

Adding Online and Hybrid Modes of Instruction Course Approval Process

Summary

The Senate curriculum committees, the Undergraduate Course of Study (UCSC) and the Graduate Course of Study (GCSARC), will review **proposed new courses** with single or multiple modes of online delivery instruction and, for **existing courses**, the addition of modes of instructions (MOIs) to their originally approved or grandfathered-in modality. The review will be initiated in the department by completion of the relevant proposal review form (see attached), require approval by a School or Divisional Committee, and then sent on to the appropriate Senate curriculum committee for review. Thus, the review for MOIs will follow the normal curricular review process.¹

The decision to add an online or hybrid modality to a new or existing course begins at the departmental or program level. Departments/programs will have the option of adding more than one mode of instruction (MOI) to new or existing courses and have the ability to offer sections of a course with multiple modes of instruction during a single semester. Courses that were offered in either hybrid or online modalities prior to the emergency, that is, from Spring 2018 through Fall 2019, will be grandfathered in.

A grace period will take place for three semesters beginning Spring 2023 to allow departments the opportunity to offer courses in the mode(s) of instruction they deem most appropriate for their courses without having courses be formally approved by the Senate curriculum committees. This time will also allow for faculty discussions on what courses it makes sense to add mode(s) of instruction and provide sufficient time to prepare curriculum proposals to formalize their courses' modes of instruction.

General Principles Guiding the Offering of New and Existing Courses With Online or Hybrid Modalities

- The decision to offer an online or hybrid modality to a new or existing course originates in a department or academic program.
- A department or program offering a course using online or hybrid formats is consistent with their standards of academic quality, goals, and expectations.
- The use of online or hybrid modalities includes appropriate technology tools that promote engagement between instructors and students and foster student-student interactions.

¹ The policy of the Senate in the past has been “that the responsibility for ensuring the content, curriculum pedagogy, assessment, format, and delivery of all instruction rests with the academic departments or equivalent units of the College. All changes in an of the above-mentioned areas must, as a rule, be approved by a departmental curriculum committee or equivalent body. If such changes are substantive, a curriculum proposal going through the established approval process is required.” (Minutes of 4-21-2010, p. 5413) This policy establishes that adding a new mode of instruction to an existing course is now to be considered a substantive change.

- A course using online or hybrid formats to deliver instruction must be appropriate for the subject matter, the intended learning outcomes, and the needs and abilities of the students.
- Relative to the instructional formats of a course, students have the right to expect quality of instruction and access to their instructors, information about technology requirements prior to registration, and access to technology support services.
- The mode or modes of instruction for a new course or the addition of a new mode or modes of instruction to an existing course shall be approved using the normal curriculum processes of the department, School or Division, and College. (See Procedures Manual.)

Definitions

Synchronous: An instructional format where the Instructor and students meet virtually in real-time. There are scheduled class times and students must sign into a learning platform during required times. Students engage with instruction in online lessons and presentations and can have virtual class discussions.

Asynchronous: An instructional format where the Instructor and students engage with online material at different times. Asynchronous class meetings do not require students to log in to a virtual classroom at a specified time.

Online: A course which requires all contact hours to be held on line through either synchronous or asynchronous formats or both. Contact includes instruction, learning activities, and interactions. All instructional and non-instructional aspects of the course are fully online including examinations, quizzes, writing assignments, etc. There are no requirements for students to visit campus for testing, in-person orientations, etc. related to the course.

Hybrid: A course in which *some portion of face-to-face instruction has been replaced with online teaching and learning formats*. The instructor purposefully uses online instructional methods for direct instruction in lieu of coming to the classroom each session. The online instructional method of the class can be synchronous, asynchronous or a combination of both. As defined by CUNY, a hybrid class is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom.

Hybrid/Testing: A course in which all direct instruction, learning activities and interactions are held on line with the exception of examinations or quizzes that are held in-person on campus.

Hybrid/HyFlex: A course in which online and face-to-face instruction occur at the same time in the same course section. Students have the option of physically sitting in the classroom, engaging in real-time synchronous learning through video streaming in the classroom, accessing class materials asynchronously any time, or participating as a flexible learner with a weekly choice of the instructional formats.

