

## Form C2: HCA Combined Delivery Submission

This form is to be used in situations where an educational institution is planning to deliver the program using combined delivery, where a portion of theory coursework will be delivered over videoconference and/or in an online format<sup>1</sup>.

This form may also be used in conjunction with [Form A: New Program Recognition Submission](#) in cases where a new program is proposing to deliver the HCA Program in a combined delivery format or a [Form O: HCA Program Compliance Report](#) in cases where a recognized program approved for combined delivery is completing an HCA Compliance Reassessment.

### Please indicate one (or more) of the following reasons for form completion:

A new program is seeking to offer theory courses using combined delivery<sup>2</sup>

A recognized program is seeking to offer theory courses using combined delivery<sup>3</sup>

A recognized program (with approved combined delivery) is completing a compliance assessment<sup>4</sup>

A recognized program (with approved combined delivery) is making substantive changes

Other:

### Submission on [submitted date]:

#### 1: Program Information

Name of institution:

Title of program:

Website:

Max # of students per intake:

Max # of combined delivery intakes per year:

Program contact person (e.g. Department Head):

Name:

Title:

Telephone:

Email:

Subject Matter Expert for combined delivery:

Name:

Title:

Telephone:

Email:

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<sup>1</sup> Educational institutions must demonstrate that they meet guidelines for HCA Online Delivery and/or HCA Videoconference Delivery outlined in the HCA Program Recognition Guide.

<sup>2</sup> New program applicants should also submit a [Form A](#).

<sup>3</sup> Recognized programs are unable to apply for new program variations until they have achieved full recognition status.

<sup>4</sup> Submit with [Form O Compliance Report Submission](#).

## 2: Combined Delivery Methods

Select **one** of the following:

Videoconference delivery, supported by a learning management system

What is the videoconference application name (e.g., Zoom):

What is the learning management system name (e.g. Moodle):

Online delivery – what is the learning management system name (e.g., Moodle):

Synchronous

Asynchronous

Cohort based

Continuous intake

## 3: Program Resources

Briefly summarize the SME qualifications for combined delivery:

Who will provide IT support?

What resources and support will be available to instructors and students?

*\*Attach Job Descriptions and Resumes for the Combined Delivery Subject Matter Expert (SME) and Individual(s) providing technical support [Attachment 1: SME and IT Job Descriptions and Resumes]*

#### 4. Instructional Support / Program Delivery Coordination & Oversight

What is the instructor to student ratio for:

Theory classes:

Lab classes:

Who is responsible for hiring / orienting / supervising the performance of HCA program instructors?

What training and support is provided to the HCA Program Coordinator and HCA Instructors on the videoconference application and /or learning management systems?

For larger class sizes (i.e. more than 24 students), what additional supports are in place for instructors? Describe additional supports for instructors for tracking student attendance, monitoring student progress, grading assessments and/or developing interactive learning activities for larger class sizes.

*\*Attach job descriptions and resumes for the online HCA Instructor(s) and person(s) in charge of HCA combined delivery and support. [Attachment 2: Combined Delivery Instructor and Coordinator Job Descriptions and Resumes]*

## **5 Mechanisms for Student and Instructor Support**

Outline the student orientation to the video conference application and/or learning management system, including when the orientation is scheduled, who provides it and what is covered.

Who do instructors contact if they need technical support? Who do students contact? How is contact information provided?

Describe how instructors monitor student attendance and participation. When and how do instructors follow up with students?

## **6: Program Structure, Sequencing and Integration**

Describe the structure and sequencing of the program.

## **7: Program Delivery and Assessment**

Provide examples of strategies and/or activity types included in the course design to increase student engagement with peers and with the instructor. (e.g. Discussion forums, break out rooms, group projects, instructor-student check ins)

Are assessments conducted online or in person?

What processes, protocols and/or tools are in place to ensure the academic integrity of graded assignments and assessments?

## 8: Further Recommendations

Which external PAC member will advise on matters related to combined delivery? Briefly summarize how this individual is qualified.

***[Attachment 3: Attach the resume for the external PAC member who advises on matters related to combined delivery]***

## 9: Complete ONE of the following

Appendix A – Videoconference Delivery and Videoconference Delivery Checklist

**Note:** Depending on the extent to which an online learning management system will be used for program delivery, the Registry may also require educators to address online learning checklist criteria F-L as part of their approval process.

