

UPEI Framework for Online and Technology-Supported Learning: Guidelines, Documentation, and Resources

Introduction

The role of online learning in post-secondary education was significantly changed as a result of the COVID-19 pandemic. In March 2020, many universities closed or restricted access to in-person learning on campus, while moving programs and courses online. In general, this emergency response to alternate delivery happened without careful design or preparation of effective teaching and learning in a fully online environment. Now that Canadian universities have transitioned back to mostly in-person learning, there is an opportunity to reflect on their performance during the pandemic, particularly to identify what online options they wish to retain or further develop.

In November 2022, the Maritime Provinces Higher Education Commission, MPHEC, announced a requirement to develop and submit an institutional Framework for Online Learning. To support universities in this endeavor, MPHEC released [Guidelines for Institutional Frameworks for Online and Technology-Supported Learning](#). These guidelines identify expectations for developing and implementing online programs within a university. Universities were required to develop a framework that is aligned with these guidelines. Once a university has submitted its framework and received approval by MPHEC, it is no longer required to submit a program proposal to change an existing in-person program to online delivery.

In response to this new requirement from MPHEC, a Working Group was formed to develop a new Institutional Framework for Online Learning at UPEI. The initiative would provide institutional guidance for UPEI in future development of online, technology-supported, student-focused education and learning opportunities.

The working group was comprised of members from across campus who have expertise in areas such as instructional design, faculty development, academic oversight, technology infrastructure, planning, policy, and student support services, as they relate to online learning. Over two years between the Fall 2022 and Fall 2024, the Working Group developed a framework (described herein) that improves the coordination of talent, resources, and operational processes to further develop and support online learning at UPEI.

This document provides a summary of the Working Group's development of the framework. It includes six overarching themes: Planning and Policies; Infrastructure; Academic Oversight; Instructional Design; Instructional Support; and Student Support Services. These themes cover a range of online and technology-supported issues, from whole programs to individual course components. At an institutional level, they will help to identify strengths and weaknesses to enable plans for improvement. At a micro level, they also provide helpful guidance for specific programs, courses, or modules.

Each theme presents a standard that represents a general principle or quality indicator. The standard has a subset of criteria that identify the expectations related to the standard, as well as associated parameters to meet the required standard. These standards and criteria outline the necessary institutional resources and procedures to uphold an effective online teaching and learning environment.

Definitions of Delivery Modes

The MPHEC has adopted the following definitions of delivery modes as recommended by the Canadian Digital Learning Research Association (CDLRA).:

- **Online Learning:** all instruction is fully online and is:
 - Synchronous: instruction takes place in real-time and requires student presence.
 - Asynchronous: instruction is available for students to access at a time that works best for them.
 - Both synchronous and asynchronous
- **Hybrid Learning:** a required combination of online (synchronous or asynchronous) and in-person instruction. All students in a hybrid program are expected to undergo the same combination of online and in-person activities.
- **Hyflex Learning:** instruction is available simultaneously online (synchronous and/or asynchronous) and in-person. Students can decide which modality to use to access the program components and make that decision on an ongoing basis.
- **In-Person Learning:** all instruction takes place in an in-person setting.

Framework Guidelines

1. Planning and Policies				
Guideline		Resources	Status update	Documentation
1(a)	(i) Online and technology-supported guidelines are in place and updated through consultation and best practices.	• UPEI Online and Technology-Supported Learning Framework • Schedule for review of guidelines by APCC to follow normal policy administration cycle	• Framework in progress • Policy drafts are initiated, prepared and reviewed as and when required.	• Click resource link
	(ii) Senate-adopted common definitions for delivery modes align with MPHEC definitions and are clearly shared with campus.	• Useful Definitions • MPHEC Online and Technology Supported Learning Guidelines	• Course delivery modalities are posted with specific UPEI context as well. • MPHEC guidelines	• Click resource link
	(iii) Faculty, staff, and students have access to UPEI Senate policy on quality assurance of academic programming.	• UPEI Senate Policy on Quality Assurance of Academic Programs	• The policy was revised in May 2022 and will be reviewed in May 2028.	• See Appendix 1
1(b)	Faculty, staff, and students are provided with information on the location of resources specific to online and technology-supported learning so they can ask questions and access supports.	• UPEI Teaching and Learning Centre - Guidance on Using Generative AI in Teaching and Learning	• UPEI Teaching & Learning Centre’s Instructional Resources Hub provides support, especially Provisional Guidelines for the use of GenAI, for students as well as instructors.	• Click resource link

