

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
ONLINE AND HYBRID EDUCATION POLICY
INTERIM

Number 02.01.35

Division Academic Affairs

Date June 2020

Purpose This policy addresses the unique circumstances associated with technology-enabled course delivery, building on the existing academic policies, processes, and procedures of the University.

Policy This policy establishes an academic environment that allows students in hybrid, flipped, fully online courses and fully online programs and certificates (collectively, "online" course(s) and programs) to experience, to the extent reasonably practicable, the same level of educational quality and service as those students who receive face-to-face instruction from an instructor in a classroom on the campus of the University (herein, "on-campus students"). This policy is organized to address the general organization of the SACSCOC Guidelines and Principles for Distance and Correspondence Learning (<https://sacscoc.org/app/uploads/2019/07/DistanceCorrespondenceEducation.pdf>). This policy does not apply to exigent, or intermittent, remote teaching of a class that was originally intended to be delivered through face-to-face instruction.

Procedure

General Administrative Principles

Policy on privacy protection. Students who enroll in online courses will be afforded the same level of privacy protection as on-campus students. The University's policy on student records privacy protection is a Student Records Policy, which can be found at <http://www.uah.edu/registrar/ferpa>. The University's Online Privacy Statement is given in Appendix I.

- 1. Reporting of accurate headcount enrollment.** The University has a clear, specific method for coding/classifying online and hybrid delivery courses and will report as required.

2. **Identity verification.** The University will ensure that a student who registers for an online course is the same student who participates in and completes course assignments. The University provides a method for secure log-in for submission of assignments and for online test-taking through the Learning Management System (LMS). This level of identity verification is equivalent to that required for on-campus students.

Within each college, faculty will set a policy for managing online/remote test administration, which may include proctors, remote recording of the test-taking in progress, or other methods. The University is committed to adopting new technologies to aid in this process. The University will include this cost in the tuition and fees for the online course.

3. **Intellectual property.** Intellectual property matters for online courses are described in Policy 02.01.68: Determination of Rights in Copyrightable Materials Policy (see Addendum A).
4. **Accommodations.** Federal disability laws apply to students taking online courses and are followed by the University. The University is committed to reasonable accommodations for qualified students with a disability taking online courses. The Disability Support Services (DSS) office provides a broad range of services to make academic life as accessible as reasonably practicable for students with disabilities. The University's Quality Education Practices Online (QEPO) Certification Program provides additional guidance on creating accessible online courses.

Academic and Accreditation Principles. All online courses and programs are subject to the same curriculum development, approval, and assessment processes as courses and programs serving on-campus students, thereby assuring that relevant accreditation standards are met. Online courses and programs are not handled differently and are expected to meet all of the same standards in this regard established for programs serving on-campus students (see **Addendum B-Procedure for Establishing an Online Degree Program/Courses and Addendum B-Course Quality Review and Approval Process**). Grading procedures and credit awarded for courses, regardless of the method of delivery, is determined by standard policies and practices of the University. The specifics about these matters are detailed below.

1. **Mission.** At this time, online courses and programs at the University are embedded in the existing programs of the University. UAH's online programs are not so expansive that they warrant specific highlighting in the mission statement, but they are included in the Board-approved degree program mission of the University. Online educational opportunities are typically offered in a comprehensive technological university, and that characteristic of UAH is explicit in the mission statement.

2. Curriculum & Instruction.

- A. Faculty Oversight.** As with all University courses, faculty will be primarily responsible for oversight of online course and program rigor and quality. All online courses and programs will follow the same curriculum approval process as those courses and programs serving on-campus students. All online courses and programs will adhere to the same general guidelines about content, rigor, mission-fit, time commitment, and credit hours used for those programs serving on-campus students. Online courses must also meet quality standards for online course approval that are based on nationally recognized best practices. The standards are used to evaluate the quality of online and hybrid courses, as a guide to design online and hybrid courses, and as a self-evaluation tool to assist instructors with course redesign and improvement. The University's Quality Education Practices Online (QEPO) Certification Program describes and provides guidance on the application of the standards to course design (p. 2).

