

Nick Baker, Director, Office of Open Learning

1. Executive Summary

A. Introduction

Mission:

The Office of Open Learning (OOL) provides leadership to the University of Windsor community in the development and delivery of flexible, high-quality learning opportunities for all of our current and future students, underpinned by scholarly teaching practice. We foster and support innovative and engaging approaches to teaching and learning by integrating rich educational technology practice to engage learners, whether they are on campus, or fully online. We continually advocate for, explore, and implement the technology our institution needs to be on the leading edge of educational innovation provincially and nationally in order to foster a teaching and learning environment that empowers our educators and learners to achieve their aspirations for excellence and impact.

Mandate:

The mandate of the Office of Open Learning is to:

- Provide faculty support and professional development for online, open, hybrid, and technology-enhanced learning and teaching through formal and informal development opportunities
- Provide a comfortable, safe and supportive environment in which faculty can explore innovations in pedagogy and curriculum
- Work collaboratively with faculty and other units on campus to develop and deliver high-quality, engaging, media-rich learning environments that are appropriate to the diverse disciplinary cultures and contexts of the University's faculty and students
- Attain internal and external funding for research and development of online learning environments
- Assist faculties to increase high-quality course and program offerings in online, hybrid, and technology-enhanced modes that attract and retain students
- Support faculty in scholarly teaching practice, educational research, and embedding high impact practices in all courses
- Support the development, adoption, and adaptation of Open Educational Resources
- Advocate for and assist in implementation and uptake of relevant core educational technologies for delivering online and hybrid teaching to the widest possible audience
- Explore the boundaries of teaching and learning practice, including emerging educational technologies, and to provide evidence-based consultation and advice to faculty on their adoption
- Enhance the University of Windsor and OOL's profiles as provincial, national, and global leaders in the design and delivery of online education, and scholarship of online teaching and learning (SoOTL)

B. Goals and Objectives of Reporting Year

1. ***Provide an exceptional undergraduate experience:***

- a) Foster excellence in online, hybrid, and technology-enhanced teaching and learning practices across the campus through multiple accessible and flexible pathways to teaching and learning development
- b) Collaborate with faculties and departments to enhance flexibility of offerings across the campus
- c) Work in partnership with faculty, staff, and students to seek Ontario Shared Online Course Fund (ShOCF) support for development of high quality online courses, programs, and open educational resources, and to ensure these are developed and implemented to the highest standards
- d) Work in partnership with the Centre for Teaching and Learning (CTL) and IT Services (ITS) to successfully complete the implementation of Blackboard Learn
- e) Transition Echo360 from pilot to sustainable solution for in-class and online student engagement platform
- f) Explore options for systematic tracking and reporting on achievement of learning outcomes, and detailed learning analytics
- g) Expand reach of ePortfolios to additional programs and faculties
- h) Lead and contribute to institutional initiatives that aim to enhance the student experience on campus, such as the Curriculum 2020 discussion and Learning Outcomes projects initiated by Senate

- i) Proactively evaluate emerging technologies that may facilitate or contribute to engaging learning environments
 - j) Partner with FAHSS on an SPF grant to develop online and flexible advising capacity in the faculty
2. ***Pursue strengths in research and graduate education:***
- a) Support faculty exploring their own Scholarship of Online Teaching and Learning (SoOTL), including co-development of grant applications, publications, research protocols, and conference presentations
 - b) Support undergraduate and graduate student involvement in disciplinary, as well as pedagogical research and development, and engage students as partners in grant-funded projects
 - c) Support opportunities for undergraduate and graduate students to showcase their research
 - d) Engage in scholarship of teaching and learning and educational research in higher education, particularly in online, hybrid, and technology-enhanced teaching and learning
 - e) Support and encourage interdisciplinary collaboration and research, particularly through assistance with applying for provincial and national grants that require or encourage collaborative and interdisciplinary approaches
 - f) Host the Ontario Council on eLearning (OUCEL) annual conference
3. ***Recruit and retain the best faculty and staff:***
- a) Advocate for development of technological, policy, and human infrastructure to support innovation and exploration in teaching and learning, making UWindsor a destination of choice for innovative teachers
 - b) Provide support for individual faculty members, departments, and faculties in obtaining funding for curriculum innovation in online, hybrid, technology-enhanced, and open programming
 - c) Provide expanded programming to support the development of teaching capacity and positive teaching culture in online, hybrid, and technology-enhanced education, including support for new (SPF50) and existing faculty at various career stages
 - d) Support faculty in the evaluation of their own teaching for development, promotion, and tenure
 - e) Support faculties and departments in strategic situated educational development activities, curriculum innovation and renewal, and accreditation requirements
4. ***Engage and build the Windsor and Essex County community through partnerships:***
- a) Provide strong advocacy for enhancing flexibility of programming across campus, including development of new programming and enhancement of existing programs, to improve accessibility of education for non-traditional and mature students in the Windsor-Essex region and beyond
 - b) Partner with the CTL and St Clair College to host the national Educational Development Caucus (EDC) Conference
 - c) Partner with St Clair College to provide educational development support for their online educators, as well as development of pathways between the institutions
 - d) Work in partnership with faculty to develop open access educational resources that are accessible and freely available to the community
5. ***Promote international engagement:***
- a) Promote UWindsor online learning opportunities through eCampus Ontario
 - b) Support faculty to embed international perspectives and experiences within their teaching through virtual international collaborative teaching opportunities
 - c) Provide technological and pedagogical support for faculty and students engaged in international experiential learning opportunities
 - d) Foster international engagement
 - e) Support programs with high international enrolment to develop resources that will assist students to transition successfully to the UWindsor environment
 - f) Promote a positive image of UWindsor through social media and Web 2.0 tools