1(c)	Safeguards to support privacy, identity, and personal information in relation to online and technology-supported learning through institutional planning, policies are in place.	• Student Confidentiality • Access to Information and Protection of Personal Information Policy • ITSS Retention and Removal of Digital Course Materials Standard • Research Data Management University of Prince Edward Island • Tri-Agency Research Data Management Policy	• Students' files (academic and personal information), transcripts and release of grades are maintained and processed following strict procedures. • Access to Information Policy is reviewed every five years. • Instructors retain course access via the LMS for three years after course completion; students also have access for up to three years prior to graduation. • The Research Data Management strategy applies to all members of the University involved in research, with the goal to support the UPEI research community with the required systems, services, and support to facilitate best practices in research data management. The strategy also addresses the Tri-Agency Research Data Management Policy.	• Click resource link • See Appendix 2 • See Appendix 3, ITSS policy, pp. 2-3 • See Appendix 4, pp. 1 and 6 • Click resource links
1(d)	(i) Data on student engagement and performance regarding student progression and retention is tracked for evidence-based decision making and continual improvement measures.	• Office of Institutional Research	• The Office of Institutional Research collects, analyzes, and interprets data, undertakes trend analysis and projections to provide analytical and information services in areas including strategic planning, academic planning and development, enrolment management, support program outcomes, and other areas related to students experience and success.	• Click resource link
	(ii) Best practices are considered when developing student feedback methods to inform actions related to the quality of online and technology-supported learning and student experiences in these courses/programs.	• UPEI Teaching and Learning Centre • Instructional Resources Hub – Gathering and Implementing Student Feedback	• Rationale for adding: - Student feedback is considered to keep the student-centric approach as they are the key stakeholders, and to keep them at the center of academic decision-making. • Student feedback is gathered through different surveys for planning, teaching effectiveness and course development.	• Click resource link

1(e)	Policies and processes are in place to foster academic honesty and integrity, and how to address misconduct.	• Academic Integrity (Undergraduate Regulation 20) and Academic Integrity (Graduate Regulation 6) • Student Code of Conduct • Undergraduate Academic Regulations – UPEI Calendar 2024-2025 • UPEI Robertson Library Academic Integrity Portal • Program and Course Planning and Instructional Resources Hub – Academic Integrity and Academic Misconduct • Guidance on Using Generative AI in Teaching and Learning • Responsible Conduct of Research, Scholarly, and Creative Work	• The regulations for Undergraduate and Graduate students are clearly articulated for ethical academic conduct. • The Student Code of Conduct defines the standard of conduct expected of students and is reviewed once every five (5) years. Updated review is pending. • Academic Regulation 12 – Academic Appeals outline the processes students must follow when filing an appeal. • The Robertson Library’s online portals for students and instructors provide resources about academic integrity. • The tutorial developed by TLC in Program and Course Planning webpage provides a general introduction to academic integrity and academic misconduct at UPEI and provides examples to determine appropriate action. • Provisional guidelines are in place for the use of Generative AI for instructors and students, with additional resources. • The policy related to research; scholarly and creative work sets forth the standards for Research integrity at the University and is reviewed every five (5) years. Next review will be in 2029.	• Click resource links • See Appendix 5, pp. 3, item ‘s’ • Click resource link • Click resource link • Click resource links (common information is provided through the two links and arrive at the same place) • Click resource link • See Appendix 6, p.1 and p.13
1(f)	Policies, processes along with instructor and student resources and supports are in place to safeguard equity, diversity, inclusion and accessibility as they relate to online and technology-supported learning.	• EDI Strategy • Accessibility Services , Assistive Technology University of Prince Edward Island, and Information for Faculty and Instructors University of Prince Edward Island	• The EDI strategy ensures accessibility for students with diverse needs. • The University provides numerous resources in Assistive Technology to facilitate students’ online and technology-supported learning. The policy on Academic Accommodations for Students with Disabilities will be reviewed	• See appendix 7, p.4 • See Appendix 8 for policy, pp. 3-5 AND • Click resource links

