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COURSE STRUCTURE GUIDELINES

Provision of clear and structured student support material

\R Providing instructors will provide clear guidelines and rationale (a reason or explanation) for test(s) or assignment(s) and will make reference to the learning outcomes in each module/week.

\R Each module/week will be designed with integrated learning activities with the goal of raising student awareness of critical issues, concepts, and theories presented in the lessons of each module/week. Each module should include several methods for building on various learning styles including self-tests, online chats & discussions, webcasts, podcasts, case studies, video and audio presentations, and others. The Instructor will also source, where appropriate for the course, relevant online resources to enhance student learning.

Selection of texts & resources

The Instructor may choose an existing textbook (preferably delivered in a digital format), or provide his/her own collection of reading resources as approved by PACE. Note that the University will require cost effective recommendations on learning resources and will reserve the right to refuse resources that are cost prohibitive from a permissions standpoint.

Note: many students will be studying overseas for Fall 2020 Term, so the ability to get the textbooks may be challenging. Your Program Manager may confer with you on the ability for students to receive the textbook and may recommend replacement text or alternative resources.

Assessment

The Instructor shall develop and produce appropriate grading scheme for the course and shall develop and produce assignments, learning activities and/or examinations in accordance with the grading scheme and the learning objectives set for the course and taking into consideration the need for formative and summative feedback for students. A grading scheme that incorporates only midterm and/or final examinations is insufficient. It is proposed that the minimum and maximum values be attributed to:

› All **quizzes** (if used) will require 50% more problems/multiple choice questions/discussion questions than those assigned (i.e. a 20 question quiz will require that the instructor submit 30 questions; for the purpose of random selection)

› Quizzes can be a combination of multiple choice, fill in the blank, matching and or short answers. No one quiz should be longer than 20 minutes.

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> Best practice for sharing live meeting recording is **YET TO BE DETERMINED please continue using what you are currently using.**

> Examples of agenda for live meeting may include (but are not limited to):
> Debriefing on assignments and large/small discussion groups;
> Inquiry-based approaches to learning;
> Instructor led discussions posted on various topics relating to the current or upcoming module;
> Discussion of problem concepts or critical concepts;
> Review of, and preparation for assessments;
> Discussion with students (Q&A to review of materials).

Note: Instructor-led discussions provided 'live' should add value to the student and its inclusion respects the needs of a student (i.e. the student is not able to join due to time of day, or unable to make accommodations). Live discussions are an excellent way to enrich the student's experience, but cannot be considered mandatory, as the course has to maintain its flexibility. **Many students will be studying overseas for Fall 2020, so the ability to attend all the live sessions may be challenging. All live meetings will be held in the CST time zone.**

> Instructor-prepared video presentations loaded as support material are encouraged where feasible.
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