Appendix B – Online Delivery and Online Delivery Checklist

## Appendix A - Videoconference Delivery

1. Submit the following attachments:

### ***Attachment 4: Program Outline***

Attach a program outline that will be provided to applicants. Details pertaining to the videoconference application (e.g., Zoom), learning management system (e.g., Moodle) and technical requirements should be included. Given that students will be required to complete lab and practice education components in person and may be required to travel outside of their home community, clear details and logistics for these requirements need to be clearly outlined in the program information provided to students before they enroll.

### ***Attachment 5: Combined Program Delivery Schedule***

Attach a detailed combined program delivery schedule using [Template 3](#). Within the program delivery schedule, indicate course codes/names and key content/topics to be covered during each session, etc. For each session, specify hours and how content is being delivered (i.e. videoconference, and/or in-person on campus or in-person at a practice education site).

**Note:** A minimum of 78 hours of the Personal Care & Assistance course must be scheduled on campus, in the lab.

### ***Attachment 6: Sample Session Plan***

Attach a sample session plan, providing a breakdown of how a typical session may be structured. Indicate the Session Plan Title, Learning Objectives and Session Length and provide a breakdown similar to the following:

| <i>Topic</i> | <i>Timing</i> | <i>Delivery Method</i> | <i>Activity</i> | <i>Assessment</i> | <i>Resources</i> |
|--------------|---------------|------------------------|-----------------|-------------------|------------------|
|              |               |                        |                 |                   |                  |
|              |               |                        |                 |                   |                  |
|              |               |                        |                 |                   |                  |
|              |               |                        |                 |                   |                  |

2. Complete the Videoconference Delivery Checklist. For any standard noted as partially met/not met, describe how the program will meet this standard.
3. Programs applying for initial recognition of combined delivery are asked to indicate an optimal target date for a 2-hour meeting with the Registry to review the learning management system over the VC application.<sup>5</sup> If any items are still outstanding at the time of this meeting, requirements may be set.

Date:

4. Share any additional information:

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<sup>5</sup> HCA programs undergoing a compliance reassessment must provide the Registry evaluator with administrative access to the learning management system along with their [Form O Compliance Report](#) and Form C2 HCA Combined Delivery Submission.

## Videoconference Delivery Checklist:

This checklist has been developed in alignment with Section XXIV. HCA Videoconference Delivery Guidelines of the [HCA Program Recognition Guide \(2024\)](#). These are in addition to provincial standards that have set into place for all recognized BC HCA programs.

| Assessment Criterion                                                                                                                                                                                          | Assessment <input checked="" type="checkbox"/> |               |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------|---------|
|                                                                                                                                                                                                               | Fully Met                                      | Partially Met | Not Met |
| <b>A. Program Resources</b>                                                                                                                                                                                   |                                                |               |         |
| 1. The institution has an appropriately qualified online delivery Subject Matter Expert (e.g. Curriculum & Instructional Design Specialist) who is responsible for developing and maintaining online courses. |                                                |               |         |
| 2. The institution has dedicated personnel (e.g., IT department) to support a video conference delivery format.                                                                                               |                                                |               |         |
| 3. Videoconference delivery is supported by a learning management system where students can access program documents (e.g., course outlines, etc.) and submit assignments.                                    |                                                |               |         |
| 4. Students at all locations have reliable access to high-speed internet with sufficient bandwidth to support videoconference delivery.                                                                       |                                                |               |         |
| 5. Students are provided with all required learning resources (e.g., printed / online textbooks and learning materials) in advance of the program.                                                            |                                                |               |         |
| 6. Supplementary learning resources are available.                                                                                                                                                            |                                                |               |         |
| 7. All equipment listed on the minimum equipment checklist is available to students for the duration of skills-based training:-                                                                               |                                                |               |         |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                               |                                                |               |         |
| <b>B. Instructors / Staff</b>                                                                                                                                                                                 |                                                |               |         |
| 1. Instructor to student ratios for theory, lab and practice education meet minimum requirements and are sufficient to support learning groups from all learning locations.                                   |                                                |               |         |
| 2. The HCA Program Coordinator and HCA Instructors have received training for HCA program delivery using the chosen videoconference application (e.g., Zoom) and learning management system (e.g., Moodle).   |                                                |               |         |