Traditional or In-Person: A course which direct instruction of curricular content is done on campus, in a designated space and, meets a fixed number of times per week. An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class.

Department/Program Roles and Responsibilities in Developing and Offering Online or Hybrid Course Modalities

There are a number of considerations that should guide departments/programs in planning for online or hybrid course modalities. These include:

- The addition of online formats to courses or the creation of new courses with online formats does not inadvertently make a major, certificate, or degree program violate the 50% NYSED ruling and become defined as an online or distance education program;²
- There are grounds for believing that students will benefit from online or hybrid formats and the flexibility they provide in the course;
- The provision of online or hybrid modalities for a course meets the department's goals, standards, and expectations for student learning and how learning outcomes will be assessed;
- The time commitment for faculty members to create and/or teach an online/hybrid course is balanced appropriately with their other responsibilities (teaching other courses, research and service);
- Instructors (full-time and adjuncts) are sufficiently trained to teach a course in any instructional modality;
- The addition of online or hybrid course offerings does not negatively affect a department's use of their classroom spaces.
- For a course with multiple sections, the department has criteria by which to determine the appropriate number of sections to be offered with which online modes of instruction.

² "Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the [Office of College and University Evaluation \(OCUE\)](http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0) of the State Education Department. " (from <http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0>).

Curriculum Review Process for the Approval of New or Existing Courses Adding Online or Hybrid Instructional Modalities

Grandfathering of Existing Courses Taught Hybrid or Online Spring 2018 – Fall 2019

Courses taught four semesters prior to the COVID emergency of Spring 2020 will be identified by the Registrar's office and lists of such courses provided to departments. A course will be grandfathered in as approved for a relevant online modality if it is identified as having been taught in at least one hybrid or online section during Spring 2018 through Fall 2019, and departments would like to continue offering the course in at least one section in that modality.

If a department would like to offer a course in a different online instructional modality from what was previously taught and grandfathered in, the department will need to go through the normal curricular approval process for that course after the grace period.

Departments would have the right to request a course be grandfathered in if it does not appear on the Registrar's list and was offered previously in a hybrid or online section. Such requests are to be submitted to the relevant Senate Curriculum committee by e-mail.

Adding Modes of Instruction to Courses During the Grace Period

All departments will have a three-semester grace period Spring 2023 - Spring 2024 to offer courses in any modality without having those courses go through the Senate curricular review process. Departments will have the option of offering existing courses in any mode of instruction during the grace period. The mode of instruction can differ between sections of courses and can change from one semester to the next during this period. Departments shall also have the option of offering new courses with an online or hybrid format during the grace period that shall be treated as "experimental courses" subject to the restrictions of regular experimental courses, including the two-semester limit on offering the course before formalizing it through the normal curricular process. (See Procedures Manual.)

However, during this grace period, departments will need to get started on submitting curriculum review proposals to formalize new courses or add instructional modalities to existing courses permanently in time for registration for Fall 2024. Typically, it takes two to three semesters before an approved course appears in CUNYFirst and is available for student registration.

Approval Process for New and Existing Courses in Adding Modes of Instruction After the Grace Period

The mode or modes of instruction options for a new or existing course shall become part of each new curriculum proposal. The instructional mode(s) for new and existing courses shall be approved under the normal curricular approval process.

New Courses: For new courses that were offered as “experimental” during the grace period (and only offered for a maximum of two semesters) the department shall put forward a new course proposal through the normal curriculum processes. ***Departments shall have the option of submitting a new course with multiple modes of instruction.*** The process for approving new courses with one or more modes of instruction shall be the same as the approval process that currently exists for new courses. However, for each mode of instruction proposed for the new course, a corresponding rationale and syllabus is required. (See attached New Course Proposal Form.)