C. **Successes**

- Received \$447,300 in SPF funding for two multi-year projects (beginning 2015/16): one supporting expansion of online teaching and learning capacity; the second supports innovative online advising (in partnership with FAHSS Dean's Office)

- Successfully partnered with faculty from across campus to receive \$639,100 in funding for 10 projects in 2015 and an additional \$351,688 for an additional 8 projects in 2016 from the competitive Ontario Shared Online Course Fund (ShOCF); 14 courses and 4 large Open Educational Resources were launched or are in development from this funding
- Continued working with faculty and teams to complete multi-year projects funded by OOL's own *Strategic Online Development Grants*, developing online and hybrid courses and programs (approx. 50 courses developed, redeveloped, or enhanced through these grants so far)
- Partnered with faculty in four faculties to develop a new 'on-demand hybrid' delivery mode to enhance flexibility for students
- Partnered with CTL and ITS to implement Blackboard Learn, and begin implementation of Blackboard Outcomes and Analytics packages
- Partnered with CTL and St Clair College to host the national Educational Developers' Caucus conference
- Supported Engineering and Odette School of Business with accreditation process – meeting with accreditors, providing data, pedagogical support in preparation etc.
- Expanded ePortfolio use from a pilot in one department to 6 departments and faculties
- Worked in partnership with faculty to develop or redevelop approximately 65 courses
- Worked with the Provost's Office to develop the new Digital Learning Resources Fee policy

D. Challenges

1. Ongoing lack of space restricting hiring of additional staff and efficient and effective media development for online, hybrid, technology-enhanced, and open access courses
2. Staffing: Lack of key skills in two areas (graphic design and web-development) and reliance on short-term contract hires and student labour to develop complex, high-profile projects
3. No out of hours support for faculty teaching live online or hybrid classes
4. Implementation of Blackboard Learn (in partnership with ITS and CTL) with limited resources
5. Lack of clear definitions of different teaching modes, and processes to consistently identify actual teaching mode of courses – this information is not public to students or consistently applied in the course information collection (course proof) workflow
6. Inconsistent quality of information publically available online for students to assist in making decisions about courses to enroll in, which is especially problematic for potential online students
7. Lack of dedicated academic and technical support for online students
8. Low capacity of wireless internet access in parts of the campus (especially for hybrid or technology-enhanced courses) is challenging

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

1. ***Provide an exceptional undergraduate experience:***
 - a) Foster excellence in online, hybrid, and technology-enhanced teaching and learning practices across the campus through multiple accessible and flexible pathways to teaching and learning development
 - Developed and delivered three 2-day intensive introductory online course design sessions (the *Online Course Design Institute*). Participants receive a certificate of completion at the end. One session offered at St Clair College (24 unique participants) and two at UWindsor (29 unique participants)
 - Delivered situated/tailored academic development sessions in 5 faculties
 - Provided 780 individual and group consultations with instructors, students, and staff across all faculties and several non-academic units, as well as external collaborators, totaling over 940 hours of consultations (excluding workshops)
 - 22 formal workshops offered to the campus community (58 unique participants recorded in OOL registration system, plus other workshops where registration was not handled through our system), plus an additional 20 custom workshops within departments and faculties (formal attendance not recorded – estimated 200 participants)
 - Provide faculty and student support and training for all WordPress ePortfolios – 13 workshops delivered on request to over 800 students in individual classes, departments, and faculties
 - Consult on the revision of University policies (e.g. Digital Learning Resources Fee Policy, use of plagiarism detection software)

