

KUTZTOWN UNIVERSITY COURSE DESIGN PRINCIPLES AND MODELS

INTRODUCTION

Kutztown University instruction is offered in six formats (In Person, Blended, In Person/Hybrid, Multi-Modal, Online Synchronous, and Online). This document describes the six formats and offers basic guidelines for labeling courses. While this document was developed during COVID-19 mitigation and social distancing, these course design principles and models are applicable at all times.

In Person (P)

A course wherein the instructional mode is on-campus 100% (face-to-face) instruction. This format is possible when all students can safely fit in the assigned campus classroom. This course meets in person on campus.

Blended (BL)

A course wherein the instructional model includes 30-79% online learning and 21-70% on-campus (face-to-face) instruction. The online instruction may occur synchronously (e.g.- videoconferencing) or asynchronously (e.g.- D2L). This format is possible when all students can safely fit in the assigned campus classroom.

In Person/Hybrid (PH)

A course delivered with both on-campus (face-to-face) and simultaneous synchronous online instruction. Room capacity does not allow all students to attend in-person at the same time, so faculty monitor the mode of attendance and, if needed, establish a rotating schedule by which enrolled students, as cohorts, take turns attending in person and virtually.

Multi-Modal (MM)

A course delivered with both on-campus and online instruction at the same time. Students may choose throughout the course the instructional method in which they would like to participate. Room capacity allows all students to attend at the same time if they choose.

Online Synchronous (OS)

A course wherein the instructional mode is 100% online learning with regularly occurring weekly synchronous meeting times (using Zoom or other video conferencing software) as listed in MyKU. The course meeting days and times appear in the student and faculty schedules.

Online (OL)

A course wherein the instructional mode is 100% online D2L learning (asynchronous) without a regular schedule of class meetings. Occasional synchronous class meetings may occur via videoconferencing, as listed in the First Day Handout or by advanced announcement to the class. Assignment due dates occur throughout the course. The course meeting time appears as TBA in the student and faculty schedules.

COURSE DESIGN PRINCIPLES

Employing course design principles ensures consistency in course formats as well as flexibility for faculty. Course models follow these guiding principles:

- Begin course design with learning goals, utilizing a backward design concept to ensure that all students can meet the learning goals regardless of how the course is presented (in person and/or online learning). This is especially important for accreditation and certification purposes.
- Ensure that the required number of contact hours are met.
- Provide equity in the student experience as much as possible.
- Plan to adapt the course as needed, including the possibility of pivoting to fully remote learning, should conditions warrant.
- Guidelines for recording class sessions and suggested First Day Handout language are located in Appendix A.

IN PERSON

Students attend class in the scheduled classroom on campus at the days and times listed in the schedule in MyKU.

Recommended language (adjust as needed) for first-day handout:

This course will meet in-person (face-to-face) according to the schedule in MyKU. It may also include online components.

BLENDED (mix of Face-to-Face and Online)

Students attend class in the scheduled classroom on campus at the days and times listed in the schedule in MyKU, which is less time than In Person format (21-70% of the overall course). Students also participate in a significant amount of online instruction (30-79% of the overall course) which may meet synchronously (at the same time as a class using video conferencing) or asynchronously (D2L assignments, lectures, etc.).

Recommended language (adjust as needed) for first-day handout:

