

## **Policy: Distance Learning Course Review**

### **Purpose:**

The purpose of the policy is to ensure that all courses, regardless of modality, utilize universal design principles, and that all courses delivered online (asynchronous, blended, and Hyflex) are developed and designed in a consistent manner that supports student success.

### **Policy:**

All newly developed online courses (asynchronous, blended, and Hyflex courses) must be reviewed utilizing the SUNY OSCQR rubric, or its equivalent, as identified by the college.

All asynchronous courses must utilize the SUNY Broome established Learning Management System (LMS) template, provided by the Instructional Designers (no later than Fall 2022).

All existing asynchronous, blended online, and Hyflex courses must undergo the SUNY OSCQR review process by the end of 2024, based on a schedule to be developed with the Assistant Dean of Distance Learning and Professional Development, in collaboration with department chairs or coordinators. After the initial review, courses will be expected to be reviewed in coordination with the course assessment cycle.

Regardless of modality, all courses utilizing the LMS must undergo a review, utilizing the accessibility tool built into the LMS.

### **Procedure:**

**New:** New distance learning courses must be reviewed using the SUNY adopted tool, currently the SUNY OSCQR rubric.

**Existing courses:** The course will be reviewed by one of the Instructional Designers and the faculty member will be provided with specific feedback necessary to meet the SUNY OSCQR standards. The faculty member will be expected to make the changes to ensure the standards are met. The department chair will review the recommendations and subsequent changes to the course, in consultation with the instructional designer. The department chair will inform the division dean and the Assistant Dean of DL/PD when the course meets the SUNY OSCQR standards.

### **Definitions:**

**Learning Management System (LMS):** a software application (e.g., Blackboard, Bright Space) for the administration, documentation, and delivery of educational courses and programs.

**Modality:** the instructional delivery method used within a course. At SUNY Broome, course modality is signified by specific codes and includes the following:

- **Asynchronous:** a fully online course in which all coursework is delivered asynchronously

(remotely) via the LMS. Students are not required to log into the LMS on specified days or times.

- **Blended:** a course which meets both face-to-face and online via the LMS. Students meet face-to-face on campus as scheduled and complete remaining work online. Online components may be either asynchronous or synchronous and are noted in course comments.
- **Hyflex:** courses are delivered in three modalities: face-to-face, online asynchronous and onlinesynchronous.
  - Students may choose to attend each class session via the method of their choice.
- **Synchronous:** classes meet on specified times and days as indicated in the course schedule. Courses may be either:
  - **Online Remote Synchronous:** the course is offered completely online, but meets on specified days and times, or
  - **Traditional:** classes meet on campus face-to-face on specified times and days.

**SUNY OSCQR:** SUNY Online Course Quality Review Rubric: a rubric utilized to help guide, inform, and drive design of online courses during the course development and course refresh processes. The rubric utilizes research-based effective processes and standards to improve the quality, effectiveness, and efficiency of online course design. It is not an online course evaluation or quality assurance procedure, but a professional development exercise.

**Universal design:** the design and composition of an environment, whether physical or virtual, which is accessible, able to be understood/maneuvered and can be utilized by the greatest number of people, regardless of ability. The diverse needs and abilities of all users are considered and planned for throughout the design process in a proactive versus reactive manner, and barriers which people may face are addressed during the design process. This results in an environment which is equitable, flexible, intuitive, and accessible, with or without assistive technology, reducing stigma and empowering people of all abilities.