		• Find Training and Resources Relevant to You • Instructional Resources Hub – Safeguarding EDI and Accessibility • Fair Treatment Policy	every five (5) years. The next review will be in 2029. • To safeguard equity, diversity, inclusion and accessibility, the Department of EDI & Human Rights has compiled a collection of training options. • Various types of training are available with resources for specific users such as instructors, students, etc. • The Fair Treatment Policy will be replaced by Harassment and Discrimination Policy, which is currently under development.	• Internal SharePoint UPEI employee training site • Click resource link • Click resource link
2. Infrastructure				
Guideline		Resources	Status update	Documentation
2(a)	Mechanisms are in place to identify when to update any technologies employed, to evaluate emerging technologies, and to ensure access for students and faculty.	• Audio Visual Guidelines and Standards • Classroom and Lab Software	• Audio visual guidelines are in place to provide AV solutions for meeting the modern teaching requirements. • Notice is provided for installation of new or upgraded software for timely execution for upcoming semesters.	• See appendix 9, p.3. • See appendix 10
2(b)	Appropriate risk management provisions are in place (e.g., to ensure technological infrastructure and course management systems are stable, reliable, well maintained, secure, and scalable; a disaster recovery plan is available in the event that services or technologies fail; faculty and students are not adversely affected should an agreement with a partner or contractor be repealed; and faculty and students are provided with timely updates about impending changes).	• Emergency/Crisis Response • Retention and Removal of Digital Course Materials Standard • Electronic Information and Systems Policy	• The VPAF has initiated a review of emergency and crisis response plans which will address continuity plans. • Procedures are in place for archiving and eventual removal of digital course materials. Ongoing review will be needed to align with university data retention policies that are in development. • The policy for acceptable use and security of UPEI’s electronic information, services, devices and facilities outlines administration of day-to-day responsibilities for Unit Heads.	• Click resource link • Link is for internal sign-in only • See appendix 11, pp. 3-5, items 4.3.1; 4.3.3; 4.3.4; 4.3.8; 5.2.1; and 5.5.

		• System Maintenance Standard • Wireless Network Security Standard	The policy is reviewed every five (5 years), and will be reviewed in 2028. • Routine as well as emergency maintenance standards are in place following a schedule, and required protocols are followed in case of an emergency. • The standard enables identification and evaluation of devices that might be causing interference to take precautionary steps.	• See appendix 12, p. 4 • See appendix 13, p. 2
2(c)	The institutional, departmental, or unit budgets account for investment, as needed, in appropriate technical and physical infrastructure (e.g., library services, laptop loan programs, computer labs and printing services, subscriptions and licenses to online educational resources and software, and on-campus spaces that support the use of online technology).	• Computer Modernization and Replacement Program • Library resource reports for new or modified courses and programs • Robertson Library Computer Information • Laptop borrowing policies from Robertson Library	• The program ensures access and availability of computers and computing resources for full-time faculty and staff, ensuring compatibility with UPEI's operational requirements. • Department chairs and program coordinators contact the University Librarian so that a library resources report can be prepared for new programs, new courses, and programs undergoing quality assurance reviews. This report includes budget requests for library subscriptions and purchases when appropriate. • Computers in the Library are available to UPEI users and community patrons during all library opening hours. • Students and employees can borrow laptops from Robertson Library for a 28-day period.	• See appendix 14 • See appendix 15 • Click resource link • Click resource link (the link also provides information about printing services, installed software etc.)