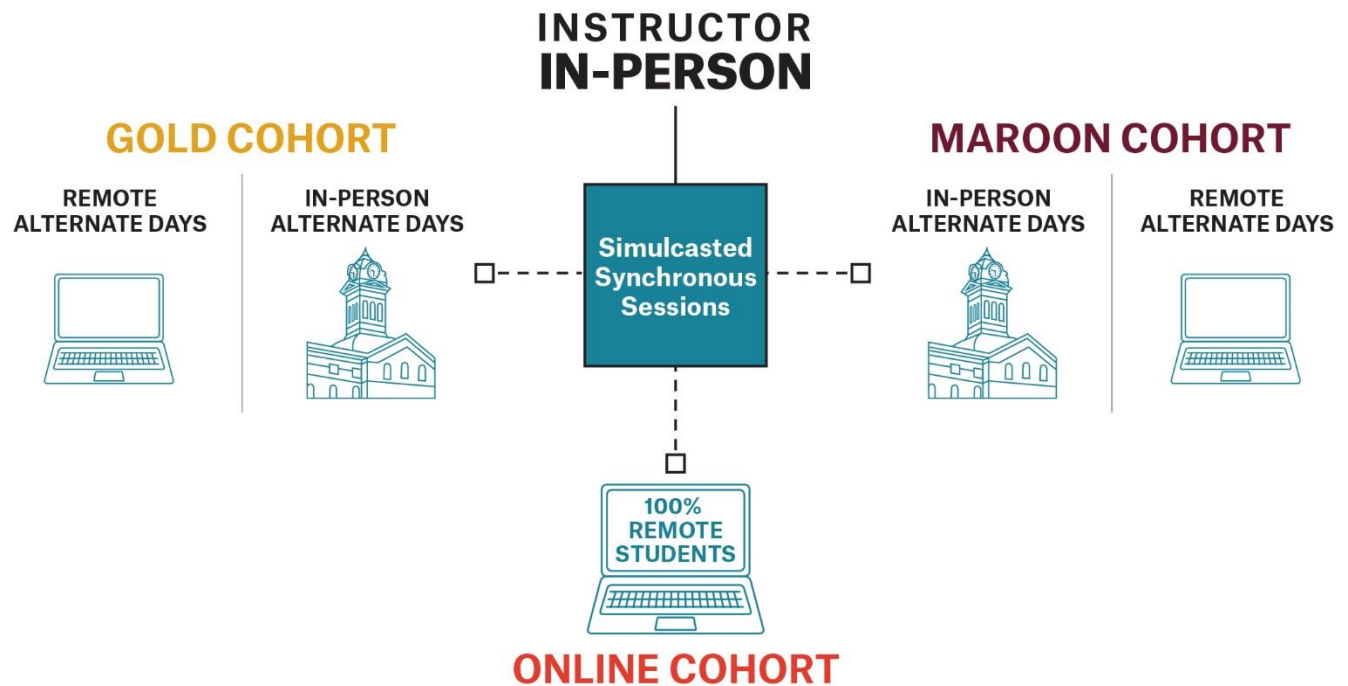
This course will meet in-person (face-to-face) according to the schedule in MyKU. It also includes online components for a significant portion of the course.

IN PERSON/HYBRID (for In Person or Blended formats)

In Person/Hybrid incorporates In Person and Online instruction, as room capacity does not permit all students to attend in the classroom at the same time. The published schedule in MyKU includes days and times that class meets on a weekly basis.

- The professor divides the class into cohorts. There are two basic options:
 - a. The cohorts attend face-to-face and remotely on a rotating schedule that is established by the professor.

- b. One cohort always attends face-to-face while the other cohort always attends remotely.
- There are two general options for remote instruction:
 - a. The professor may use Zoom and classroom cameras to simultaneously reach face-to-face and remote learners. Students may be required to login for class at the designated meeting times.
 - b. Remote instruction may occur asynchronously through recorded lectures, D2L assignments, etc.
- The professor will strive for equity in learning opportunities for both in-person and remote cohorts.









For example:

Day or Week #1: Simulcasted lecture/discussion, with first in-person cohort (Maroon) present.

Day or Week #2: Simulcasted lecture/discussion, with second in-person cohort (Gold) present.

Day or Week #3: Simulcasted lecture/discussion, with first in-person cohort or third in-person cohort present. (If 2 cohorts on 3 days/week, flip order of attendance each day or week.)

STUDENT GROUP	DAY 1 or WEEK 1	DAY 2 or WEEK 2
MAROON COHORT	 IN-PERSON	 REMOTE
GOLD COHORT	 REMOTE	 IN-PERSON
ONLINE COHORT	 REMOTE	 REMOTE

Recommended language (adjust as needed) for first-day handout:

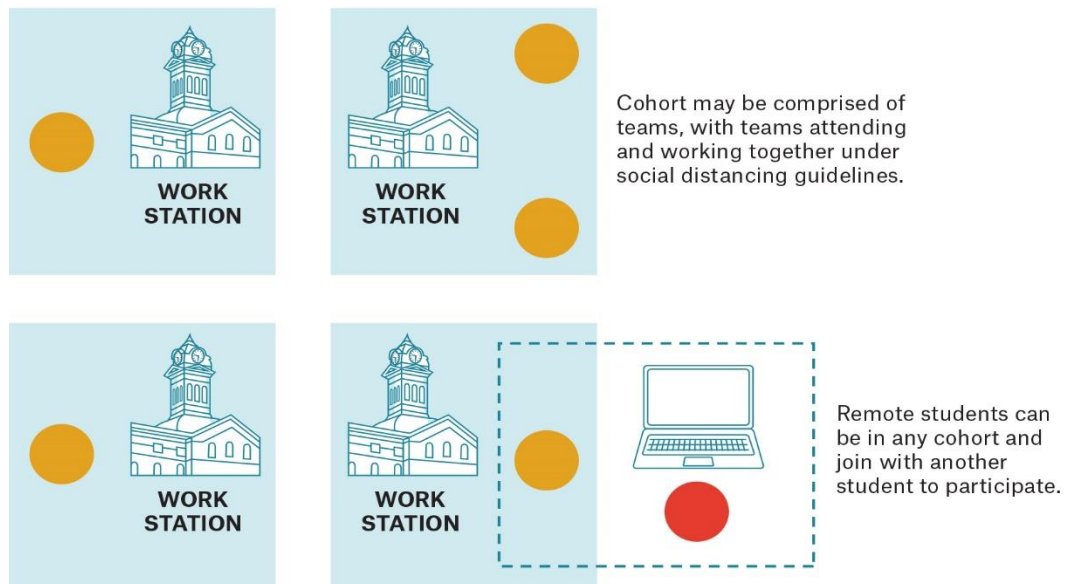
This course will integrate in person (face-to-face) and online learning experiences. The professor will group students into cohorts to attend class on a rotating or fixed schedule. Students attending remotely may be required to attend class via videoconferencing during the scheduled course meeting times in MyKU.

