has one course code regardless of delivery type or location.

## **Faculty**

- Teach according to the mode of delivery assigned by the Chair (e.g., on-campus, hybrid).
- Use the official course outline to guide course delivery and to design the evaluation methods of student learning.
- Use the official college LMS (eConestoga) for all course delivery
- Create and/or update a semester-specific Instructional Plan.
- Prepare and/or update course materials and assessments, as appropriate.
- Provide access to material beyond the week/time in which it is taught.
- Ensure that all course materials and information remain on course shell following course end date.
- Incorporate the principles of Universal Design for Learning (UDL) into course delivery and assessment design.
- Faculty will determine approaches to attendance monitoring.
- Faculty reach out to at-risk students

- Advise the Chair of any cancelled classes, field trips or classes held in a revised format or location.

### **Human Resources**

- Communicate orientation and training expectations to new full-time faculty hires.

### **Online Learning Centre (OLC)**

- Provide access to a course shell for each course section.
- Provide an access point to the course outline within each course shell.
- Support students and faculty with use of eConestoga technology.

### **Teaching and Learning**

- Support faculty in their teaching and development through provision of -mandatory courses, the Conestoga Full-Time Faculty Educator and Leadership Development Program and additional learning, observation and consultation opportunities.

### **PROCEDURE ELABORATION:**

1. On first hiring, Chair/designate will:
  - a. Orient new faculty to their course(s), their program(s) and their coordinator.
  - b. Provide faculty with course outline(s), instructional resources and appropriate contacts.
  - c. Ensure the completion of the “College-Wide Onboarding Checklist.”
  - d. Inform the faculty that evaluation methods must align with the course outcomes.
2. Prior to the first week of the semester, faculty will:
  - a. Ensure all Essential Elements are included in the college LMS (eConestoga) shell.
  - b. Ensure an up-to-date Instructional Plan based on the Course Outline is posted on college LMS (eConestoga).
  - c. Communicate with other faculty teaching the same course to ensure alignment across sections.
  - d. Obtain course resources.
3. During the first week of classes, faculty will:
  - a. Introduce students to the Course Outline, Instructional Plan, materials on eConestoga, classroom procedures and expectations, and required course resources.
  - b. Ensure students are aware of how to communicate with the professor.
  - c. Inform students of the requirements for passing the course and any course-specific rules (e.g., late marks, re-write opportunities, expectations regarding professionalism, etc.).
4. For each class session, faculty will:
  - a. Upload all available class materials on college LMS (eConestoga) at the start of the semester. In consideration of student accessibility needs, upload all available class materials on college LMS (eConestoga) at least three days before a lesson.

- b. Devise a lesson plan.
  - c. Use techniques to create a positive and inclusive classroom environment.
  - d. Start each class on time with a framework that outlines lesson outcome(s) and activities.
  - e. Ensure breaks occur during the lesson time to support student needs.
  - f. Draw students' attention to the place of each lesson in the Instructional Plan and the course outline.
  - g. Include active learning opportunities throughout the lesson.
  - h. Where appropriate, provide opportunities for practice for upcoming assessments.
  - i. Manage the class in a way that ensures an opportunity for learning.
  - j. Provide opportunities for formative feedback and coaching.
  - k. Incorporate instructional technology as appropriate.
5. For each course, faculty will follow the Evaluation of Student Learning Policy and Procedure.

## **DEFINITIONS:**

### **Course**

A distinct and discrete teaching and learning framework, containing content approved by an expert source, usually structured to be delivered over an identified period with measurable learning outcomes and formal student evaluation.

### **Course Outline**

An approved document outlining the course and unit learning outcomes, the course title, course code, course description, credits, hours, prerequisites, co-requisites, resources, and evaluation methodology and associated grading allocation for credit courses offered at Conestoga.

### **Course Shell**

A course shell is a blank template that can be populated with instructional content, course communications and activities, and student assignment and feedback within eConestoga. Course shells are assigned to a specific delivery of a course (e.g. COMP1234-15F-Section 1-Computer Software).

### **Credit Course**

A distinct and discrete teaching and learning framework containing content approved by an expert source and structured to be delivered over an identified period of time. Credit courses have measurable learning outcomes and formal student evaluation. Student evaluation in a credit course is weighted in the calculation of the grade point average.

**Curriculum**

A coordinated and articulated plan for learning designed to result in the students' achievement of specific knowledge and skills and the application of this knowledge. Curriculum refers to the content (the material to be learned), the actions and resources involved in teaching and learning, and processes for evaluating the attainment of educational objectives driven by learning outcomes.

**Essential Elements**

All courses in full-time programs are to have Essential Elements of information available to learners in eConestoga. The Essential Elements document can be accessed under "Faculty Support" in every course shell.

**Essential Employability Skills (EES)**

Non-vocational skills critical for success in the workplace, in day-to-day living, and for lifelong learning that students learn as part of the formal curriculum, and as stipulated by the Ministry.

**eConestoga**

eConestoga is Conestoga's learning management system (LMS), an online course and teaching environment. eConestoga delivers online content and activities, and allows for online discussions, assessments and grading. Faculty and students can interact through the system, supporting classroom enhanced, hybrid and fully online courses.

**Evaluation**

An activity designed to assess students' achievement of the learning outcomes. This includes, but is not limited to, assignments, tests, exams, quizzes and projects.

**General Education Course**

A course that engages students in learning beyond their vocational field of study. The course will fall into at least one of the following five MCU mandated themes: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science and Technology.

**Ministry of Colleges and Universities (MCU)**

The Ministry has the function of assessing all program proposals for determination of appropriate code classification, funding weights and parameters, and program titling.

**Program of Study**

A planned and coordinated selection of courses delivered to an identified student body leading to a certificate, diploma, degree or other credential awarded by the Board of Governors.

## **Universal Design for Learning**

Universal Design for Learning (UDL) is a framework to guide the design of learning environments. UDL ensures that the learning experience is accessible and challenging for all students.

### **RELATED DOCUMENTS:**

- Academic Advancement and Achievement Policy
- Academic Dispute Resolution and Appeals Procedure
- Course Revision Procedure
- Evaluation of Student Learning Policy and Procedure
- Grading Procedure
- New and Revised Provincial Program Standards Procedure
- Program Suspension
- Program Delivery Procedure
- Program Development Procedure
- Program Quality Policy
- Program Review Procedure

### **REVISION LOG:**

| <b>Revision Date</b> | <b>Summary of Changes</b>       |
|----------------------|---------------------------------|
| December 18, 2019    | Original                        |
| December 11, 2019    | Academic Forum                  |
| January 13, 2020     | Academic Coordinating Committee |
| May 19, 2021         | Academic Forum                  |
| June 9, 2021         | Academic Coordinating Committee |
| January 12, 2022     | Academic Forum                  |
| January 19, 2022     | Academic Coordinating Committee |
| May 11, 2022         | Academic Forum                  |
| May 25, 2022         | Academic Coordinating Committee |
| September 14, 2022   | Academic Coordinating Committee |