Existing courses that are proposed to be offered in later terms as online courses will be reviewed and approved by the department chair, in consultation with department faculty and an instructional designer, to determine if the course can be offered as an online course without sacrificing quality or access to essential materials or experiences. If a course requires access to a laboratory or other unique University assets and the course cannot be redesigned to provide the same level of rigor and relevance as the on-campus version, the course will not be approved for online delivery (see **Addendum C- Course Quality Review and Approval Procedure**).

- B. Support Services.** To support online course instruction, the University will provide appropriate and relevant technology and support services to faculty and students in the following areas.
- 1. Technology.** The University will maintain an appropriate investment in technology to support online courses and programs. To facilitate consistent communications with online students about the technology, the University will maintain a common template in the LMS for use with all University online courses. The template will include easy-to-access technology tutorials and access to information technology assistance for both students and faculty.
 - 2. Instructional Design.** The University will maintain an appropriate investment in instructional design resources to support online courses and programs. Numerous resources are available to assist faculty with the design of online courses. To insure quality during the course development process, faculty members are required to work with campus Instructional

Designer to create learning modules, interactive student activities, and other assignments within their online courses. In addition to real-time consultation with campus Instructional Designers, faculty who are teaching online also have access to the QEPO Instructional Design course, which outlines best practices in teaching online, in designing courses online, and in supporting online students. As well, faculty members are encouraged to remain engaged with campus instructional designers in order to receive frequent updates on best practices in the field.

Faculty members are provided with quality standards from the Course Review and Approval Tool (CRAT) during the required QEPO training, on the Enhanced Teaching and Learning (ETL) resource portal, and through ongoing support as needed.

3. **Academic Success Support.** When tutoring is available for on-campus students, tutoring is, to the extent reasonably practicable, also available to students taking online courses through appropriate staffing and use of enabling technologies. Responsibility for this support resides within the Student Success Center. These resources are linked through the common LMS.
4. **Library Resources.** The University maintains a designated online learning librarian, who provides in-line chat support and online training for students who are engaged in online searches. Online training modules may also be made available by faculty through Canvas, our Learning Management System, to coach students through online search methods. These resources are linked through the common LMS.
5. **Dispute Resolution.** Students who have concerns or complaints will follow the same processes and policies as on-campus students. A link to general student support resources for students at the University is provided in the common LMS.

C. **Consortial Arrangements.** In entering into consortial arrangements for online course delivery, all proposed courses and programs developed by consortium partners will be subjected to curriculum review and approval by the relevant University faculty domain experts.

3. Faculty

A. **Qualifications.** In support of online courses and programs, the University will determine the qualifications of faculty in two areas: (1) expertise in the content domain, and (2) ability to deliver a high quality online educational experience. Content expertise is determined within departments following current methods employed for courses and programs serving on-campus students. The quality of

the online education teaching experience will be assessed by a faculty certification process, if applicable. Faculty who teach online courses must be certified through the University's QEPO Certification Program unless they otherwise demonstrate mastery of online best practices. Exemptions shall be granted on a case by case basis by the Provost or designee. The QEPO Certification Program will be administered in connection with the University's Enhanced Teaching and Learning.

B. Assessment: Faculty teaching online courses will be evaluated using the same methods as for faculty teaching on-campus students. Student evaluations and, when appropriate, pre-test/post-test or assurance of learning assessments will be used to evaluate instructor effectiveness. The Student Instructor Evaluation (SIE) forms for online courses will include questions that pertain directly to the online experience, when appropriate. The SIE Committee and campus Instructional Designers will adopt best practices in online course evaluation as part of the SIE development process. Additionally, student and instructor surveys to evaluate online learning, student engagement and technologies may be conducted separately from the SIE. Data collected will be used for improving services to students. Data collected will also be collated and reported through University reports and for accreditation review where appropriate.

C. Training. Faculty who teach online courses must consult with campus Instructional Designers and receive certification through the University's QEPO Certification Program. This certification program will familiarize faculty with the Course Review and Approval Tool (CRAT) and provide best practices for maintaining online learning objectives and outcomes consistent with courses serving on-campus students. Additional faculty training resources, available through online resources and in association with Enhanced Teaching and Learning will provide models for excellence in delivery of online, hybrid, and on-campus instruction.

4. Institutional Effectiveness

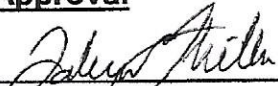
A. Student Outcomes. As part of its ongoing program assessments, the University will compare online courses and programs with courses and programs serving on-campus students in the following areas each assessment cycle: student learning outcomes, student retention, and student satisfaction. These assessments will be compared to the University's metrics over time and to peer institutions and/or national benchmarks. These comparisons will be used to make adjustments in methods to ensure that online and in-person educational experiences are comparable.

B. Support Services. As part of its ongoing program assessments, the University will compare online courses and programs with courses serving on-

campus students in the following areas each assessment cycle: student support services (para. 3b, 1-5), library resources, and technology support. As with student outcomes, the University will compare the University to peer institutions and national benchmarks in drawing conclusions and making recommendations about changes.

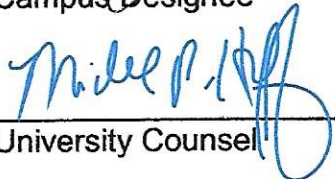
Review Academic Affairs will review this policy every five years or sooner as needed.

Approval



Campus Designee

6/5/2020
Date



University Counsel

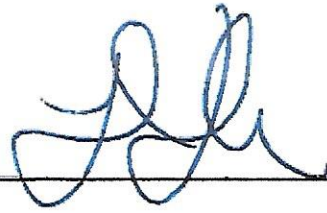
6/7/2020
Date

Christine W Curtis
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Date: 2020.06.08 02:53:16 -0500

Provost and Executive Vice President for Academic Affairs

6/8/2020
Date

APPROVED:



President

6/8/20
Date

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
ONLINE PRIVACY STATEMENT

The University of Alabama in Huntsville respects student privacy and collects no personally identifiable information about a student unless the student affirmatively chooses to make such information available to the University. The University does not actively share personal information about Web site visitors. Personal information provided by visitors, such as e-mail addresses or information submitted via online forms, is used by the University to assist individual visitors as necessary. This assistance may involve redirecting an inquiry or comment to another University individual or unit better suited to provide resolution.

The University analyzes Web server log files to collect summary information about visitors to its Web sites. The University also subscribes to Google Analytics, which uses cookies to collect anonymous traffic data. This information is analyzed by the University and by Google Analytics to generate summary statistics for purposes such as guiding design considerations, determining successful site segments, and determining problem areas. Because the University is a public institution, some information collected on the University's Web sites may be subject to the Alabama Open Records Act, and in some instances the University may be compelled by law to release information gathered on the University's Web servers. Some Web servers at the University may adopt different privacy statements as their specific needs require that they differ from this statement.

The University is a research institution. At any time, online surveys may be conducted on the University's Web sites. Confidential information gathered in these online surveys is used only for the research purpose indicated in the survey. Unless otherwise noted on the specified survey, the students' answers are confidential and individual responses will not be shared with other parties unless required by law. Aggregate data from surveys may be shared with external third parties.

The University complies with the Family Educational Rights and Privacy Act ("FERPA"), which generally prohibits the release of educational records without student permission. For more details on FERPA, students should consult <http://www.uah.edu/registrar/ferpa>.

ADDENDUM A: UAH COPYRIGHT POLICY

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

DETERMINATION OF RIGHTS IN COPYRIGHTABLE MATERIALS POLICY

<u>Number</u>	02.01.68
<u>Division</u>	Academic Affairs
<u>Date</u>	February 2019
<u>Purpose</u>	A clear and up-to-date Rights in Copyrightable Materials Policy is important for the dissemination of creative research; for faculty, staff, and students to receive proper credit and remuneration; and consistency with the University of Alabama system is important so individuals from the three campuses are working within common standards.
<u>Policy</u>	It is the policy of The University of Alabama in Huntsville to encourage the creation of copyrightable works by its faculty and employees. Such works are an important contribution to the University's pedagogical, scholarly, and public service missions.

Procedures

A. Ownership of Copyright

1. Except as provided below, faculty and employees of the University who are the authors of copyrightable works shall own the copyrights in those works, regardless of whether those works constitute "works for hire" as defined in the Copyright Act. "Employees" include students who receive salaries, grants, or other compensation from the University.
2. "Copyrightable works" includes, without limitation, computer software, online course materials, multimedia, films and videotapes, in so far as they fall within the subject matter of copyright. To the extent that such works embody patentable inventions, rights to those inventions shall be determined by The University of Alabama in Huntsville Patent Policy (*Faculty Handbook*, Appendix G).

B. Exceptions

1. If the University contributes extraordinary resources to the creation of a copyrightable work, the respective rights of the author and University to that work shall be negotiated at the time such resources are provided. "Extraordinary resources" means facilities, equipment, funding, release or re-assigned time or other assistance exceeding the resources normally provided to faculty or employees in a particular department. It shall be the responsibility of the dean at the time such "extraordinary resources" are provided, to notify the faculty member and negotiate the terms. The faculty member's dean (or non-faculty employee's supervisor or designee) must reasonably schedule negotiations. Negotiated terms will be noted on the appropriate university form, with all terms noted, including compensation. Those terms may include assignment of copyright, license of rights, or division of royalties. If negotiations do not occur after being initiated, in writing, by the responsible parties or if the negotiations do not come to a mutually agreeable resolution, then the copyright shall be jointly owned by the University and the authors, and the same division of royalties as utilized for patent income shall be used.
2. If a copyrightable work is funded, in whole or in part, by a contract or grant from an agency outside the University, copyright shall be assigned in accordance with the terms of the contract or grant. The individual faculty member or employee who is working on the contract or grant and who is developing the copyrightable works is required to execute any documents necessary to assign copyright ownership in accordance with the contract or grant.
3. If a copyrightable work is commissioned by the University, meaning that a faculty member or employee receives supplemental compensation from the University to prepare a specific copyrightable work, rights to that work shall be according to terms negotiated at the time of the commission. The faculty member's dean (or non-faculty employee's supervisor or designee) must reasonably schedule negotiations. Negotiated terms will be noted on the appropriate university form, with all terms noted, including compensation. Those terms may include assignment of copyright, license of rights, or division of royalties. If negotiations do not occur after being initiated, in writing, by the responsible parties or if the negotiations do not come to a mutually agreeable resolution, then the copyright shall be jointly owned by the University and the authors, and the same division of royalties as utilized for patent income shall be used.
4. Copyright in "institutional works" shall be owned by the University. An "institutional work" means either (a) a work prepared at the direction of the University for the use of the University in conducting its own affairs (for example, University handbooks, press releases, and software tools); or (b) a work that cannot be reasonably attributed to a single author or group of authors because it is the result of contributions or revisions by numerous faculty members, employees, or students of the University. Textbooks and other course materials prepared by a faculty member shall not be considered "institutional works".
5. Video or online courses shall not be sold, leased, rented or otherwise used by a current University employee in a manner that competes with the offerings of the

University, unless the transaction has received the prior approval of the Provost or his/her designee.

6. When the University assigns one or more faculty members to create electronic course materials, rights to those materials shall be negotiated at the time of such assignment. Negotiations shall include the faculty member(s), the appropriate dean(s) and any employee who will make a significant contribution of ideas or expression to the materials. The dean must reasonably schedule negotiations. Negotiated terms will be noted on the appropriate university form, with all terms noted, including compensation. Terms to be negotiated may include assignment of copyright, license of rights, and division of royalties. If negotiations with all of the individuals who made significant contributions of ideas or expression to the materials do not occur, or if the negotiations do not come to a mutually agreeable resolution with all of the individuals who have made a significant contribution, then the copyright, license of rights, and royalties shall be owned by the University and the same division of royalties as utilized for patent income shall be used.
7. Any copyrightable work of potential commercial value shall be disclosed at the earliest practicable time by the author to the author's department chair or immediate administrative supervisor. For those works that are owned by the University or in which the University has an interest, the author shall cooperate with officials of the University and of any organization to whom the University assigns rights to such works in the registering of copyrights as well as in licensing the works.

C. Administration

1. Except as otherwise set forth, the administration of these policies shall be the responsibility of the Office for Academic Affairs.
2. The Rights in Copyrightable Materials Committee shall be a standing committee composed of six members, equally apportioned between faculty (chosen by the Faculty Senate) and administration (appointed by the President or his/her designee). The committee shall serve as a forum for discussion of University copyright policy and recommend changes as appropriate.
3. Disputes over copyrightable material or agreements dealing with copyright issues should be resolved using the General Grievance Policy given in Appendix E of the Faculty Handbook.