- Began development of a full suite of programming to support faculty in utilizing the full possibilities of contemporary teaching technologies, practices, and delivery modes, including 39 workshop topics (in addition to customized workshops on request).
 - Created two short tutorial modules for instructors to incorporate in their course sites to provide introduction to two common tools – BVirtual live online proctoring service, and Blackboard Collaborate
 - OOL designs courseware using international interoperability standards, AODA (accessibility) standards, and embedded principles of Universal Design for Instruction (UDI). OOL currently uses eCampus Alberta's standards for assuring quality in online course design, which will likely form the basis for eCampus Ontario's standards to be developed in 2017
- b) Collaborate with faculties and departments to enhance flexibility of offerings across the campus
- Collaborated with instructors and departments to develop new or redevelop existing courses to flipped, hybrid and on-demand hybrid courses in Business, English, Economics, the Cross-Border Institute, and Nursing
- c) Work in partnership with faculty, staff, and students to seek Ontario Shared Online Course Fund (ShOCF) support for development of high quality online courses, programs, and open educational resources, and to ensure these are developed and implemented to the highest standards
- Successfully managed the whole process from initial call, to proposal development, submission, completion, accounting, and reporting for all UWindsor submissions to the ShOCF
 - Over 50 expressions of interest in each of 2015 and 2016 rounds of funding calls led to 20 full submissions as lead institution in 2015 (10 successful; \$639,100), and 26 proposals as lead in 2016 (8 funded; \$351,688), which was the second highest success rate of institutions across the province.
 - 14 new online courses and 4 OERs developed with this funding
- d) Work collaboratively in partnership with the Centre for Teaching and Learning (CTL) and IT Services (ITS) to successfully complete the implementation of Blackboard Learn
- Blackboard Learn (Bb) successfully implemented and all courses migrated from CLEW to Bb
 - Strong collaborative relationship between CTL, ITS, and OOL supports all aspects of the learning management system (LMS), but also other educational technologies where the expertise and capacity of the three units intersect to support the needs of the campus
 - OOL supports faculty in designing and developing courses using the LMS, particularly online and hybrid courses, but also on-campus courses
- e) Transition Echo360 from pilot to sustainable solution for in-class and online student engagement platform
- Transition from self-hosted Echo360 lecture capture system and Lecture Tools to new integrated cloud-based platform, Echo360 Active Learning Platform with increased and improved functionality and accessibility
 - Echo360 student engagement platform transitioned from pilot to shared cost model (student pays portion, OOL pays portion)
- f) Explore options for systematic tracking and reporting on achievement of learning outcomes, and detailed learning analytics
- Blackboard Outcomes and Analytics selected as institutional tools for implementation in collaboration with ITS and CTL
- g) Expand reach of ePortfolios to additional programs and faculties
- ePortfolio use expanded from small pilot with WordPress and Drupal in SOCI and VABE, to over 1,500 ePortfolios in WordPress across SoCA, Business, Law, Education, Nursing, and Outstanding Scholars (almost 700 new ePortfolios created in the reporting period)
 - Begin planning for development of WordPress multi-site installation to institutional capacity
 - Funded projects and partnered with faculties, CTL and ITS to provide Blackboard Portfolios for all incoming students in Engineering and VABE (both aligned to program and accreditation outcomes)
- h) Lead and contribute to institutional initiatives that aim to enhance the student experience on campus, such as the Curriculum 2020 discussion and Learning Outcomes projects initiated by Senate
- OOL contributed to both the Curriculum 2020 and Learning Outcomes Assessment projects (the Director was an author and committee member in these working groups), each of which developed a discussion paper to inform and provoke conversation of these topics
- i) Proactively evaluate emerging technologies that may facilitate engaging learning environments

- Built a Lightboard for rapid development of engaging instructional video content, purchased drone for aerial video production, explored options for 360 degree images and video production for instructional material, began testing new Blackboard Collaborate Ultra virtual classroom

