University of Victoria | Senate Committee on Learning and Teaching

MEMO

Date: November 15, 2023

To: Senate

From: Senate Committee on Learning and Teaching

Re: **Course Outline Guidelines**

At its October 5, 2023 meeting, the Senate Committee on Learning and Teaching reviewed and approved revisions to the Course Outline requirements for both the undergraduate and graduate academic calendars.

Recommended Motions:

> That Senate approve the revisions to the Course Outline requirement in the undergraduate academic calendar.

> That Senate approve the revisions to the Course Outline requirement in the graduate academic calendar.

Respectfully submitted,
2023/2024 Senate Committee on Learning and Teaching
Alexandra D'Arcy, Chair, Faculty of Humanities
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Executive Director, Learning and Teaching Support and Innovation
Hannah Brown, Student Senator
Erin Campbell, Faculty of Fine Arts
Deborah Curran, Faculty of Law
Andrea Giles, Executive Director, Cooperative Education and Career Services
Sean Hier, Faculty of Social Sciences
Li-Shih Huang, President's nominee
Matt Huculak, Libraries
Cedric Littlewood, Faculty of Graduate Studies
Wency Lum, Associate Vice-President Systems and Chief Information Officer
Courtney Lundrigan, University Librarian's designate
Anastasia Mallidou, Faculty of Human and Social Development
Travis Martin, Faculty of Science
Lane O'Hara Cooke, UVSS representative
Nahid Pourdolat Safari, GSS representative
Saeed Rezvani, Alumni Association
Brock Smith, Peter B. Gustavson School of Business
Emily Wang, Student Senator
Rebecca Warburton, Convocation Senator
Bunni Williams, UVSS representative
Ada Saab, Secretary, Associate University Secretary

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memo

To:	Senate
From:	Dr. Elizabeth Adjin-Tettey
	Associate Vice-President Academic Programs
CC:	Senate Committee on Learning and Teaching
Date:	11/14/2023
Re:	**Course Outline Regulation**

Course outlines are required for all courses except pro-forma courses* (e.g., independent studies, directed research, etc.), Masters Thesis, Doctoral Candidacy and Doctoral Dissertations.** Course outlines communicate to students what they can expect in the course and provide helpful resources to support students' learning and wellbeing. Instructors are responsible for providing to students in the course with a written course outline with adequate information at the beginning of the course. It is important for course outlines to provide consistent information across academic units and for unit leaders to be able to review and ensure all outlines for courses offered by the academic unit include the necessary information about the course and available resources.

The current course outline requirement in the Undergraduate Academic Calendar and Graduate Academic Calendar do not provide adequate guidance on course outlines. This revision is intended to provide instructors detailed information on what may be included in a course outline. It is also intended to provide consistency in course outlines across academic units in accordance with disciplinary norms. The information in the proposed revisions to the course outline regulation in the Graduate and Undergraduate Academic Calendars provide a baseline of information that may be included in course outlines. There is also a recognition that some courses or disciplines may require additional information to be communicated to students in course outlines. Academic units may adopt discipline- or unit-specific course outline templates that include the baseline information and resources, and other relevant information as appropriate.

Implementation of the course outline regulation is also intended to reduce faculty workload. LTSI is exploring with D2L, the Brightspace vendor, efficient ways to integrate course outline templates into Brightspace. Templates will be integrated into Brightspace pre-populated with all the standard course information (from the template and Banner), leaving instructors to only customize certain information such as course materials, assessments, etc. Instructors will also

have to submit electronic copies of course outlines for every course to their Chairs/Directors (Associate Dean in non-departmentalized faculties) for review as the current Brightspace settings do not support Chair/Directors and Associate Deans having direct access or the ability of instructors to automatically forward course outlines to others from Brightspace.

* The expectations for these courses are normally set out in the registration form.
** Descriptions and requirements for these courses can be found in the Graduate Calendar and the Graduate Handbooks provided by Academic Units

Course Outline Regulations – Undergraduate Calendar

Course outlines support student success by communicating what students can expect in the course and by providing helpful resources. As such, instructors are responsible for providing to their Chair/Director or Associate Dean (in non-Departmentalized Faculties), and students in the course with a written course outline at the beginning of the course in accordance with this regulation. Course outlines should include Territory acknowledgement.

Instructors are encouraged to adopt inclusive and universal design for learning principles in developing courses where appropriate. For more information and/or support, contact LTSIsupport@uvic.ca or see Teach Anywhere for suggestions.