Review Academic Affairs will review this policy every five years or sooner as needed.

Determination of Rights in Copyrightable Materials Policy Negotiation Form

Faculty Member's Name:

College/Department:

Title/Rank:

Date:

Title of Copyrightable Material:

Statement of Negotiated Terms for extraordinary resources for the creation of copyrightable work:

Type of Negotiated Terms:

Statement of Negotiated Terms for copyrightable material commissioned by the University:

Type of Negotiated Terms:

Statement of Negotiated Terms for creation of electronic course materials:

Type of Negotiated Terms:

Period of Negotiated Terms:

CERTIFICATION: This request is made pursuant to the Determination of Rights in Copyrightable Materials Policy. I certify that I have read and understand the policy and will abide by it. I understand that it is my responsibility to ensure that I comply with the policy with regard to all copyrightable materials and negotiations.

Faculty Member/Employee Signature

Date

Dean/Supervisor Signature

Date

ADDENDUM B: PROCEDURE FOR ESTABLISHING AN ONLINE DEGREE PROGRAM/COURSES

The development of an online degree program/course will follow a standard process to ensure the program/course meets best practices for online learning. Under the auspices of the Office of the Provost, Online Learning (OL) will work with the Deans, Department Chairs, and faculty of each college to create and maintain high quality online programs/courses.

According to the [Online and Hybrid Education Policy](#), all online courses and programs will be subject to the same curriculum development, approval, and assessment processes as course and programs serving on-campus students, thereby assuring that relevant accreditation standards are met. Online programs and courses at UAH are programs/courses in which 100% of the direct instruction of the course is delivered with no on-campus meeting typically required. Further, hybrid programs/courses are defined as those where 51% to 99% percent of the course material is delivered online with a combination of standard on-campus class meetings.

Procedure

1. Deans and Department Chairs will determine online learning needs for the academic year including which programs need to be offered as online programs and what courses need to be developed. The Office of Online Learning Instructional Designers will meet with the deans and department chairs to provide guidance in the development of the online programs and courses. Factors to be considered include:
 - a. Student need, demand for the program, and/or strategic rationale;
 - b. Key courses to be offered in an online learning format with credit hour requirements and course objectives.
 - c. Resources required (faculty, facilities, equipment) to deliver the course at the required level of quality are sufficient.
 - d. Faculty are able to meet current commitments in addition to commitments to develop a course, or appropriate arrangements are provided to release faculty from these duties.
 - e. Faculty (i.e., "subject matter expert" and "course developer") are available and committed to develop each assigned online learning course.
 - f. Faculty assigned an online or hybrid course have completed technical training and the QEPO certification program unless otherwise demonstrates mastery of online best practices.
2. A timeline with key dates for course development will be updated yearly and posted on the OL resource portal. (See attached timeline.)
3. After the appropriate needs and resources have been assessed, an interested individual or department seeking OL support to deliver an online course or program must first work through the department approval process and submit a [course development form](#) to Online Learning. (Form includes course developer/instructor, contact information, syllabus.)
4. When a course has been approved by the College authority, online course design & development should be coordinated through OL.

5. To give Online Learning time to prepare, plan, and coordinate resources, the initial [course development form](#) must be submitted 4 weeks before course development begins. (See [timeline for course development](#) for deadlines.) Exceptions will be made for special circumstances where the timeline must be adjusted.
6. Online course development begins [15 weeks or one semester](#) before the first course is to be offered to allow time for final course review and approval by an Instructional Designer.
 - A. An initial consultation with an OL Instructional Designer will involve the creation of a Master Course Shell, a review of the online course syllabus and current course content, technical requirements, and development of a time table for online course completion.
7. Instructional Designers are responsible for managing the course development process and reporting the status of each course to the College Dean or designee.
8. The faculty member and Instructional Designer using a team approach are responsible for applying quality standards throughout the course development process.

The course design and development process consist of the following six interrelated phases.

1. Analysis

The course analysis phase is an opportunity for faculty to explore the needs of the students in the class and consider the department curriculum and course content expectations.