IN PERSON/HYBRID VARIATION LAB, STUDIO, TEAM – ALTERNATING COHORT MODEL

Students are divided into multiple cohorts.

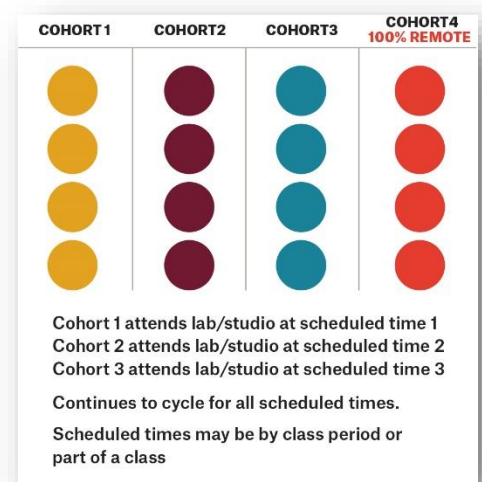
- On a rotation established by the professor, one cohort attends the class session to engage in hands-on or team activities.
- Cohorts engage in asynchronous remote activities, such as data analysis, writing assignments or activity reflection during the meeting periods they are not in-person.
- When not in the lab or studio, lectures, assignments, analysis and write-ups are done in the typical format for the discipline. Presentations are done virtually.
- Remote students may complete a related activity at their remote location, participate by joining an in-person cohort via simulcast, complete a simulation, or some other creative means of meeting the learning objectives of the activity.

LAB/STUDIO ROOM Example of a day when GOLD COHORT is present



A set schedule for in-person attendance will be provided by the professor. Examples for structuring the in-person rotation are:

- Splitting the class period: the entire class section is split into cohorts. The first cohort attends class for the first half of the scheduled class period, and the second cohort attends the second half of the class period.
- Alternating weeks or days: the entire class section is split into two cohorts and the first cohort attends the hands-on session the first week/day and the second cohort attends the hands-on session during the second week/day.
- More than two cohorts: option A or B can be modified to fit the desired number of cohorts.



Recommended language (adjust as needed) for first-day handout:

This lab/studio course will integrate hands-on experiences and remote activities. Students will be assigned to a cohort to attend class meetings on a rotating or fixed schedule. Hands-on experiences will occur in person, while activities such as data analysis and writing will occur remotely.

MULTI-MODAL

Multi-Modal uses In Person and Online formats, with some students attending in the classroom and some attending remotely. While the room capacity permits all students to attend In Person, students have the option to freely elect in person or online participation as desired throughout the duration of the course.

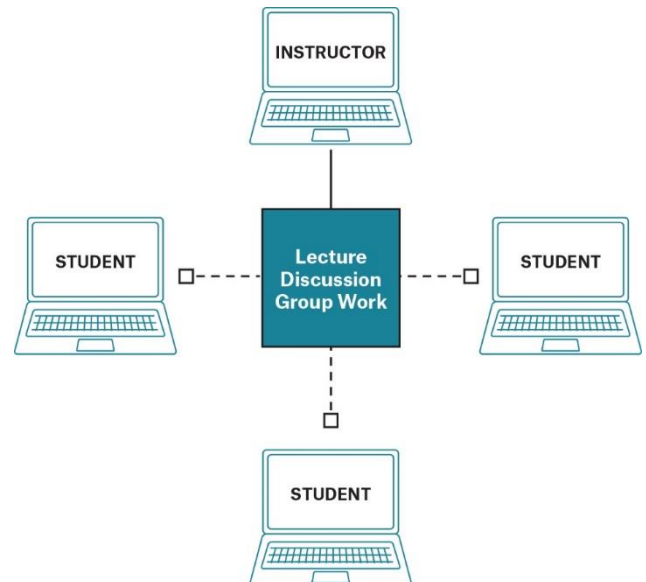
Recommended language (adjust as needed) for first-day handout:

This course will integrate in-person (face-to-face) and synchronous online (videoconferencing) learning experiences. It may also include asynchronous (D2L) components. Students may freely select the mode of instruction in which they participate on each class meeting day. Students attending remotely may be required to log in for synchronous instruction via videoconferencing during the scheduled course meeting times.