3. Academic Oversight				
Guideline		Resources	Status update	Documentation
3(a)	Program development committees or equivalent have members who can effectively assess the design of online and technology-supported programs or are required/encouraged to consult with appropriate professionals who can do so.	- Revised APCC templates (for effective assessment of the design of online / tech-supported programs) - Consultation with TLC Instructional Designers - Rubric or checklist for use during the course / program development process Course Delivery Format Scoring Sheet - Copy.xlsx	- For effective assessment of the design of online / tech-supported programs - Consultations are ongoing and curriculum development and review committees are encouraged to include an Instructional Designer from the TLC team. - Decision-making rubric has been developed.	- See appendix 16 - Click resource link for the Scoring sheet, and see appendix 17 for the decision-making format
3(b)	APCC regularly reviews programs and courses to ensure: - appropriateness of the mode of delivery and its impact upon the pathways for students; - access to and utilization of student support services, staffing and other resources; - curriculum continues to be aligned with articulated learning outcomes; and - consistent pathways to graduation for students. Internal formative course reviews are conducted after 1-2 offerings of newly developed online or technology-supported courses.	UPEI Senate Policy on Quality Assurance of Academic Programs - MPHEC: New Programs and Ongoing QA - Documentation / checklist for review processes (Office of Quality Assurance and Planning) Course Delivery Format Scoring Sheet - Copy.xlsx - Training and workshops (TLC) Learning Events and Activities University of Prince Edward Island	- On-going programs go through a 7-year cyclical QA review - New programs undergo an external review after 1 or 2 cohorts have graduated. - The draft documents will help determine course delivery mode with a series of considerations for conducting a program or course review for online or technology supported courses. - The training and workshop activities are posted on the campus and Teaching and Learning Centre events calendars and are open to all instructors, instructional and academic support staff and instructors-in-training.	- See appendix 1 - Click resource link for the Scoring sheet, and see appendix 18 - Click resource link
3(c)	(i) Induction and Professional development training opportunities include both technical and pedagogical aspects of online and technology-supported learning.	- Training to onboard instructors before teaching online - Moodle course shell - Teaching Online - Training for academic administrators and senators around how to judge the appropriateness, accessibility, and	- A micro course is under development and is scheduled to be ready by the end of Fall 2026. - Materials will be prepared for Fall 2026.	Link for course will be provided upon completion

		strategic fit of online courses and programs Training for academic support staff to meet the unique needs of online learners	Materials to be developed in collaboration with staff in Student Affairs by Spring 2027. Following consultation with new AVP Students, a timeline will be established.	
	(ii) Academic regulations reflect needs, concerns, and issues specific to online and technology-enhanced teaching and learning.	UPEI Academic Regulations: Undergraduate; Graduate	Rationale for adding the guideline: - To enforce standards for in-person/ on-campus delivery and online delivery modes, adding an academic regulation to delivery mode gives more regulation for the purposes of scheduling. - Historically, the lens of academic regulations has been primarily for on-campus students and not always taking into account the needs of online students or those not physically on campus. There need to be options available for those students to address their concerns.	Note: No specific regulation addresses this guideline. As a guiding principle, all new or updated regulations should consider issues related to online learning, and there could be an exercise to review all current regulations to address gaps. APCC is the committee of Senate that reviews and recommends for approval of Academic Regulations.
3(d)	Faculty are assisted in making the transition between different delivery modes.		Instructional design support and professional development to prepare instructors for online and technology enhanced teaching are noted in 3(c) and in the Instructional design section of the framework.	Link for course will be provided upon completion
4. Instructional Design				
Guideline		Resources	Status update	Documentation
4(a)	The development of new and modified programs with online or other technology-supported learning is based on quality standards and sound educational principles and ensures that faculty and staff understand that program outcomes are independent of delivery mode.	Quality Assurance Guidelines for Academic Units Instructional Resources Hub—Quality Standards and Sound Educational Principles UPEI Office of Quality Assurance and Planning	- The student-centered new and modified programs are reviewed for continual improvement on a cyclical basis. - This provides support and framework for instructors in developing new and existing courses. - The Office of Quality Assurance and Planning coordinates and supports the academic as	- See appendix 19, p. 1 - Click resource link - Click resource link

		• APCC New / Revised Program Forms • Course Delivery Format Decision-Making	well as non- academic units in ongoing quality assurance by managing the review process. • These forms are for internal use and require access. • Draft document for making decisions related to course delivery format that integrates pedagogical and logistical feasibility; ethical and equity considerations; and Institutional alignment and compliance	• Link is for internal sign-in only • Click resource link
4(b)	(i) Incorporate inclusive assessment design to meet the needs of diverse learners.	• UPEI Procedures and Guidelines on Academic Accommodations for Students with Disabilities – January 2023 • Teaching and Learning Centre - Consultations, Observations, and Services • UPEI Accessibility Services OR Assistive Technology University of Prince Edward Island • EDIHR Office - Resources for Instructors • Teaching and Learning Guide for UPEI Instructors – Open Textbook • Accessibility Information for UPEI Faculty and Instructors • Instructional Resources Hub – Inclusive Assessment Design • The Universal Design for Learning Guidelines - CAST	• Procedures and guidelines provide information on the academic accommodations students can avail. • This provides access to teaching and Learning Centre’s team for one-on-one consultations for inclusive assessment design. • The links provide information on services provided and the technologies available. • EDI related resources • The open textbook by Teaching and Learning Centre provides teaching and learning guide for the instructors. • Assistive Technologies are designed to facilitate student learning and assessment through different software and applications. • The link provides support to the online framework. Information is available for faculty and instructors on various aspects of inclusive assessment design. • Previous link updated as IRN has merged with CAST. Universal Design for Learning is a	• See appendix 20, pp. 2-3 • Click resource link • Click resource link • Link is for internal sign-in only • Click resource link; Part II, section 6 • Click resource link • Click resource link • Click resource link