|                                                                                                                                                                                                                                                                                                                                                       |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| 3. HCA clinical instructors and/or preceptors hired to support placements in regional areas are provided with a full orientation to the HCA program and the videoconference application (e.g., Zoom) and learning management system (e.g., Moodle), where relevant.                                                                                   |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                                                                       |  |  |  |
| <b>C. Mechanisms for Student and Instructor Support</b>                                                                                                                                                                                                                                                                                               |  |  |  |
| 1. The program ensures that students have a basic level of computer literacy prior to enrollment.                                                                                                                                                                                                                                                     |  |  |  |
| 2. IT support is available to assist HCA instructors, and students with videoconferencing application and the online learning management system during scheduled program hours.                                                                                                                                                                       |  |  |  |
| 3. An orientation with students is scheduled at the beginning of the program. The orientation includes an overview of videoconference application (e.g., Zoom) and the learning management system (e.g., Moodle), as well as expectations and protocols related to this delivery format and contingency plans for instances when technology may fail. |  |  |  |
| 4. If applicable, additional orientation sessions, with introduction to relevant program staff, are also provided (e.g., prior to the lab, clinical and practicum portions of the program).                                                                                                                                                           |  |  |  |
| 5. There are mechanisms in place to monitor student attendance and participation and for follow up with the student, where required.                                                                                                                                                                                                                  |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                                                                       |  |  |  |
| <b>D. Program Structure, Sequencing and Integration</b>                                                                                                                                                                                                                                                                                               |  |  |  |
| 1. Instructor – student touch points are strategically scheduled to support student success.                                                                                                                                                                                                                                                          |  |  |  |
| 2. Skills based training (i.e., a minimum of 78 hours of lab and 150 hours of clinical) is completed under the direct supervision of an HCA instructor.                                                                                                                                                                                               |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                                                                       |  |  |  |

| <b>E. Program Delivery and Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| 1. Learning activities are designed to increase student – student and student – instructor interaction. Learning activities are supported and monitored by the instructor. There is thoughtful integration of face-to-face learning, and these components are carefully planned to maximize interactive and applied learning opportunities (e.g., role plays, simulations, break-out rooms, lab skills practice, case study assessment). |  |  |  |
| 2. Guidelines for assessment are clearly articulated (i.e. assessments and rubrics are clear) and are available on the online learning management system.                                                                                                                                                                                                                                                                                |  |  |  |
| 3. For invigilated exams, details are provided on how to make arrangements for these.                                                                                                                                                                                                                                                                                                                                                    |  |  |  |
| 4. Protocols are in place to safeguard the academic integrity of graded assignments and assessments.                                                                                                                                                                                                                                                                                                                                     |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                                                                                                                                                          |  |  |  |
| <b>F. Further Recommendations</b>                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |
| 1. A minimum of one external member from the program advisory committee is appropriately qualified to advise on matters related to video-conference delivery                                                                                                                                                                                                                                                                             |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                                                                                                                                                          |  |  |  |

## Appendix B - Online Delivery

1. Submit the following attachments:

### ***Attachment 4: Program Outline***

Attach a program outline that will be provided to applicants. Details pertaining to the learning management system (e.g., Moodle) and technical requirements and equipment (e.g., webcam, microphone, internet accessibility, sufficient bandwidth, etc.) should be included. Given that students will be required to complete lab and practice education components in person and may be required to travel outside of their home community, clear details and logistics for these requirements need to be clearly outlined in the program information provided to students before they enroll.

### ***Attachment 5: Combined Program Delivery Schedule***

Attach a detailed combined program delivery schedule using [Template 3](#). Within the program delivery schedule, indicate course codes/names and key content/topics to be covered during each session, etc. For each session, specify hours and how content is being delivered (i.e. videoconference, online synchronous, online asynchronous, and/ or in-person on campus or in-person at a practice education site).

**Note:** A minimum of 78 hours of the Personal Care & Assistance course must be scheduled on campus, in the lab.

### ***Attachment 6: Sample Session Plan***

Attach a sample session plan, providing a breakdown of how a typical session may be structured. Indicate the Session Plan Title, Learning Objectives and Session Length and provide a breakdown similar to the following:

| <i>Topic</i> | <i>Timing</i> | <i>Delivery Method</i> | <i>Activity</i> | <i>Assessment</i> | <i>Resources</i> |
|--------------|---------------|------------------------|-----------------|-------------------|------------------|
|              |               |                        |                 |                   |                  |
|              |               |                        |                 |                   |                  |
|              |               |                        |                 |                   |                  |
|              |               |                        |                 |                   |                  |

2. Complete the Online Delivery Checklist. For any standard noted as partially met/not met, describe how the program will meet this standard.
3. Programs applying for initial recognition of combined delivery are asked to indicate an optimal target date for a 2-hour meeting with the Registry to review the learning management system over the VC application.<sup>6</sup> If any items are still outstanding at the time of this meeting, requirements may be set.