ONLINE SYNCHRONOUS AND ONLINE (ASYNCHRONOUS/D2L)

Online synchronous and online (asynchronous/D2L) courses are instructed in a fully online environment.

- Online synchronous courses follow scheduled meeting times (similar to In Person or Blended) as outlined in MyKU, with students and faculty participating in the online classroom together on a regular weekly schedule via videoconferencing. The course may also incorporate asynchronous learning components.
- Online (asynchronous/D2L) courses offer a greater element of individually self-paced learning, as the course does not have regularly scheduled course meetings. While the meeting time appears as TBA on the faculty and student schedule, it is recommended that assignment due dates and check-ins occur regularly throughout the duration of the course, to help facilitate learning and synthesis of the course material over time. The class may occasionally meet synchronously as noted in the first day handout or by advanced announcement.



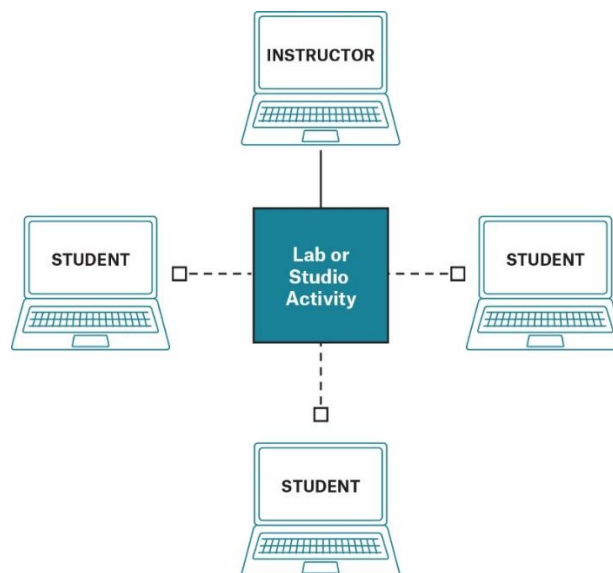
Recommended language (adjust as needed) for first-day handout:

This online course will take place remotely with no in-person meetings on campus. It may consist of both synchronous and asynchronous instruction as noted in the first-day handout. Regularly occurring weekly synchronous course meeting times are noted in MyKU and appear in the student schedule. If times are listed in MyKU as TBA, the course may meet synchronously via videoconferencing on occasion as listed in the First Day Handout or by advanced announcement.

ONLINE VARIATION LAB, STUDIO, TEAM – FULLY REMOTE MODEL

Entirely remote lab, studio or team learning can be implemented in multiple ways. For example:

- A. Faculty run activities, collect photos and video so the students can see what is done. The data or images are provided to students for analysis.
- B. Lab or studio activities are modified to use remote learning tools/modules.
- C. Students are supplied with kits or materials to perform activities at home.
- D. Any combination of the three above types of activities.

**Recommended language (adjust as needed) for first day handout:**

This online course will take place remotely with no in-person meetings on campus. It may consist of both synchronous and asynchronous instruction as noted in the first-day handout. Regularly occurring weekly synchronous course meeting times are noted in MyKU in the student schedule. If times are listed in MyKU at TBA, the course may meet synchronously via videoconferencing on occasion as listed in the First Day Handout or by advanced announcement.

Appendix A
Statement of permission for class recordings

Although recording a class may be a strategy to provide flexibility for students' learning, faculty who choose to record class(es) are asked to notify the students in advance that the class(es) will be recorded. If recording of class(es) is referenced in the first day handout, the faculty member should also discuss this with the class. There should not be reliance on implied consent. If any student objects to being recorded, the class may not be recorded. Faculty should ask/remind the students before every class the class will be recorded to protect the faculty member and because some students may not wish to participate if they are being recorded. Additionally, faculty should ask students that any class recordings provided by the faculty not be downloaded to any computer, uploaded to the Internet, or otherwise shared, transmitted or published.

In the event that an instructor wishes to record a class session for instructional purposes, the following suggested First Day Handout language may be helpful. However, if class participants do not consent to being recorded, the class should not be recorded. In addition, if minors are in attendance, the class may not be recorded.

As per Kutztown University Policy GEN-006, Zoom or class sessions may not be recorded if a participant does not give permission for the recording. Please be aware that this and other similar meetings are being recorded for educational purposes.

If you **do not** want your comments to be recorded, you may remain silent (no audio) and not use Chat during the session and contact the instructor in order to ask questions, contribute or participate separately from the recorded sessions.

Sessions that are recorded will be available to the class ONLY. Recordings will be posted (usually through D2L) or sent to class participants for future review or to catch up on a missed class.

University policy also prohibits students from recording or downloading or sharing a recording for any purpose without the permission of the instructor. Any questions regarding this matter should be directed to the instructor.