2. ***Pursue strengths in research and graduate education:***

- Support faculty exploring their own Scholarship of Online Teaching and Learning (SoOTL), including co-development of grant applications, publications, research protocols, and conference presentations
 - Facilitated development, submission and management processes for all UWindsor-led ShOCF projects (46 projects submitted in two rounds 2015/2016, 18 successfully funded)
 - All funded projects offered RA and expert research/SoOTL support for development of a protocol to evaluate success of the projects
- Support undergraduate and graduate student involvement in disciplinary, as well as pedagogical research and development, and engage students as partners in grant-funded projects
 - Partnered with 34 students in various paid and volunteer capacities on grant-funded projects
 - In collaboration with Business and CTL, developed *A Teaching Assistant's Guide to Online and Hybrid Learning* and its companion *A Sessional Instructor's Guide to Online and Hybrid Learning*
- Support opportunities for undergraduate and graduate students to showcase their research
 - Supported wide range of opportunities for students to showcase their research, including the 3-Minute Thesis Competition (provided coaching for participants and judging the heats), Trends in Forensic Science undergraduate research conference (sponsorship, judging posters, social media support), development of an open access undergraduate forensic science journal in collaboration with Leddy Library (Dave Johnston) and Forensic Science program, and the UWillDiscover Undergraduate Research Conference (organizing committee, social media support) and associated Open Online Course (instructional design, technical and pedagogical support)
- Engage in scholarship of teaching and learning and educational research in higher education, particularly in online, hybrid, and technology-enhanced teaching and learning
 - OOL research presented at multiple local, national, and international conferences, as well as through articles and book chapters
 - OOL blog as an open scholarship tool to disseminate information about our projects
 - Received recognition from national group *Academica Top Ten*
 - Support campus initiatives such as the GATA Network (presenting workshops), and Teaching Leadership Chairs (OOL funds a Teaching Leadership Chair in Online and Open Learning)
- Support and encourage interdisciplinary collaboration and research, particularly through assistance with applying for provincial and national grants that require or encourage collaborative and interdisciplinary approaches
 - All of the ShOCF grants require collaboration, either across disciplines, across institutions, across higher education sectors (college and university) or a combination of all of these. OOL helped facilitate those collaborations through project management of the grants, facilitating discussions between partners at multiple levels
- Host the Ontario Council on eLearning (OUCEL) annual conference
 - Successfully hosted OUCEL annual conference with representatives from 15 Ontario universities and 2 external organisations. Most participants had not been to Windsor or the university prior to this event

3. ***Recruit and retain the best faculty and staff:***

- Advocate for development of technological, policy, and human infrastructure to support innovation and exploration in teaching and learning, making UWindsor a destination of choice for innovative teachers
 - Worked with the Provost's Office to develop a Digital Learning Resources Policy to bring the former Ancillary Fee Policy in line with Ministry guidelines
 - Advocated through appropriate committees for review and selection of technology tools to support the needs of the campus, including LMS, Echo360, BVirtual, WordPress
 - OOL co-funds Blackboard Learn licence (with ITS), and fully funds the university's contribution to Echo360 (hosting, streaming, admin; students pay for access to the end-user tool), and WordPress (hosting)
- Provide support for individual faculty members, departments, and faculties in obtaining funding for curriculum innovation in online, hybrid, technology-enhanced, and open programming

- OOL provided a total of \$317,000 in multi-year funding to projects started in 2013 and 2014 for development of online courses, programs and open access resources, resulting in 50 courses being developed or redeveloped; most projects completed in 2015 but some launched in 2016
 - \$990,788 in ShOCF received in 2015-16 for online course and Open Educational Resource development
- c) Provide expanded programming to support the development of teaching capacity and positive teaching culture in online, hybrid, and technology-enhanced education, including support for new (SPF50) and existing faculty at various career stages
- Began developing a non-credit *Certificate in Online and Open Learning* that is flexible and responsive to the needs of individual faculty, recognizing a wide range of professional learning experiences
 - Developed a series 39 workshop topics in 5 categories for delivery over multiple years and in multiple offerings
 - Facilitated a *Community of Practice* for instructors interested in or teaching online, hybrid or technology-enhanced courses and programs
 - Contributed to the delivery of the New Faculty Orientation program. The Director emailed each new instructor to welcome them and inform them of the services we offer
- d) Support faculty in the evaluation of their own teaching for development, promotion, and tenure
- Assisted all grant winners in determining an appropriate evaluation strategy for their projects
 - Worked with the REB on development of a protocol for SoTL research in online, hybrid, flipped, and technology-enhanced courses
- e) Support faculties and departments in strategic situated educational development activities, curriculum innovation and renewal, and accreditation requirements
- Assisted Engineering and Business with accreditation process
 - Approximately 20 invited workshops for faculty and students delivered within faculties and departments on request
 - Consulted with 6 departments and faculties on program level curriculum innovation and development
 - Collaborated with the Leddy Library on open content and library programming