		Academic Instructional Skills Program micro course – Introduction to course design	foundational framework for inclusive course design. One section of this micro course focuses on Inclusive Course design which includes designing inclusive assessments.	Link is for internal sign-in only
	(ii) Develop disciplinary skills progressively.	UPEI Teaching and Learning Centre - Consultation, Observation, and Services Academic Instructional Skills Program (AISP) University of Prince Edward Island Instructional Resources Hub – Develop Skills Progressively	- Information for Instructors to access services and resources through the Teaching and Learning Centre - The Academic Instructional Skills Program is a certificate program that is designed to provide learners with a foundation for teaching. The program is comprised of required and elective micro courses to earn the certificate and focuses on four pillars of teaching: Instructional skills, Learner-centeredness, Professional growth & development, and Digital spaces and learning technologies. - The development of course and program learning outcomes are facilitated for optimum student success.	- Click resource link - Click resource link - Click resource link
	(iii) Map knowledge, skills, and assessment tasks to learning outcomes.	UPEI Teaching and Learning Centre - Consultation, Observation, and Services Instructional Resources Hub – Curriculum Mapping	- Teaching and Learning Centre staff are available for curriculum mapping support and can provide instructional design services for developing learning outcomes, etc. via consultation. - Resources are available for curriculum mapping to design courses that effectively meet learning outcomes.	- Click resource link - Click resource link
	(iv) Consider the implications of cohort models and other team, collaborative, and networked learning environments.	UPEI Teaching and Learning Centre - Consultation, Observation, and Services - Instructional Resources Hub – Networked and Collaborative Learning Models	- Administrators and Instructors can access services and resources through the Teaching and Learning Centre to assist in making decisions associated with different learning environments. - Program designing is facilitated by a choice of approaches that can be considered for student learning.	- Click resource link - Click resource link

	(v) Facilitate interaction between support staff, faculty, and students.	• Faculty Association Collective Agreement: A-8.2 (Teaching and Advising); and A-9.3 (Librarians’ Professional Practice) • UPEI Teaching and Learning Centre - Consultation, Observation, and Services • Faculty work groups for lab instructors • Instructional Resources Hub - Facilitate Interaction	• The Faculty Association Collective Agreement ensures interactions between support staff, students, and faculty through respective mechanisms. • Teaching and Learning Centre staff are available to assist with program and course design to facilitate interaction and connection between staff, faculty, and students. • Periodically, TLC will host working sessions for lab instructors on topics of interest to staff in this type of instructional role. • Some resources have been curated. Further development of the page to provide additional information is planned for Fall 2026.	• See appendix 21, A-8.2; and A-9.3 • Click resource link
4(c)	Student feedback about the quality of online and technology-supported learning is regularly sought, and course and program updates incorporate this feedback.	• Collective Agreement with the Faculty Association.	• Student Opinion of Teaching Surveys are mandated under the Collective Agreement. • TLC will develop a document to help with assessments of online courses and programs.	• See appendix 21, Section E1.3 (pages 57- 60). • In progress

5. Student Support and Services

Guideline		Resources	Status update	Documentation
5(a)	Clear and consistent communication about the delivery mode for a program is provided to students in program materials and for each course in a program at the point of registration.	• Useful Definitions • MyUPEI labels • Scheduling Policy - UPEI	• Definitions of delivery modes, as recommended by CDLRA, are posted for information specifically at the time of registration. The information also provides UPEI context for internal context. • The students can apply filters to select their preferences for Instruction Type as “Not online” or “Online”. • The policy provides definitions and principles for scheduling and will be updated in January 2030	• Click resource link • This link is only for internal sign-ins • Click resource link, item 2