- **Faculty member** gets course approved for online delivery format by College Dean or designee makes certain the course is listed as an "O" (Online) in Banner.
- **Faculty member** collects existing course materials: syllabus, textbooks, etc.
- **Faculty member** and **Instructional Designer** review the Online Learning Policies and Course Evaluation Rubric.
- **Faculty member** with help from **Instructional Designer** prepares course syllabus and modules.

2. Design

The course design plan is created during the design phase. The course design plan provides a working draft of the course's learning objectives, assessments, and learning activities. During the course design phase, the Instructional Designer will guide faculty through planning their online course and document it using UAH's *course design planning template*. This template allows the faculty member to define critical information.

- **Faculty member** and **Instructional Designer** collaborate to review course goal(s), major course topics, and learning objectives.

- **Instructional Designer** shares the Bloom's taxonomy table and makes suggestions about types of effective online assessments that measure and match the rigor of each module learning objectives.
- **Faculty member** drafts assessments and assessment rubrics (if applicable) for the course.
- **Faculty member**, with help from Instructional Designer, plans weekly supporting materials (reading, videos, multimedia, simulations, etc. and types of effective online activities).

3. Development

During the course development phase, the faculty member and the Instructional Designer will gather and create material, finalize and test activities and assignments.

- **Faculty member**, with help from Instructional Designer, produces or acquires content for the activities, supporting materials, and assessments.
- **Faculty member** creates welcome message introduction video.
- **Faculty member**, with help from Instructional Designer, plans and records lecture capture videos (with transcripts).
- **Faculty member**, with help from Instructional Designer, reviews the course development survey and existing materials including course syllabus, program objectives, course objectives, textbooks, etc.

4. Implementation/Course Delivery

- Course implementation is the phase in which the course is actually delivered or taught.
- **Faculty member** imports pre-built course shell into the new semester's section in Canvas.
- The process after importing is the following:
 - Click the Course Setup Checklist
 - Click the Publish Course link
- When the class begins, **faculty members** are strongly encouraged to use some of the following best practices:
 - Enable Panopto (if necessary).
 - Arrange navigation.
 - Hide class materials from student view (if necessary).
 - Create a personal information message/announcement and post the first week of class.
 - Monitor and respond to class discussion postings.
 - Monitor the class e-mail for new messages.
 - Send weekly announcements.
 - Post information about office hours.
 - Grade assignments.
 - Update the class schedule, as needed.

5. Evaluation

To evaluate course development process:

- **Instructional Designer** sends course development survey to **faculty member**.
- **Faculty member** completes course development process survey.

For academic course evaluation:

- **Faculty member** sends out course evaluation survey to students.
- **Office of Institutional Research** collects course survey data and shares course and program data with Online Learning.

6. Maintenance & Revision

The course analysis phase is an opportunity for the faculty member to improve the course based on formal and informal feedback.

- **Faculty member** (with assistance from Instructional Designer, if needed) will fix any broken links, replace outdated articles and videos, and review navigation.
- **Faculty member** submits a request for meeting with **Instructional Designer** if course goals change to reevaluate course learning outcomes and assessment alignment.
- **Instructional Designer** reviews course learning outcomes and assessment alignment in the event course goals change based on availability.

Three Year Periodic Review and Beta Test

- A review of online programs should be conducted every 3 years and is coordinated with OL, department chair, and the department faculty.

Timeline for Course Development

Example Dates		
2019		
8/12/2019	← TO START: Double click yellow date cell; Choose a date from the calendar for 1ST DAY of Course Offering	
End DATE		Modules/topics
3/25/2019	4 weeks before course development	Last day for Department Chairs/Course Developers to submit course development form (Form includes course developer/instructor, contact information, syllabus)
4/8/2019	2 weeks before course development	Online Learning Department Contacts Course Developers With Welcome and Instructions for Getting Started
4/22/2019	Course development begins (Weeks 1,2, and 3)	Course Development Begins: Kickoff Meetings/Orientations for New Course Developers
5/13/2019	Weeks 4,5, and 6	1st check-in (25% of course developed)/report completed
6/3/2019	Weeks 7, 8 and 9	2nd check-in (50% of course developed)/report completed
6/24/2019	Weeks 10,11, and 12	3rd check-in (75% of course developed)/report completed
7/15/2019	Weeks 13, 14, and 15	Final check-in (100% of course developed/course published)/report completed
7/22/2019	Week 16	Self-review Report Completed
7/29/2019	Week 17	ID Course Review/Final Approval from Department Chair-if a course is conditionally approved, faculty will address the feedback and make necessary changes.
8/12/2019	Week 18	Course Published and Ready for the Semester