Instructors must submit electronic copies of their course outlines to their Chair/Director or Associate Dean for review to ensure compliance with this regulation before the course start date in accordance with departmental policies (units may establish and communicate to instructors their internal deadlines for submission of course outlines). Instructors must post their course outline on the course Brightspace site by the first day of class. Instructors should avoid making changes to the course outline after the start of classes. Where it is necessary to make substantive changes to the course outline during the term, instructors must inform the Chair/Director or Associate Dean, clearly communicate the changes to students and the rationale, immediately post a revised outline on the course Brightspace site labelled as "Revised Outline" and submit a copy to the Chair/Director or Associate Dean. The instructor must keep a copy of the original outline for their records and make it available to students upon request.

Course outlines are generally not required for pro-forma courses (e.g., independent studies, directed research, etc.). The expectations for these courses are normally set out in the registration form.

The course outline should contain the information and resources below, and other relevant information consistent with disciplinary norms and/or the Academic Unit's approved practices:

1. Course information
   a. Department, course title, number, and section (note when cross-listed)
   b. Unit value
   c. Contact hours (classes, labs, tutorials, etc.)
   d. Course schedule (dates/time, locations)
   e. Course prerequisites/corequisites

2. Course instructor, TA, and lab instructor information
   a. Name (indicate how you would like to be addressed and may include preferred pronouns)
   b. Office hours and location
   c. Contact information, preferred method of contact and availability
   d. Opportunities for students to provide in-term feedback to instructor, e.g., early, mid-term evaluation, at instructor's discretion (Teach Anywhere).

3. Teaching and assessment modality
   a. Indicate which components of the course will be delivered in particular modalities (e.g., face to face, online synchronous or asynchronous, blended) as applicable (see UVic Academic Calendar – Course Modality).
   b. Equipment requirements, if any.

4. Learning and teaching technologies
   a. Indicate what learning and teaching technologies will be used in the course
   b. Are these UVic-approved technologies (see Teach Anywhere for a list of UVic-approved learning technologies)
   c. Permissible digital tools, including artificial intelligence tools that students can use and how they may be used in the course (Note: UVic does not permit instructors to use generative artificial intelligence tools (GAITs) to grade students' work. The use of GAITs for self-assessment is encouraged) (link to AI Position Statement)

5. Course structure and description
   a. Lecture, seminar, lab, tutorial, flipped classroom, mixed model, etc.
   b. Class expectations, e.g., expected workload, volume of readings, schedule for coverage of materials, where appropriate
   c. Whether classes will be recorded and any expectations or parameters regarding use of recordings

6. Course topics - include major topics, questions, and dates, as appropriate

7. Course-level learning outcomes
   a. Specify what is to be achieved and assessed in the course
   b. Specify the components that students must successfully complete to be eligible to pass the course and this should be differentiated from optional components
   c. Specify expectations of students for successful completion of course (e.g., participation in specific activities, ability to demonstrate specified skills, performances, etc.)
   d. Program level learning outcomes where appropriate (e.g., course is a core program requirement, successful completion of specific activities such as group work, projects, co-op terms, practicum, field schools, community service learning, working in particular settings, for e.g., health care, specific industry)
   e. Faculties, units and programs may interpret these outcomes in ways that are discipline-specific, using the university-wide learning outcomes as guideposts for developing program-specific and course-specific learning outcomes. (See Teach Anywhere)

8. Assessment methods, including grading and exams
   a. Short description of work that will count toward the final course grade
   b. Schedule/dates, duration, and forms of assessments (e.g., assignments, quizzes, tests, essays, projects, and final exams) – include software to be used or other tools, if applicable: link to website
   c. Weighting for each assessment component and whether each component is required or not
   d. Specify the modality for the type of assessments (e.g., timed exam (synchronous) – in person or online, asynchronous exams, e.g., timed flexible start and end times within a specified period, take home exam, etc.)
   e. Where assessments will be conducted with the use of a computer (remotely or face-to-face), specify software or equipment requirements, authentication of students' identity, invigilation method, etc.
   f. Alternative assessments (for missed exams or rescheduled exams) – clearly outline when and how those assessments will normally be administered and weighted if different from the original assessment
   g. Any compulsory attendance/participation requirements

    h.   Other work/components not assessable but required (e.g., attendance at an event, class attendance, participation, etc.)

    i.   Statement about academic integrity – link to policy

9. Required learning materials (e.g., textbooks, reading packages, lab, and field trip manuals, etc.) and an estimate of associated costs for materials and activities, where possible. Indicate if course materials are available through UVic Libraries (physical and/or online resources) or open source.

