DLAC Discussion Guide for Reviewing KSU’s College-Level Digital Learning Policies

**Purpose:** This document will serve to guide the discussion of both DLAC and college-level committees during their review of initial or revised college-level digital learning policies regarding course quality and compliance. This document’s elements serve as a reminder of best practices for online courses as each body considers policy revisions.

**Process:** Following college-level decision making, the DLAC Member submits proposed policy to the DLAC Committee Chair prior to the Executive Committee meeting for inclusion in the General Meeting agenda. Revised policies should include tracked changes. DLAC Members review the policy prior to the General Meeting and note any accolades or concerns. Following DLAC discussion, the committee votes on a recommendation with this document serving to inform the recommendation but not as a mechanism for approval. The DLAC Chair will forward the proposed policy and recommendation to the presiding AVP. Elements of this document should be curated and maintained by DLAC.

# Essential Elements

## The modality(ies) for which the policy applies.

**Included in policy (Y/N)**:

**Notes**:

## Exemption statement rationalizing the types of courses that are exempt from a quality review.

**Included in policy (Y/N)**:

**Notes**:

## Expectations regarding regular and substantive interaction ([U.S. Department of Education Issues Final Rules on Distance Education and Innovation](https://www.nc-sara.org/news-events/us-department-education-issues-final-rules-distance-education-and-innovation)).

**Included in policy (Y/N)**:

**Notes**:

## Expectations that anyone responsible for reviewing courses for regular and substantive interaction should have requisite knowledge or appropriate training of online/hybrid course design and facilitation ([SCD](https://share.percipio.com/cd/SfL0UkeTre), [ECFS](https://share.percipio.com/cd/UA3IO1yki)).

**Included in policy (Y/N)**:

**Notes**:

## Expectations regarding accessibility of the course include a requirement for all digital course content and applications to be WCAG 2.1 AA compliant ([New DOJ Rule Information](https://www.kennesaw.edu/curriculum-instruction-assessment/digital-learning-innovations/academic-web-accessibility/advanced-accessibility-solutions/regulations-policies-standards/doj_rule.php)).

**Included in policy (Y/N)**:

**Notes**:

## Expectations that anyone responsible for reviewing courses for digital accessibility should have requisite knowledge or appropriate training of WCAG compliance ([ATE](https://share.percipio.com/cd/kUOWQ8ddZu)).

**Included in policy (Y/N)**:

**Notes**:

The process for reviewing the college’s courses for quality assurance including who’s responsible for submitting, the course submission timeline, and a link to the [course review request form](https://kennesaw.service-now.com/dli?id=sc_cat_item&sys_id=e0c008bedb801d100149c8cb1396190d&sysparm_category=3dc61feadb770d500149c8cb139619b5).

**Included in policy (Y/N)**:

**Notes**:

The process for course re-review, including the standard timeline for such reviews and notation that significant changes would also require a re-review.

**Included in policy (Y/N)**:

**Notes**:

Expectation for instructors to use an approved course design to teach in the applicable modality(ies).

**Included in policy (Y/N)**:

**Notes**:

Faculty acknowledgement of ensuring course quality prior to teaching an online or hybrid course (ie. course design passed review or revisions have been completed).

**Included in policy (Y/N)**:

**Notes**:

Rubric or checklist used for reviews relays effective design expectations.

**Included in policy (Y/N)**:

**Notes**:

# Recommended Elements

## College-level requirements for course development and/or teaching online or hybrid courses.

**Included in policy (Y/N)**:

**Notes**:

## An expectation of course maintenance between semesters.

**Included in policy (Y/N)**:

**Notes**:

## Expectation for faculty to have training in online instruction before teaching online.

**Included in policy (Y/N)**:

**Notes**:

## If applicable, information regarding course templates, the extent to which they may be modified, and course review expectations when a template is not used.

**Included in policy (Y/N)**:

**Notes**:

## Advise faculty teaching on-campus courses and using D2L to implement a sustainable course design and develop an asynchronous course which addresses the greatest transactional distance. Such courses may be reviewed and included in the course modality database as eligible for any modality.

**Included in policy (Y/N)**:

**Notes**:

## Link to the [DLI’s Digital Learning website](https://www.kennesaw.edu/curriculum-instruction-assessment/digital-learning-innovations/digital-learning/index.php) which hosts the Faculty Guidebook for Digital Teaching and Learning that contains KSU’s modality definitions and other pertinent information.

**Included in policy (Y/N)**:

**Notes**:

## Direct faculty to their college’s instructional designer for accessibility [support](https://kennesaw.service-now.com/dli?id=sc_category&catalog_id=0de493aadb770d500149c8cb13961904).

**Included in policy (Y/N)**:

**Notes**: