

Teaching & Learning

Course Standards

For Use of Brightspace in

Face-to-Face

Synchronous

and

Asynchronous Courses

Maine’s community colleges are committed to providing all students with high-quality, relevant, and accessible education and to maintaining instructional continuity. The common course shell elements below will ensure that all students have access to the same minimum content and to the functionality that the learning management system provides. Consistency across courses and modalities empowers students as engaged learners and promotes student success. This comprises a minimum level of course shell content expected for all courses; colleges can add to these expectations as they see fit.

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|  | **Standards for Face-to-Face Courses:** | Checkmark |
| 1. | All face-to-face courses will utilize the college Learning Management System (Brightspace). |  |
| 2. | Detailed syllabus that explains all course policies, expectations, schedules, due dates,  assessments, learning outcomes, and faculty contact information will be posted in Brightspace at the start of the course. Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments). |  |
| 3. | When possible, use multiple and varied assessments within Brightspace that connect to learning goals, course outcomes, and course content. |  |
| 4. | The course will utilize the Content area to list the course outline. Assignments will be submitted via Brightspace when possible. |  |
| 5. | Build and use the gradebook within Brightspace to align with the syllabus. Clearly state all grading expectations, calculations, and policies (late & missing work, extensions, etc.) for students. |  |
| 6. | Post grades and provide feedback within Brightspace for all student work within 7 days of due date. |  |
| 7. | Record weekly attendance in Brightspace according to college policies. |  |
| 8. | Any required third party platforms or publisher systems such as Pearson, Cengage, etc. will be integrated into the Brightspace course (if integration is not possible, a link may be utilized). |  |
| 9. | All courses will follow the published course meeting schedule as listed on the course schedule. |  |
| 10. | All course components, resources, and third-party technologies will meet required accessibility and ADA standards. |  |
| 11. | Course learning outcomes are clearly defined, measurable, and aligned to learning activities and assessments. |  |
| 12. | Directions are provided for using technology tools (websites, software, and hardware) are clearly stated and supported with resources. Course technologies are current and work on Windows or Mac OS computers (as required). |  |
| 13. | A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent layout and organization, clear instructions, self-evident titles, and descriptions). |  |

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|  | **Standards for Synchronous Online Courses:** | Checkmark |
| 1. | All synchronous online courses will utilize the college Learning Management System (Brightspace). |  |
| 2. | Detailed syllabus that explains all course policies, expectations, schedules, due dates,  assessments, learning outcomes, and faculty contact information will be posted in Brightspace at the start of the course. Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments). |  |
| 3. | When possible, use multiple and varied assessments within Brightspace that connect to learning goals, course outcomes, and course content. |  |
| 4. | The course will utilize the Content area to list the course outline. Assignments will be submitted via Brightspace when possible. |  |
| 5. | Build and use the gradebook within Brightspace to align with the syllabus. Clearly state all grading expectations, calculations, and policies (late & missing work, extensions, etc.) for students. |  |
| 6. | Post grades and provide feedback within Brightspace for all student work within 7 days of due date. |  |
| 7. | Record weekly attendance in Brightspace according to college policies. |  |
| 8. | Any required third party platforms or publisher systems such as Pearson, Cengage, etc. will be integrated or linked into the Brightspace course (if integration is not possible, a link may be utilized). |  |
| 9. | All courses will follow the published course meeting schedule as listed on the course schedule. |  |
| 10. | All course components, resources, and third-party technologies will meet required accessibility and ADA standards. |  |
| 11. | Course learning outcomes are clearly defined, measurable, and aligned to learning activities and assessments. |  |
| 12. | Directions are provided for using technology tools (websites, software, and hardware) are clearly stated and supported with resources. Course technologies are current and work on Windows or Mac OS computers (as required). |  |
| 13. | A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent layout and organization, clear instructions, self-evident titles, and descriptions). |  |
| 14. | Course activities and assessments meet the instructional standards, rigor, and commitment of a traditional college course. Course activities and content should reflect credit hour definitions as articulated by NECHE’s Policy on Credits and Degrees. |  |
| 15. | All synchronous courses will use the college video conferencing system that is integrated or linked in Brightspace. |  |
| 16. | Video conference meetings should be recorded and closed captions should be enabled for all recorded conference meetings. |  |
| 17. | We strongly encourage students to turn on their cameras during Zoom sessions for full participation in the learning experience. Attendance may be required, but an instructor cannot require a student’s camera to be on during Zoom. Other methods of ensuring attendance should be used. Exceptions to this requirement include exam proctoring, required demonstrations of tasks, and scheduled assessments (assessments do not include class participation, lecture, or general interaction). |  |
| 18. | Learning content and activities cannot be solely based on publisher material or third-party resources. |  |

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|  | **Standards for Asynchronous Online Courses:** | Checkmark |
| 1. | All asynchronous online courses will utilize the college Learning Management System (Brightspace). |  |
| 2. | Detailed syllabus that explains all course policies, expectations, schedules, due dates,  assessments, learning outcomes, and faculty contact information will be posted in Brightspace at the start of the course. Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments). |  |
| 3. | Use multiple and varied assessments within Brightspace that connect to learning goals, course outcomes, and course content. Course content should include regular and recurring assignments/discussions that require instructor engagement, feedback, and grading. |  |
| 4. | The course will utilize the Content area to list the course outline. Assignments will be submitted via Brightspace. |  |
| 5. | Build and use the gradebook within Brightspace to align with the syllabus. Clearly state all grading expectations, calculations, and policies (late & missing work, extensions, etc.) for students. |  |
| 6. | Post grades and provide feedback within Brightspace for all student work within 7 days of due date. |  |
| 7. | Record weekly attendance in Brightspace according to college policies. |  |
| 8. | Any required third party platforms or publisher systems such as Pearson, Cengage, etc. will be integrated into the Brightspace course (if integration is not possible, a link may be utilized). |  |
| 9. | All courses will follow the published course meeting schedule as listed on the course schedule. |  |
| 10. | All course components, resources, and third-party technologies will meet required accessibility and ADA standards. |  |
| 11. | An orientation or overview is provided for the course overall and for module structure. |  |
| 12. | Directions are provided for using technology tools (websites, software, and hardware) are clearly stated and supported with resources. Course technologies are current and work on Windows or Mac OS computers (as required). |  |
| 13. | A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent layout and organization, clear instructions, self-evident titles, and descriptions). |  |
| 14. | Course activities and assessments meet the instructional standards, rigor, and commitment of a traditional college course. Course activities and content should reflect credit hour definitions as articulated by NECHE’s Policy on Credits and Degrees. |  |
| 15. | Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement. |  |
| 16. | Learning content and activities cannot be solely based on publisher material or third-party resources. |  |
| 17. | Course offers substantial and recurring opportunities for class interaction and constructive collaboration (discussion forums, peer reviews, group/partner work, etc.) |  |
| 18. | Teachers must establish presence in the asynchronous learning environment through regular communication with the class and individual students. This can be done through various methods of teacher participation, including but not limited to: engaging in discussion boards, posting regular announcements, and giving students prompt and personal feedback. |  |