

**Procedures for: “*Course Delivery*”****Office of Administrative Responsibility:**

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Our [University Learning Charter](#) encourages a multitude of educational experiences that contribute to growth in essential learning pursuits and the personal and professional interests of university community members. To accomplish this, educators need to be aware of the range of instructional methods and assessment strategies and select and utilize teaching methods that are effective in helping students achieve the learning outcomes of a course or learning activity. Additionally, teaching practice will support students in different ways of knowing and learning, including independently, experientially, and collaboratively. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students at the university.

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## 1. Class Syllabus

- Department heads, and deans (or designate) in non-departmentalized colleges, are accountable for the maintenance of academic standards and relevancy of programs of their department and college, including those expressed by syllabi.
- The syllabus is a public document that provides details about a particular class for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about university classes with the broader community (for example, for the purposes of transfer credit evaluation).
- It is recommended that students also have online access to syllabi prior to the beginning of the class.
- Syllabi must be submitted to department heads, or deans (or designate) in non-departmentalized colleges, prior to the start of a class.
- After submission to the department head, or dean (or designate) in non-departmentalized colleges, syllabi should be posted through learning management systems and/or publicly accessible departmental or other websites. Educators who post their syllabus on publicly accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

### 1.1 Content of the syllabus

Educators shall review the contents of the class syllabus with their students at the beginning of the class. Educators are encouraged to use the [University of Saskatchewan Syllabus Template and Guide](#) to assist with satisfying the listed requirements below. The syllabus shall include the following:

#### 1.1.1 Course details

- Type and schedule of class activities.
- Contact information and consultation availability.
- Canvas course or class website URL, if used.
- If the class is offered online, through distance learning, or off campus, any additional or different expectations around any class activities and requirements.
- Notice if any required class activities, including assessments, are scheduled outside of usual class times (with college permission) or location, and how student time conflicts will be accommodated should they arise because of this change.
- Whether there are any approved class-specific fees being charged in addition to tuition (such as materials fees, mandatory fees for software and/or applications, mandatory or optional excursions and the fees associated with these activities, etc.).

#### 1.1.2 What will be learned

- Expected learning outcomes, competencies, or objectives for the class.

### 1.1.3 Assessment

- Method of evaluation and final grade mode (e.g., Numeric, Pass/Fail, or Completed Requirements).
- The type and schedule of graded assessments.
- The structure and expectations of any final assessment. If there is a final examination, specify the length in hours as well as its mode of delivery.
- Relative weight of all assessments or all outcomes.
- Consequences related to missed or late assessments, if any.
- Whether any or specific work assigned in a class, or any outcome, is mandatory for passing the class.
- Whether there are any college-level regulations that specify requirements for passing the class
- If an on-line or blended class, whether there is a requirement for in-person assessment. The educator must also specify if there is a location requirement for the in-person assessment.
- Expectations for the use of proctoring software, including supported types of student computers.

### 1.1.4 Behaviour

- Attendance and/or participation expectations, if applicable.
- How attendance and/or participation will be monitored and assessed, and the consequences of not meeting expectations. Where possible, marks should be related to the achievement of outcomes, and not solely on attending or participating in any form, regardless of quality.
- Experiential learning expectations, if applicable, including how experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process.

### 1.1.5 Additional details, as needed

- Notice of whether the educator intends to record lectures and whether students are permitted to record lectures.
- Explanation of copyright where it relates to class materials prepared and distributed by the educator.
- Location of the following policy and procedure: [Course Delivery, Assessment, \(add links once on website\)](#) [Academic Misconduct](#), [Non-academic Misconduct](#) and [Appeals in Academic Matters](#).
- Information regarding support services.

## 1.2 Changes to the syllabus after distribution

After distribution, a syllabus may only be changed if no student in the class objects to such changes and the department head, or dean (or designate) in non-departmentalized colleges, is notified. Otherwise, methods, modes, and timing of assessment for all assessments must remain

as stated in the syllabus: no major graded assessment is to be newly assigned in a class and no changes to already set dates, or the stated grade weighting of graded assessments or outcomes is permitted.

However, it may be deemed necessary to revise a syllabus in ways that impact the methods, modes, and timing of class work (such as competencies, assignments, examinations, weighting of grades, etc.) to address emergency circumstances that may impact academic programming. Such changes will be permitted only if they have been approved by the dean's office of the college of instruction. The reasons for the changes to the syllabus will be communicated to the students affected.

### 1.3 Change of final examination date

- Once the registrar has scheduled final examinations for a term, educators wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the registrar, as well as authorization from the department head, or dean ([or designate](#)) in non-departmentalized colleges.
- It is the responsibility of the educator to arrange for rooms and invigilators for these changes.