10. Any other information required by the applicable academic unit or the instructor's terms of engagement with students consistent with university policies and practices. Examples include:
    a. Professionalism/general class expectations/classroom guidelines, etc., consistent with UVic policies
    b. Timeframe for responding to student emails
    c. Technology use in the classroom
    d. Trigger warnings/content warnings

11. Resources for students (note: not all resources may be relevant for every discipline or course)
    a. UVic Learn Anywhere. UVic Learn Anywhere is the primary learning resource for students that offers many learning workshops and resources to help students with academics and learning strategies.
    b. Library resources
    c. Indigenous student services (ISS)
    d. Centre for Academic Communication (CAC)
    e. Math & Stats Assistance Centre (MSAC)
    f. Learning Strategies Program (LSP)
    g. Community-Engaged Learning (CEL)
    h. Academic Concession - link to policy
    i. Academic Accommodation – link to website
    j. Academic accommodation & access for students with disabilities – Policy AC1205

12. University statements and policies
    a. University Calendar - Section "Information for all students"
    b. Creating a respectful, inclusive and productive learning environment: link to policy
    c. Accommodation of Religious Observance - link to policy
    d. Student Conduct – link to website
    e. Non-academic Student Misconduct – link to website
    f. Academic Accommodations and Accessibility – link to website or link to Centre for Accessible Learning (CAL)
    g. Diversity / EDI – link to VPAC commitment
    h. Equity statement – EQHR policies in the academic calendar
    i. Sexualized Violence Prevention and Response: link
    j. Discrimination and Harassment Policy

13. Student groups and resources: link
    a. Student wellness: link
    b. Ombudsperson: link

<u>Course Outline Regulations – Graduate Calendar</u>

Course outlines support student success by communicating what students can expect in the course and by providing helpful resources. Instructors must provide a written course outline to their Chair/Director or Associate Dean (in non-Departmentalized Faculties) before the start of classes, and to students in the course by the first day of class, in accordance with this regulation. Course outlines should include Territory acknowledgement.

Instructors are encouraged to adopt inclusive and universal design for learning principles in developing courses, where appropriate. For more information and/or support, contact LTSIsupport@uvic.ca or see Teach Anywhere for suggestions.

Instructors must submit electronic copies of their course outlines to their Chair/Director or Associate Dean for review to ensure compliance with this regulation before the course start date in accordance with departmental policies (units may establish and communicate to instructors their internal deadlines for submission of course outlines). Instructors must post their course outline on the course Brightspace site by the first day of class. Instructors should avoid making changes to the course outline after the start of classes. Where it is necessary to make substantive changes to the course outline during the term, instructors must inform the Chair/Director or Associate Dean, clearly communicate the changes to students and the rationale, immediately post a revised outline on the course Brightspace e site labelled as "Revised Outline" and submit a copy to the Chair/Director or Associate Dean. The instructor must keep a copy of the original outline for their records and make it available to students upon request.

Course outlines are not required for Masters Thesis (599), Doctoral Candidacy (693) and Doctoral Dissertation (699). Descriptions and requirements for these courses can be found in the Graduate Calendar and the Graduate Handbooks provided by Academic Units.

The course outline should contain the information and resources below, and other relevant information consistent with disciplinary norms and/or the academic unit's approved practices:

1. Course information
    a. Department, course title, number, and section (note when cross-listed)
    b. Unit value
    c. Contact hours (classes, labs, tutorials, etc.)
    d. Course schedule (dates/time, locations)
    e. Course prerequisites/corequisites

2. Course instructor, TA, and lab instructor information
    a. Name (indicate how you would like to be addressed and may include preferred pronouns)
    b. Office hours and location
    c. Contact information, preferred method of contact and availability
    d. Opportunities for students to provide in-term feedback to instructor, e.g., early, mid-term evaluation, at instructor's discretion (Teach Anywhere)

3. Teaching and assessment modality
    a. Indicate which components of the course will be delivered in particular modalities (e.g., face to face, online synchronous or asynchronous, blended) as applicable (see UVic Academic Calendar – Course Modality)

b. Equipment requirements for teaching and assessments, if any
4. Learning and teaching technologies
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   d. Specify the modality for the type of assessments (e.g., timed exam (synchronous) – in person or online, asynchronous exams, e.g., timed flexible start and end times within a specified period, take home exam, etc.)
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   f. Alternative assessments (for missed exams or rescheduled exams) – clearly outline when and how those assessments will normally be administered and weighted if different from the original assessment
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    i.   Statement about academic integrity – link to policy

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    a. University Calendar - Section "Information for all students"
    b. Creating a respectful, inclusive and productive learning environment: link to academic calendar
    c. Accommodation of Religious Observance - link to academic calendar
    d. Student Conduct – link to website
    e. Non-academic Student Misconduct – link to policy
    f. Academic Accommodations and Accessibility – link to website or link to Centre for Accessible Learning (CAL)
    g. Diversity / EDI – link to VPAC commitment
    h. Equity statement – EQHR policies in the academic calendar
    i. Sexualized Violence Prevention and Response: link
    j. Discrimination and Harassment Policy
    k. Graduate Supervision Policy - link

13. Student groups and resources
    a. Student wellness: link
    b. Ombudsperson: link
    c. Provide link to the University Calendar
        • Section "Student groups and resources"