5(b)	Student orientation is provided for programs and courses with online and technology-supported learning, which includes: - the required or available technology and materials to participate (e.g., clarification on library access, and tools, equipment, or software to be purchased or provided); - the level of preparation (e.g., technical knowledge and skills); - expectations of compliance with institutional policies; - any additional costs associated with the mode of delivery; - the kinds of support and protection available to them (e.g., intellectual property and privacy); and - staff and faculty availability.	Moodle/LMS – Welcome to Moodle video Helpdesk@upei.ca Studentsupport@upei.ca Subject librarians can provide course-specific information or instruction upon request Policies: Academic Integrity, etc. UPEI policies, procedures and guidelines - Generative Artificial Intelligence Guidelines for Students https://sites.google.com/upei.ca/student-ai-hub/home	- Welcome video helps the students navigate through different options which facilitate e-learning as well. - Help desk and students support emails are active email addresses for students to use. - Liaison (Subject) Librarians can provide advanced research, and discipline specific, assistance. - Institutional policies, procedures and guidelines are available for easy access to relevant information. - The GenAI guidelines are available for students on the use of generative AI in their courses.	- Click resource link - Active email addresses - Click resource link - Click resource link - Click resource link
5(c)	A range of support services are accessible, especially for students who study fully or mostly online (e.g., accessibility services; academic advising, library services; technical support and training; career services; health services).	Student Services and Counselling ITSS Robertson Library Health Centre Studentsupport@upei.ca Health and Dental Coverage	- Counselling Services and Academic Support Services provide a range of services to students. - ITSS provides information and technology support and services to the campus community. - Robertson Library provides various services to students related to loans, academic writing, etc. - The Health and Wellness Centre provides support for physical and mental well-being through accessible care. - Active email address for students' use - All students can avail themselves of the Health and Dental coverage as per the benefits available to them.	- Click resource link - Click resource link - Click resource link - Click resource link - Active email address - Click resource link

		• Career Services Website	• The Career Services Office provides students with a wide range of services related to their specific needs.	• Click resource link
5(d)	Online and technology-supported learning includes provisions designed to meet the needs of learners with disabilities (e.g., closed captioning, compatibility with screen readers).	• UPEI Accessibility Services & Assistive Technology University of Prince Edward Island • Academic Accommodations for Students with Disabilities Policy • Academic Accommodations for Students with Disabilities Guidelines • Counselling Services • Accessibility Services - Information for Faculty and Instructors https://www.upei.ca/accessibility/resources-faculty	• Accessibility Services provides students with a wide range of services, specific to their assistive needs. • The policy provides provisions in different circumstances for students with disabilities. The policy is reviewed every five years and will be reviewed in 2029. • The guidelines provide details of academic accommodation, their provision, and the process to be followed. • Faculty and Staff Guide is available to help students in distress, in addition to provisions by Accessibility Services. • Accessibility Services has developed a resource page that gives specific “Information for Faculty and Instructors”	• Click resource links • See appendix 8, pp. 3-4. • See appendix 20, pp. 2-5 • See appendix 22, pp. 14-15 • See appendices 23 and 24; click resource link for Accessibility Services
5(e)	Students provide feedback on support mechanisms and services provided fully or partially online.	• Faculty/Departments • Helpdesk@upei.ca • Studentsupport@upei.ca • Student Union • Student Affairs • Process for feedback through regular meetings between Student Union executive members and academic administrators	• Academic units receive feedback from students during the semester through Student Opinion of Teaching Survey (SOTS). Questions are added to the generic template by respective units according to their requirements. • Helpdesk and Studentsupport are active email addresses. • The Student Union executives meet with the Vice President, Academic & Research for regular meetings throughout the academic year.	• See appendix 25 • Active email addresses for internal sign-ins

5(f)	Guidelines for online student behavior and etiquette foster positive interaction, and chat rooms and other interactive features are moderated by staff/faculty.	• Student Code of Conduct • ITSS Use Policy Acceptable Use Policy University of Prince Edward Island	• The Student Code of Conduct applies to the non-academic conduct of students that occurs on campus, off campus or electronically. • The Acceptable Use Policy by ITSS clearly outlines unacceptable uses of computing and networking facilities.	• See appendix 5, p. 1; p. 4, item 7 • Click resource link
5(g)	Policies determine when interventions are needed to support students in need of support, at risk of failure, or discontinuation of studies.	• Academic Regulations (Academic Standing) Undergraduate Academic Regulations – UPEI Calendar 2024-2025 • UPEI EDI Strategy • Student of Concern • Scholarships and Awards • LMS analytics guidelines and procedures	• Regulation 17 - Academic Standing informs students of their academic performance based on their CGPA. • The EDI Strategy focuses on removal of barriers for students’ success throughout their academic journey. • The Student of Concern Form is used when reporting an urgent concern to call 911. • Students can apply for a variety of scholarships and awards, demonstrating financial needs. • In development with anticipated completion in Fall 2026.	• Click resource link, item # 17 • Click source link, pp. 3-4 • The form can only be used by anyone with a UPEI email address as it requires approval for sign-in. • Click resource link