### 1.4 Online Classes

Classes delivered online should be expected to deliver all assessments (e.g. mid-terms, final exams, oral exams, etc.) online. See the digital assessments section of the [Assessment Procedures](#) ([add link once posted](#)) for additional information on recommended practices and alternative practices.

## 2. Contact Hours and Availability of Educators

As per [Nomenclature](#), a three credit unit course involves approximately 30-39 direct instructional course hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

### 2.1 Availability of educator

Educators should make it known to the students through the class syllabus how they can be contacted to arrange for one-on-one consultation about class material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response to any enquiry.

## 3. Student Attendance

- Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).
- Attendance expectations apply equally to classes offered in a physical classroom, online, or through distance learning, though the practical requirements of

attendance may be defined differently in each instance.

### **3.1 Permission to attend and participate in classes**

- No person may gain the full benefit of instruction in a class without being duly registered in the class either as a credit or audit student. Educators must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student.
- Educators may invite visitors to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory, or tutorial assistants, and so forth).
- Primary educators of an online class may, at their discretion, open their class to a broader set of participants (including those not registered as students) provided that non-registered participants are not using software or materials limited by license for use by students. Educators shall not grade any work of such non-registered participants in these online courses. Retroactive registration or credit challenge by such non-registered participants will not be permitted.

### **3.2 No credit unless registered**

Only students who are registered in a class can receive credit for a class.

## **4. Class evaluation by students**

- Improvement of class delivery is an on-going responsibility of all educators. Student feedback is an important source of information to help guide educators in their search for improved delivery mechanisms.
- At the university, all classes will be evaluated by students on a regular basis using an approved evaluation tool. All educators have the responsibility to ensure that students have access to such an evaluation tool.
- Department heads, or deans (or designate) in non-departmentalized colleges, shall ensure that a process exists for educators to receive student evaluations on a regular basis, and for arranging an opportunity for constructive discussion of the evaluation as required. This discussion should centre on the importance of maximizing the educational experience through continual class delivery improvement.

## **5. Class Recordings**

- The university is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.
- Classes at the university may be recorded for learning or research purposes, subject to the regulations and procedures stated in this policy.

With permission of educators, presenters, and students, and following the procedures listed below, the university supports and encourages the audio and video recording of lectures and

other learning activities for purposes of teaching, learning and research.

### **5.1 Privacy, permission, and consent**

The classroom is a private space accessible only by members of a class, where student and educators alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

### **5.2 Intellectual property and copyright**

Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the educator. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

### **5.3 Accommodation for students with disabilities**

When an accommodation for recording lectures or classroom activities is authorized by Access and Equity Services, an educator must permit an authorized student to record classroom activity. Only the student with the accommodation would have access to this recording. Educators should consider the implications for student privacy when specific students are identified to the class as being permitted to record for this reason.

### **5.4 Responsibilities of educators and presenters**

For purposes of teaching, research or evaluation, educators may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be obtained prior to making recordings for teaching or research where a student's image or voice may be recorded.

If such permission is refused by a student, the educator will arrange for that student's image or voice not to be included in the recording.

### **5.5 Responsibilities of students**

Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the educator.

A student may record lectures without such permission only if the Access and Equity Services Office has approved this accommodation for the student. The educator will be notified of this accommodation. Such recordings would not be shared and would be deleted at the conclusion of the class.

### 5.6 Restrictions on use of classroom recordings

The use of recordings of classroom activities is restricted to use for teaching, learning, and research. Students may not distribute classroom recordings to anyone not registered in the class without permission of the primary educator.

Educators may use recordings for purposes of research, teaching evaluation, student evaluation, and other activities related to teaching, learning, and research. With permission of the educator, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an educator's teaching.

### 5.7 Storage, archiving, and permission to use

Permission for any use of a recording of class and other learning activities remains with the educator after the class term is ended. In a case where the educator is no longer available to give permission for use of a recording, the department head, or dean (or designate) in non-departmentalized colleges, can authorize such use only for purposes of teaching, learning, and research.

Students may retain recordings of classes and other learning activities solely for personal review and not for redistribution.

### 5.8 Special circumstances: clinics, training, art classes

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by educators or students takes place.

## Definitions

The following definitions apply to section 5 on course recordings:

- **Classroom:** For the purposes of section 6, a classroom is defined as any room or virtual location where students are directed to meet as part of class requirements. This includes tutorials, laboratories and web-conferences which are required elements of a class but does not include study groups and other voluntary student activities.
- **Educator and Primary Educator:** The word educator describes anyone who has a major teaching role, like a faculty member, instructor, preceptor, teaching assistant, etc. A primary educator is the individual with authority for decision making in the class, often including design, instruction, assessment and collection of student feedback.
- **Learning activities:** For the purposes of section 6, a learning activity is any gathering of students and educators which is required as part of the class requirements, such as a laboratory, seminar, tutorial, and so forth.
- **Presenter:** For the purposes of section 6, a presenter is defined as any individual who by