

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE
REPORT TO SENATE
Dr. Lisa Ostiguy
May 17, 2013**

The Academic Planning and Priorities Committee met April 25, 2013. The APPC's discussion focused on the amended draft e-learning principles. The committee made some minor changes. They voted unanimously to recommend the adoption of the e-learning principles.

E-LEARNING PRINCIPLES

Preamble

The term e-learning describes teaching that utilizes technological tools and platforms for delivering academic content, organizing student learning activities, and assessing students' academic progress. As tools for teaching, e-learning technologies expand instructors' pedagogical repertoires. Thus, they support instructors' learning objectives by enabling different forms of interaction, practice, and specialized assistance than is readily available in other modes of teaching.

Concordia's student learning mission is guided by a strong commitment to providing a dynamic learning environment and to promoting the accessibility of university study. As part of this mission, e-learning provides students with engaging and personalized learning experiences and it expands accessibility by enabling off-campus, time-shifted, and self-paced learning.

Principles

1. E-learning experiences should contribute to the broader objectives of higher learning by creating a sense of integration and participation in an intellectual community, and developing skills, acquiring content and capacity for exchanges that are critical yet civil and constructive.
2. E-learning should be pursued inasmuch as it provides students with engaging learning experiences and maintains the accessibility of higher learning.
3. In working toward the broader objectives of higher learning, e-learning and conventional classroom teaching should be complementary.
4. The academic quality of e-learning courses or course components should be assessed on the same bases as in-person courses, specifically with respect to the level of academic challenge and learning outcomes.
5. As is the case for in-class learning, priorities for developing e-learning courses or course components should be set by academic units and individual instructors, in light of informed assessment of appropriate pedagogical and curricular uses of e-learning.
6. Concordia courses offered exclusively in an online format are to undergo the same approval and review processes that all other Concordia courses are, specifically with respect to department, Faculty, and Senate review.
7. University support for the development of e-learning courses or course components should guide instructors and programs in addressing the particular challenges of creating effective e-learning experiences.
8. Integrated planning around e-learning is needed to ensure that students and faculty have the necessary complement of services, facilities, and tools for the success of Concordia's e-learning initiatives.