Date:

4. Share any additional information:

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<sup>6</sup> HCA programs undergoing a compliance reassessment must provide the Registry evaluator with administrative access to the learning management system along with their [Form O Compliance Report](#) and Form C2 HCA Combined Delivery Submission.

## Online Delivery Checklist:

This checklist has been developed in alignment with *Section XXIII. Online HCA Program Delivery Guidelines* of the [HCA Program Recognition Guide](#) . These are in addition to provincial standards that have set into place for all recognized BC HCA programs.

| Assessment Criteria                                                                                                                                                                                           | Assessment <input checked="" type="checkbox"/> |               |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------|---------|
|                                                                                                                                                                                                               | Fully Met                                      | Partially Met | Not Met |
| <b>A. Program Resources</b>                                                                                                                                                                                   |                                                |               |         |
| 1. The institution has an appropriately qualified online delivery Subject Matter Expert (e.g. Curriculum & Instructional Design Specialist) who is responsible for developing and maintaining online courses. |                                                |               |         |
| 2. The institution has dedicated personnel (e.g., IT department) to support online program delivery format.                                                                                                   |                                                |               |         |
| 3. There is a dedicated online learning management system where students can access program documents (e.g., course outlines, etc.) and submit assignments.                                                   |                                                |               |         |
| 4. Students at all locations have reliable access to high-speed internet with sufficient bandwidth to support online delivery.                                                                                |                                                |               |         |
| 5. Students are provided with all required learning resources (e.g., printed / online textbooks and learning materials) in advance of the program.                                                            |                                                |               |         |
| 6. Supplementary learning resources are available.                                                                                                                                                            |                                                |               |         |
| 7. All equipment listed on the minimum equipment checklist is available to students for the duration of skills-based training-                                                                                |                                                |               |         |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                               |                                                |               |         |
| <b>B. Instructors / Staff</b>                                                                                                                                                                                 |                                                |               |         |
| 1. Instructor to student ratios for theory, lab and practice education meet minimum requirements and are sufficient to support learning groups from all learning locations.                                   |                                                |               |         |
| 2. The HCA Program Coordinator and HCA Instructors have received training for HCA program delivery using the online learning management system (e.g., Moodle).                                                |                                                |               |         |

|                                                                                                                                                                                                                                                                                                          |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| 3. HCA clinical instructors and/or preceptors hired to support placements in regional areas are provided with a full orientation to the HCA program and the online learning management system (e.g., Moodle), where relevant.                                                                            |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                          |  |  |  |
| <b>C. Mechanisms for Student and Instructor Support</b>                                                                                                                                                                                                                                                  |  |  |  |
| 1. The program ensures that students have a basic level of computer literacy prior to enrollment.                                                                                                                                                                                                        |  |  |  |
| 2. IT support is available to assist HCA instructors; and students with online learning management system during scheduled program hours.                                                                                                                                                                |  |  |  |
| 3. An orientation with students is scheduled at the beginning of the program. The orientation includes an overview of the learning management system (e.g., Moodle), as well as expectations and protocols related to this delivery format and contingency plans for instances when technology may fail. |  |  |  |
| 4. If applicable, additional orientation sessions, with introduction to relevant program staff, are also provided (e.g., prior to the lab, clinical and practicum portions of the program).                                                                                                              |  |  |  |
| 5. There are mechanisms in place to monitor student attendance and participation and for follow up with the student, where required.                                                                                                                                                                     |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                          |  |  |  |
| <b>D. Program Structure, Sequencing and Integration</b>                                                                                                                                                                                                                                                  |  |  |  |
| 1. Instructor – student touch points are strategically scheduled to support student success.                                                                                                                                                                                                             |  |  |  |
| 2. Skills based training (i.e., a minimum of 78 hours of lab and 150 hours of clinical) is completed under the direct supervision of an HCA instructor.                                                                                                                                                  |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                          |  |  |  |