4. ***Engage and build the Windsor and Essex County community through partnerships:***

- a) Provide strong advocacy for enhancing flexibility of programming across campus, including development of new programming and enhancement of existing programs, to improve accessibility of education for non-traditional and mature students in the Windsor-Essex region and beyond
- In partnership with Education and CEPE, funded and facilitated development of the world's first online International Baccalaureate (IB) Educators certificate program that allows teachers to be certified to teach in IB schools, with the program to launch in fall 2016
 - Developing additional fully online or hybrid programs and courses in partnership with Education, Forensic Science, Business, Computer Science, and the Cross-Border Institute, all of which provide flexible learning options for non-traditional learners and open markets for Windsor programming that were not previously possible. Most projects expected to launch in 2016 or 2017
 - Attended OPUS Open Day and delivered workshops to OPUS members
 - Presented on accessible technologies in the Accessibility Awareness Day
- b) Partner with the CTL and St Clair College to host the national Educational Development Caucus (EDC) Conference
- Highly successful conference with highest number of participants so far for this conference (152 participants from 56 institutions)
- c) Partner with St Clair College to provide educational development support for their online educators, as well as development of pathways between the institutions
- Delivered tailored 2-day intensive online course design institute at St Clair College in partnership with their Office of Academic Excellence (24 attendees)
 - Planning to seek provincial funding for online pathway program in computer science as a partnership between St Clair College's School of Business and Information Technology, and the University of Windsor's School of Computer Science
- d) Work in partnership with faculty to develop open access educational resources that are accessible and freely available to the community

- Collaboratively developed one large provincially funded Open Educational Resource (OER) (*Graduate Approaches to Qualitative Research*) and began development of an additional three funded OERs (*Rearranging and Solving Equations, Virtual Tool Kit for Transfer Student Success, and Writing Skills for Human Service Professionals*). All will be openly available for use under a Creative Commons licence (CC-BY-NC) and expected to be available by fall 2016

5. **Promote international engagement:**

- Promote UWindsor online learning opportunities through eCampus Ontario
 - Director is a member of the working group designing and developing the eCampus Ontario portal, as well as a member of the eCampus Ontario Board of Directors
 - OOL is the institutional administrator of UWindsor's presence in the eCampus Ontario online portal that allows potential students to find all online courses offered in universities and colleges across the province. This portal allows Windsor to promote all our online courses through a single portal that also displays historical equivalence data for each of these courses (from OnCAT)
 - Worked with the Registrar's Office and CEPE to prepare and validate data on all UWindsor online course for ingest to eCampus Ontario portal (this activity happens three times a year)
 - Developed individual graphics to market each UWindsor course (first university to take advantage of this capability in the portal)
 - Planning to develop introductory videos with instructors to draw greater attention to courses
 - Funded and partnered with Simon duToit to develop and deliver UWindsor's first Open Online Course, which drew participants from Canada, the US, Europe, Asia, and Australia. Funded a project to explore development of a second open online course in psychology with Ken Cramer
- Support faculty to embed international perspectives and experiences within their teaching through virtual international collaborative teaching opportunities
 - Supported Law and Human Kinetics to experiment with courses taught with instructors and students in partner institutions in the US and Europe
 - Worked to implement a range of flexible technologies to facilitate collaborative teaching of courses with international partners, or to facilitate faculty teaching from remote locations internationally
- Provide technological and pedagogical support for faculty and students engaged in international experiential learning opportunities
 - Supported SoCA to facilitate intensive experiential course in Italy where visual arts students developed portfolios of their experience to share with students and others back in Windsor
- Foster international engagement
 - Provided workshops in the CTL's International Faculty Development program
 - OOL staff maintain memberships in 18 national and international societies, and beginning process for institutional membership in the peak international group on online and distance education – the *International Consortium of Distance Educators*
 - OOL's staff review for 13 international journals and conferences
 - Collaborated with colleagues across Canada and internationally on projects that enhance Windsor's reputation and relationships with other institutions
 - Participated in and supported Windsor-Oakland Conference on Teaching and Learning
 - Co-funded and facilitated visit by Dr. Mick Healy, international expert in students as partners and undergraduate research-based learning (21 participants), who also presented in the Undergraduate Research Conference Open Online Course
- Support programs with high international enrolment to develop resources that will assist students to transition successfully to the UWindsor environment
 - Collaborated with Trantum Kaur to fund and develop resources to support and help prepare the international students coming in to the Masters of Medical Biotechnology program
- Promote a positive image of UWindsor through social media and Web 2.0 tools
 - Provided social media expertise and support for UWindsor events, including Campus Technology Day, Windsor-Oakland Conference, UWillDiscover Undergrad Research Conference, Trends in Forensic Science, Celebration of Teaching Excellence, EDC Conference, Teaching Leadership Symposium, and Evaluating Teaching Symposium to increase global visibility of these events

