

POST-PANDEMIC COURSE DELIVERY GOALS

High quality
academic
experiences for
students

- Support course & program learning outcomes & DLEs
- Maintain academic integrity
- Reflect:
 - Faculty pedagogical expertise/interests
 - Student needs (e.g., flexibility, access, accommodations)
 - Resource constraints
 - External requirements (e.g., accreditation)

Collegial decision-
making &
governance

- Discuss & confirm plans within academic units & academic divisions for working together to deliver high quality academic experiences

Transparent & timely
communication

- Ensure that students understand when they will need to be on campus and for what types of activity
- Ensure that supporting units (e.g., space management, educational technology, accessibility) have the information they need to provide effective services

POST-PANDEMIC COURSE DELIVERY MODES: FALL 2022+*

DEFINITIONS TO SUPPORT PLANNING & GOVERNANCE

Code	Delivery Mode	Definition (e.g., in CM, instructor facing guidance)
INPER	In Person	Both the instructor and the student are in the same physical location at the same time for most or all of the teaching and learning involved in the course components, usually on campus. While online components may be included as part of the course design, they do not constitute the majority of academic activities.
HYBR	Hybrid	Mix of online and in-person interaction, involving the use of technologies to facilitate multi-modality, flexibility, and student engagement. Normally, a course is considered Hybrid if roughly between 1/3 to 2/3 of scheduled class time is replaced by online activities. Exams or other academic assessments may require attendance at a specific physical location.
ONL	Online	All instructional interaction occurs without the student and instructor being in the same physical location. Assessments for online courses are conducted or submitted online, with the possible exception of final or interim assessment requiring attendance on campus no more than once per session.

*Definitions apply to the course as a whole (e.g., the combined experience of lecture / lab / tutorial).

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DEFINITIONS TO SUPPORT PLANNING & GOVERNANCE

- These are **internal (not student-facing)** definitions
- Goal: to provide scope for pedagogical choices within each governed mode:
 - **In Person:** includes the possibility that courses will be enriched by some online components – but that these are **not the majority** of academic activities. Division can establish policy that requires something more specific. (e.g., always in person for the final.)
 - **Hybrid:** signals that a mix of in person and online is expected (with a floor and a ceiling for the amount of online activity). Exams or other assessments may (or may not be) in person, at the instructor' discretion, unless the division establishes a policy that requires something more specific. (e.g., always in person for the final; never in person for the final, etc.)
 - **Online:** signals that no in person is expected, with the exception of final or interim assessment – once per session. The division can establish a policy that requires something more specific (e.g., always in person for the final; never in person for the final, etc.)

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DEFINITIONS TO SUPPORT PLANNING & GOVERNANCE

What about hyflex or dual delivery?

- If students can switch daily between attending in person or online.
 - The quality of the experience needs to be assured regardless of the mode the student opts for – from a governance perspective this may mean approving 1, 2, or 3 delivery modes for the course
 - “Hybrid” is not the correct label - because students can opt to take the course 100% in person or 100% online.
 - If the intention is an in person course in which students have the option of watching a video recording to provide flexibility (e.g., WebOption), this is an **in person** course by design and by governance.
- If students must select a delivery mode and stay in it for the duration of the course, then all delivery options for that course should be approved through governance

ONTARIO QUALITY ASSURANCE FRAMEWORK PROGRAM DELIVERY MODE CHANGE = MAJOR MOD

...changes to the existing mode(s) of delivery (e.g., ...online / hybrid delivery ...)

...When changing the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person, consideration of the following criteria is strongly encouraged as part of the approval process for the proposed major modification:

- Maintenance of and/or changes to the program objectives and program learning outcomes
- Adequacy of the technological platform and tools
- Sufficiency of support services and training for teaching staff
- Sufficiency and type of support for students in the new learning environment
- Access