# DLAC Checklist for Reviewing College-Level Digital Learning Policies at KSU

Purpose**:** This checklist 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 checklist’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 for the Provost’s Office with this checklist 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.

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| Elements | Included in Policy (Y/N) | Notes |
| **Essential Elements** |  |  |
| The modality(ies) for which the policy applies. |  |  |
| Exemption statement rationalizing the types of courses that are exempt from a quality review. |  |  |
| Expectations regarding regular and substantive interaction ([refer to information here](https://www.nc-sara.org/news-events/us-department-education-issues-final-rules-distance-education-and-innovation)). |  |  |
| 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)). |  |  |
| Expectations regarding accessibility of the course include a requirement for all digital course content and applications to be WCAG 2.1 AA compliant ([refer to information here](https://www.kennesaw.edu/curriculum-instruction-assessment/digital-learning-innovations/academic-web-accessibility/advanced-accessibility-solutions/regulations-policies-standards/doj_rule.php)). |  |  |
| 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)). |  |  |
| 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). |  |  |
| The process for course re-review, including the standard timeline for such reviews and notation that significant changes would also require a re-review. |  |  |
| Expectation for instructors to use an approved course design to teach in the applicable modality(ies). |  |  |
| Faculty acknowledgement of ensuring course quality prior to teaching an online or hybrid course (ie. course design passed review or revisions have been completed).  |  |  |
| Rubric or checklist used for reviews relays effective design expectations. |  |  |
| **Recommended Elements** |  |  |
| College-level requirements for course development and/or teaching online or hybrid courses. |  |  |
| An expectation of course maintenance between semesters. |  |  |
| Expectation for faculty to have training in online instruction before teaching online. |  |  |
| If applicable, information regarding course templates, the extent to which they may be modified, and course review expectations when a template is not used. |  |  |
| 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. |  |  |
| 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. |  |  |
| Direct faculty to their college’s instructional designer for accessibility [support](https://kennesaw.service-now.com/dli?id=sc_category&catalog_id=0de493aadb770d500149c8cb13961904).  |  |  |