Addendum C: COURSE QUALITY REVIEW AND APPROVAL PROCEDURE

The Course Quality Review and Approval process for online programs and courses establishes a university-wide procedure to ensure online courses meet best practices for online learning and quality standards for online course approval. The Office of the Provost is responsible for ensuring the quality of online courses and their compliance with SACSCOC standards and designates Online Learning (OL), a team within Enhanced Teaching and Learning (ETL) as staff charged with overseeing the process and supporting faculty throughout training, course development, and course delivery. OL will work closely with the deans, department chairs, and faculty of each college to create and maintain high quality online programs/courses through training, communication channels for reporting and monitoring, and direct support to faculty course developers and instructors.

Background

According to the [Online and Hybrid Education Policy](#), "faculty will be primarily responsible for oversight of online course and program and quality. All online courses and programs will follow the same processes for approval as those courses and programs serving on-campus students. All online courses and programs will adhere to the same general guidelines about content, rigor, mission-fit, time commitment, and credit hours used for those programs serving on-campus students. Online courses must also meet quality standards for online course approval. The quality standards are adapted from the [Online Learning Consortium's OSCQR Course Design Review Scorecard](#) and serves as the basis for the University's Quality Education Practices Online (QEPO) Certification Program and the course review rubric contained within the [Course Review and Approval Tool \(CRAT\)](#)."

Scope

This procedure applies to courses developed after May 2020. Initially, all existing courses will be reviewed for conformance to quality standards within two years if appropriate staffing exists and then all courses will be placed on a review cycle of every three years.

Procedures

1. Online course development is coordinated through the Office of Online Learning. Faculty will contact the Office of Online Learning to begin course development.
2. Instructional Designers in the Office of Online Learning are responsible for managing the course development process and reporting the status of each course, see the [process for establishing an online degree program/courses](#).
3. The faculty member and Instructional Designer using a team approach are responsible for applying quality standards throughout the course development process.
 - a. Quality standards are identified during the QEPO trainings, if applicable, and are located on the OL resource portal, and through a shared [Course Review and Approval Tool \(CRAT\)](#) used for tracking progress, confirming best practice applied through course design, and quality reviews.

- b. UAH master course template incorporates quality standards and is the preferred format for course development. Colleges and departments may customize course templates with additional College/Department specific standards, but are required to ensure that UAH specific standards are incorporated into the course design.
- c. Each course will be subject to a quality review and approval.
 - A record of reviewed and approved courses shall be maintained by OL, posted online, and shared with the registrar and relevant administrators, as needed.
 - A schedule for course review will be maintained by OL and posted on the OL website. Deans are responsible for ensuring that courses within their colleges are reviewed according to the schedule.
 - Special circumstances (e.g., late hires, courses added after the deadline) may exist that require exceptions to this procedure. Exceptions shall be granted on a case-by-case basis for a limited time period of typically one semester by the Provost or the Provost's designee.
4. The course review and approval process includes a self-review and a review by an UAH Instructional Designer.
 - a. Course will be reviewed for the following standards:
 - Course overview and introductory information
 - Learning objectives
 - Assessment and measurement
 - Learning activities and learner interaction
 - Learner support
 - Accessibility and usability
 - Content, rigor, and workload
 - b. **Faculty Self-Review** will be conducted using the Course Review and Approval Tool (CRAT).
 - c. **Internal Review by Instructional Designers in OL:** An Instructional Designer will track course development and review of course materials throughout the process. This includes conducting a quality review via the CRAT and confirming the course reflects the adopted course quality standards in course design.
 - d. **External Reviews** from an outside source may be conducted as requested by and approved by the department chair and/or college dean. This report should be managed by and reside in the academic college.
 - e. If a course is conditionally approved faculty will address feedback from the course review, making suggested changes to the course.
5. A master list of reviewed and approved courses dates will be maintained by OL.
6. Each course on the master list will be subject to review and approval every three (3) years. OL will maintain a course review schedule with review and approval deadlines calculated from the date listed on the master list.