6. Instructional Support

Rationale for adding the dimension: Research calls for appropriate onboarding and ongoing PD for instructors that focuses specifically on teaching and learning in online and technology-supported settings which promotes use of evidence-informed practices which pay close attention to pedagogy, OER, and equity.

Reference: VanLeeuwen, C.A., Veletsianos, G., Belikov, O. Johnson, N. (2020). Institutional perspectives on faculty development for digital education in Canada. *Canadian Journal of Learning and Technology*, 46(2), 1-20. <https://doi.org/10.21432/cjlt27944> (Relevant pages: 10-13.)

Guidelines	Resources	Status update	Documentation
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6(a)	Instructors are provided with / participate in on-boarding training for online and tech-supported education.	- Regular offerings of Moodle Essentials workshop in-person and online - Academic Instructional Skills Program (AISP) Courses – Teaching Online, Blended Learning, Teaching with Technology, Moodle Essentials - Faculty Academy for Online Educators (a variation of Sessional Faculty Academy currently offered at the start of each fall and winter semester Course: Instructor Quick Start: Teaching at UPEI Moodle	- The link provides regular offerings of Moodle Essentials workshop in-person and online. It is also offered as an in-person session in August each year as part of regular onboarding for instructional colleagues. - These onboarding and professional development resources are available as online, on-demand micro courses for all instructors. This program provides an opportunity to develop evidence-based teaching expertise and skills that are relevant across disciplines in postsecondary education. - Faculty Academy is an onboarding session designed to support new and recently hired sessional instructors and faculty. Details of sessions are shared on TLC's and University's various communication platforms.	- Click resource link. The link is only for internal sign-ins - Click resource link. The links are only for internal sign-ins - Click resource link. The link is only for internal sign-ins
6(b)	Instructors are provided with resources to assist them in selecting textbooks and developing online course materials.	Atlantic OER OER Development Grants Online reserves at Library	- Free to use and openly licensed teaching and learning materials for instructors to use for course designing and delivery. - The grants are intended for individuals, departments, groups, and institutions to encourage and support educators in the adaptation, adoption, creation, and curation of OER. - The Library and the Bookstore have developed a revised process for the Library to efficiently receive information about required and recommended course materials.	- Click resource link - Click resource link - Click resource link

6(c)	Administrators and review committees understand and value online and technology-supported teaching and use holistic approaches in the assessment and evaluation of online and technology-supported teaching.	- Annual training workshop for Dept. Chairs and Deans incorporates a module about online and technology-supported teaching and how to provide appropriate comments and advice as part of faculty reviews - Training for (new) DRC and URC members ensures that designated evaluators have appropriate knowledge and skills to assess online and technology-supported teaching https://sites.google.com/view/instructional-resources/additional-resources/professional-growth-development	- A module for training will be developed to facilitate Department Chairs and Deans, with completion in Winter 2027. - Office of Faculty Relations, in collaboration with TLC, will develop training resource materials, with completion by Winter 2027. - Instructional Resources Hub has links to four different frameworks for sharing evidence of effective teaching. - Senate Committee for Teaching Evaluation is currently looking at processes and frameworks.	Click resource link
6(d)	(i) Courses are scheduled and assigned with adequate time and funding for course development in the appropriate modality.	UPEI Faculty Association Collective Agreement.pdf	- Course assignment and Instructor hiring practices in FA Collective Agreement - Start dates for sessional contracts (Collective Agreement)	- See appendix 21, section B3.4, pg. 25-26 - See appendix 21, section G1.2, pg. 107-108
	(ii) Intellectual property rights of Subject Matter Experts (SMEs) are addressed so that online course materials can be used by other instructors to ensure continuity within online programs.	UPEI Faculty Association Collective Agreement.pdf	Intellectual Property rights for SMEs engaged in the development of online and technology-enhanced courses and programs	See appendix 21, section H4.4 and 4.5, pg. 136

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