College of the Arts Covid-19 Online Learning Policy

Summer 2020

The following document formulated in consultation with the COTA CFC and Dean's Cabinet establishes College of the Arts (COTA) guidelines for online teaching in the context of Covid-19. These guidelines ensure continued high-quality learning experiences and best instructional practices and are applicable to all COTA faculty teaching fully online (synchronous and asynchronous) and 66% blended/hybrid in the context of Covid-19, with additional recommendations for faculty teaching blended, flipped ,or 33% hybrid classes in order to meet Covid-19 social distancing requirements.

1. **Online Training Policy**

1.1 **Provisional:** COTA requires that all faculty complete **provisional online teacher training** should they teach semester-length courses that shift fully online or in a 66% blended/hybrid format due to Covid-19. Training must be completed prior to teaching online. Faculty who are not on summer contract may complete the training at any time prior to the onset of a semester in which they teach online. Faculty who previously certified to teach online through an OCFP course are not required to take the provisional training (see 1.2 COTA Online Learning Policy p. 3). Faculty who have completed the provisional online certification training may teach fully online for up to two semesters if fully online teaching is required due to Covid-19. Should faculty wish to teach fully online beyond the two-semester period they are required to complete the OCPF certification training in order to achieve permanent online teacher certification. Provisional Online Teacher Training is coordinated and tracked by the COTA Distance Learning Coordinator. The training takes approximately 2 hours, is asynchronous and is administered by the COTA Distance Learning Coordinator.

Further, COTA strongly recommends that all COTA faculty teaching blended, flipped, or 33% hybrid courses due to Covid-19 social distancing requirements complete the Provisional Online

Teacher Training. Faculty should contact the COTA Distance Learning Coordinator to gain access to the online training.

1.2 **Additional Training:** COTA recommends but does not require that COTA faculty complete additional online course facilitation or online course development training should their courses shift fully online or in a blended/hybrid format due to Covid-19. Faculty are encouraged to take any of the following professional training opportunities advertised at https://techenhancedlearning.kennesaw.edu/

2. **New Course Development**

2.1 **Provisional Online Course Status:** COTA recognizes the considerable effort and time required to prepare and administer a fully online or blended/hybrid format course. Should a faculty member develop an online course for remote delivery due to Covid-19, whether in asynchronous, synchronous, or 66% hybrid format, they are not required to complete the Online Course Development certification coursework (see 1.3 Online Course Development, p.3) or the COTA new course certification review process (see *COTA Online Learning Policy, New Course Review Process*, p. 3). The online course is granted provisional new online course status and may be taught online for up to two semesters. Should the faculty member wish to teach a provisional new online course beyond two semesters they should consult with their chair/director to seek approval to convert the course to a permanent certified online course and submit the course for review according to the *New Course Review Process* guidelines outlined on page 3 of this document.

College of the Arts Online Learning Policy

Summer 2019

Approved by COTA Admin Council and CFC, Spring 2019

The following document establishes College of the Arts (COTA) guidelines for online teaching effective June 2019. These guidelines ensure continued high-quality learning experiences and best instructional practices and are applicable to all COTA fully online and blended/hybrid courses and instruction practices.

1. **Online Training Certification**
COTA requires that all faculty teaching fully online and blended/hybrid courses complete appropriate online training.

The following training is available through the KSU Digital Learning Innovations housed in CETL

1.1 **Provisional:** Fully online certification required for recently hired faculty. The training certifies faculty to teach fully online and blended/hybrid courses for up to one semester. Faculty should follow-up with more robust training depending on their online teaching needs. Provisional training is coordinated and tracked by the COTA Distance Learning Coordinator.

1.2 **Online Course Facilitation Program (OCFP)**: Fully online certification course required of all faculty teaching fully online and blended/hybrid courses. OCFP ensures that faculty gain the necessary competencies to prepare a course for online delivery and can apply best practices to effectively facilitate an online course. See https://distancelearning.kennesaw.edu/certification/ocfp.php

1.3 **Online Course Development (OCD): The Teaching Academy for Distance Learning (TADL) and Workshop on Distance Learning (WODL):** This training provides faculty with the competencies necessary for designing, developing, and delivering quality online courses. The first part, TADL, is completely online and offered by DLI. The second part, WODL, is offered in a variety of formats at the college level. At the end of the program, faculty will have completed a blue print of a course along with 4 weeks' worth of online course content. See https://distancelearning.kennesaw.edu/certification/tadl.php

1.4 **Building and Teaching Hybrids Microtraining:** This fully online self-paced training developed by CHSS provides faculty with the foundations required to teach blended/hybrid courses. Faculty or Chairs/Directors should send an email to Tiffani Reardon to request training access.

1.5 **Accessibility Basics Workshops:** Faculty are ***encouraged*** to enroll in periodic Accessibility Workshops to ensure that their online courses comply with KSU's Web Accessibility Policy, the W3C's WCAG 2.0 AA standards, Section 508 guidelines, basic tenants of the Americans with Disabilities Act, and principles of Section 504 of the Rehabilitation Act as it informs higher education policy. See **https://distancelearning.kennesaw.edu/certification/cetl_ocd.php**

COTA unit Directors/Chairs and COTA Distance Learning Coordinator will maintain records of faculty training certification. *COTA faculty with prior OCFP, or equivalent, certification are not required to recertify if they are teaching a certified master course (such as an 1107), but must take the TADL/WODL should they wish to develop a new online course. Faculty with previous TADL/WODL training and course certification are not required to recertify, and may develop additional online courses.*

   2. **New Course Development**
Faculty with prior OCD/TADL/WODL training, or equivalent, may develop additional new courses (fully online or 66% blended). In order to develop fully online or 66% blended courses, faculty with no prior OCD/TADL/WODL training are ***required to*** undergo training from Summer 2019 onwards. COTA unit Chairs/Directors, relevant discipline coordinators, and the COTA

Distance Learning Coordinator **must** be informed of any new fully online or blended course proposals prior to development.

The DLI instructional designer for COTA **must** be enrolled as an instructor in all fully online and blended courses under development. Faculty will work with the DLI instructional designer for COTA to develop and place online content into the learning management system (D2L/SoftChalk) using the *KSU Course Quality Checklist* to ensure that it adheres to web accessibility guidelines and best practices for online and blended learning.

3. New Course Review Process

Faculty developing new fully online or 66% blended courses are **required** to submit courses for quality review. A course **must** first undergo pre-review by the COTA DLI instructional designer. 100% course content and learning activities are required for pre-review and subsequent review by a panel of one Digital Learning Innovations designer, the COTA Distance Learning Coordinator and one COTA peer reviewer (peer reviewers must be certified and preferably have put a course through review. Faculty may elect to self-review). The course will be assessed using the *KSU Course Quality Checklist* to ensure that it adheres to web accessibility guidelines and best practices for online and blended learning. **Final approval** falls to the Director/Chair and COTA Distance Learning Coordinator and must be granted prior to listing the course through Banner. Faculty should plan for a 3-4 month timeframe in order to fully develop and pass a new online course through the new course review process.

4. Course Re-review and Course Re-Design

Fully online and blended courses should be regularly updated and revised. Faculty should work with the COTA DLC Instructional Designer and COTA Distance Learning Coordinator at least every five years to ensure all revisions adhere to current web accessibility guidelines and best practices for online and blended learning.

5. COTA Online Learning Advisory Committee.

The formation of a COTA Online Learning Advisory Committee is recommended.

6. 1107 online courses.

It is recommended that master courses (shareable courses) for 1107 online courses are developed and updated a minimum of every 5 years. Gen Ed coordinators for each Unit should oversee development of 1107 master courses.