|                                                                                                                                                                            |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <b>E. Program Delivery and Assessment</b>                                                                                                                                  |  |  |  |
| 1. Learning activities are designed to increase student – student and student – instructor interaction. Learning activities are supported and monitored by the instructor. |  |  |  |
| 2. Guidelines for assessment are clearly articulated (i.e. assessments and rubrics are clear) and are available on the online learning management system.                  |  |  |  |
| 3. For invigilated exams, details are provided on how to make arrangements for these.                                                                                      |  |  |  |
| 4. Protocols are in place to safeguard the academic integrity of graded assignments and assessments.                                                                       |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                            |  |  |  |
| <b>F. Web Design Standards</b>                                                                                                                                             |  |  |  |
| 1. All online courses use a logical and consistent structure and design format.                                                                                            |  |  |  |
| 2. Course information is laid out in a clear and comprehensive manner.                                                                                                     |  |  |  |
| 3. Navigation throughout the courses is consistent, predictable and efficient.                                                                                             |  |  |  |
| 4. Hyperlinks and internal links are clearly identified (e.g., underlined).                                                                                                |  |  |  |
| 5. It is easy for the learner to move to from the course to outside links and back again.                                                                                  |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                            |  |  |  |
| <b>G. Technology Standards</b>                                                                                                                                             |  |  |  |
| 1. The course uses basic hardware, and free software plug-ins where required. Learners are informed of any specialized technology requirements.                            |  |  |  |
| 2. Faculty and student orientation and training regarding online delivery are provided prior to teaching/learning.                                                         |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                            |  |  |  |

| H. Course Information Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| 1. A course outline/syllabus and course description is provided to students in the first week of class and provides details on how the course will be delivered including information on: <ul style="list-style-type: none"> <li>o Fixed (synchronous) class times</li> <li>o Asynchronous class options (i.e. whether there will be recorded lectures or activities to be completed)</li> <li>o How students can communicate with / contact the instructor</li> <li>o How students can access/request IT assistance during and after hours</li> <li>o Learning activities (lectures, discussions, worksheets, etc.)</li> <li>o Participation expectations (e.g. in discussion forums)</li> <li>o Methods of assessment</li> <li>o How feedback will be provided</li> <li>o Expectations for conduct</li> </ul> |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |
| I. Writing Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |
| 1. The content is free of bias related to age, culture, ethnicity, sexual orientation, gender, or disability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |
| 2. All content in the course is appropriately cited.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |
| 3. The course readability level is appropriate for the level of the course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |
| 4. The course has no grammar, punctuation, or spelling errors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |
| J. Resources Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |
| 1. Learning materials are current and reflective of the role of HCAs in BC.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |
| 2. Learners are provided with various types of learning materials and modalities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |
| 3. A list of learner support resources with links to the sources is provided.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |

| <b>K. Organization Standards</b>                                                                                                                                                                                                                                                                                      |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| 1. The information is provided to the learner at the beginning of the course in a readily available way.                                                                                                                                                                                                              |  |  |  |
| 2. Detailed information regarding any face-to-face course/program elements (i.e., dates/times, duration, location) is provided prior to admission.                                                                                                                                                                    |  |  |  |
| 3. There is a course schedule which includes all learning activities and deadlines or other guidelines for when activities and assessments are to be completed.                                                                                                                                                       |  |  |  |
| 4. The learning material is presented in coherent learning segments (e.g., modules, lessons, tutorials).                                                                                                                                                                                                              |  |  |  |
| 5. Time commitment includes estimated time (e.g., hours per week or percentage of total course hours) learners are expected to spend on the learning activities.                                                                                                                                                      |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                                                                                                                                                                                       |  |  |  |
| <b>L. Pedagogy Standards</b>                                                                                                                                                                                                                                                                                          |  |  |  |
| 1. Instructions are clear and complete enough for learners to understand what is to be done, how it is to be completed, and how it is to be submitted.                                                                                                                                                                |  |  |  |
| 2. Instructions for each activity are easy to locate.                                                                                                                                                                                                                                                                 |  |  |  |
| 3. All required details are included.                                                                                                                                                                                                                                                                                 |  |  |  |
| 4. Clearly stated, detailed scoring rubrics or equivalents describe the important performance criteria expected of the learners.                                                                                                                                                                                      |  |  |  |
| 5. Details of the marking criteria that will be used for all graded / non-graded assignments are provided to learners prior to beginning the activity.                                                                                                                                                                |  |  |  |
| 6. The performance criteria align with the learning outcomes/objectives.                                                                                                                                                                                                                                              |  |  |  |
| 7. A variety of interactive and applied learning activities opportunities (e.g., group discussions, role plays, lab skills practice, simulations, audio/video recorded lectures or PowerPoints, case study assessment) are incorporated into the course, all of which facilitate deeper understanding of the content. |  |  |  |

|                                                                                                                                                     |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| 8. The course is designed to ensure feedback is prompt, timely, frequent, ongoing, appropriate, and has value to the learners.                      |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                     |  |  |  |
| <b>M. Further Recommendations</b>                                                                                                                   |  |  |  |
| 1. A minimum of one external member from the program advisory committee is appropriately qualified to advise on matters related to online delivery. |  |  |  |
| Comment on criteria assessed as partially met or not met. How does the program plan to address?                                                     |  |  |  |