- Promoted UWindsor through Open Online Courses and eCampus Ontario portal

B. Future Actions/Initiatives

1. Collaborate with faculty and departments to develop successful proposals for the eCampus Ontario call for funding for online programs and open courseware initiative, as well as the eCampus Ontario research and innovation grants. Proposals should reflect strategic priorities of the faculties.
2. Partner with faculty and the Library to produce open access textbooks and other Open Educational Resources (OERs)
3. Begin process of designing and developing a new physical space for OOL
4. Implement a visiting fellowship program for the OOL in partnership with the CTL
5. Launch the *Alan Wright Award for Exemplary Online and Technology-Enhanced Teaching*
6. Partner with instructors, departments, faculties, and CEPE to explore options for growing innovative and responsive programming, including sub-degree, ladder credentials and continuing education programs
7. Develop more rigorous project management and course development workflow to improve quality enhancement processes in OOL projects
8. Continue to assess the impact of OOL's activities and refine priorities and approaches through an external review and stakeholder engagement
9. Continue to experiment with cutting edge learning technologies to address needs of the UWindsor community and work collaboratively to evaluate and implement these as needed (e.g. Collaborate Ultra)
10. Plan first annual Online and Technology Enhanced Teaching and Learning Symposium
11. Begin to transition OOL budget to a more strategic and sustainable model to better serve the current needs of the campus

C. Recommendations for Senate consideration (if any)

1. Develop official institutional definitions of different teaching modes (e.g. on-campus, off-campus, hybrid, on-demand hybrid, fully online, flipped) and examine workflow for collecting and displaying information on course delivery mode through the course proofs and course calendar population processes

Rationale: UWindsor students have no consistent or accurate information on the delivery mode of courses we offer, and UWindsor is currently at a disadvantage provincially compared to other schools because students who may wish to take our courses on a Letter of Permission from other institutions have great difficulty finding accurate information on the actual delivery mode of our courses. Further, there is no consistent mechanism for collecting and displaying this information accurately. Best practice would also allow for a course code nomenclature that would include information on delivery mode that is consistent with an official institutional definition of each mode.

2. Explore options for expanded institutionally consistent course information available online

Rationale: Current UWindsor students, and students from other institutions, inter-province, and internationally have access to very limited information that would be helpful in the decision-making process for enrolment. Consequently, they either go somewhere else, or are forced to 'shop around' for courses prior to the drop date so they can find out what the course actually intends to cover. OOL would be happy to provide examples of exemplary practice in making suitable course information publicly available, as well as suggesting information that might be considered for inclusion in an institutional policy for consideration of APC.

3. Address inconsistency and inequality in Senate By-Law 51 (SBL 1.5.1) that allows a single evaluation piece to be worth the entire grade in 'distance education' courses ("With the exception of distance education courses, grading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments), are not permitted").

Rationale: By-law 51 currently allows for discrimination, unfair, and pedagogically unsound practices in courses and sections designated as 'distance education' (which is not defined), whereby instructors can choose evaluation procedures that either effectively or actually allow a single evaluation procedure to be worth 100% of the final grade. This is inconsistent with the policy for other delivery methods, and provides a potential barrier to expansion of online programming.