Existing Courses: For existing courses, (except for those courses that have been grandfathered in) approval for adding a new instructional mode(s) shall be reviewed using the normal curriculum processes. The addition of one or more modes of instruction shall be treated as a substantive change and follow the existing curricular review process. The review will be initiated in the department by completion of the proposal review form (see attached), require approval by a School or Divisional Committee, and sent on to the appropriate curriculum committee for review. ***Note that this approval process will not require a departmental representative to present a proposal at the divisional/school or curriculum committee meetings as is usual practice. This is to help expedite the process.*** The committees will review the proposals and communicate with departments via email. A rationale and attached syllabus will be required for each mode of instruction being proposed.

The Senate curriculum committees shall institute several criteria in reviewing the proposed mode(s) of instruction for a course. As stated, the proposal requires a rationale for the change or addition of a mode of instruction. The rationale should be based on considerations of the principles set forth above. In addition, the curriculum committees shall review syllabi to ensure that students are able to understand the expectations and requirements of the course such as:

- **course information** (whether the class is online, hybrid, hybrid/testing or HyFlex, *synchronous, asynchronous* or *both* learning formats; class days, times and location of online and in-person meeting rooms); **if fieldwork is required, how this will be addressed.**
- **communication and instruction** (what online tools such as Blackboard, Zoom, Voicethread, Padlet, weekly modules, etc. will be used for instruction and how and where office hours will be held);
- **expectations for student participation** (what counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation);
- **assessment** (how students will be assessed and cheating mitigated) and,
- **information on course accessibility** (video captioning, etc.).

Once a course is approved, the approved modes of instruction shall be recorded with the Registrar. This will allow a department/program in future semesters to schedule a course in sections with those approved modes of instruction according to the departments’ needs.

Timeline

March 29, 2022: UCSC and GCSARC committees vote on revised Curriculum Approval Process for new and existing courses to add multiple or new modes of instruction.

April 13, 2022: Proposal for the Curriculum Approval Process for new and existing courses to add multiple or new modes of instruction presented to the Senate and voted on.

May 2022: Departments notified of steps moving forward to add modes of instruction to courses.

February 2023 – May 30, 2024: Grace period where new and existing courses may add online or hybrid modalities without going through the normal curricular review process.

Department/Program/School of
New Course Proposal

This form should be used to propose a **new course**. If you are proposing a course with more than one modality (i.e., in-person, online, hybrid or hyflex you only need this one form. However, you must submit a rationale (#2 g below) and syllabus for each mode of instruction (MOI) proposed.)

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Contact Hours (per week)	
Credits	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	
Core Requirement	<input type="checkbox"/> Not Applicable <input type="checkbox"/> English Composition <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society (Humanities or Social Sciences: _____)
List all attributes and requirements (W, P&D, STEM, GER, majors, minors, etc.)	
Mode(s) of instruction: (e.g. In-person (P) Hybrid (H) Hybrid/TEST (HT) Hybrid/Hyflex (HF) Online (O))	

- **Course Description:**
 - A brief description for the College Catalog.
 - Writing Requirement: the number of papers and their approximate length, the extent to which library or electronic research is expected, or a statement of other writing requirements. Any absence of a formal writing requirement must be specified.

- **Rationale: (Justification)**

- A. Nature of the proposed course:**

1. If the proposed course is part of a new academic program, refer to the overall objectives of the program (i.e., on a cover sheet or Appendix)
2. If the proposed course is part of an established academic program, present a rationale that includes:
 - a. The advantages offered by the proposal and/or the needs met by the course (i.e., student, departmental, community, job market needs);
 - b. The way in which the proposed course relates to other courses within the department of origin;
 - c. The way in which the course relates to courses in other departments, divisional or interdisciplinary programs (if appropriate, possibilities for interdisciplinary use might be given);
 - d. Justification for any substantial overlap with other courses in the college curriculum, indicating the unique/specific focus of the course proposed;
 - e. Please specify if this course was offered as a topics or experimental course in the past and state the prefix and number.
 - f. List of courses, if any, which are to be withdrawn when the new course is adopted.
 - g. Reason(s) for proposing the course as “online” (e.g., pedagogical, curricular, programmatic, resources, equity, etc.)

**Note once there is an Online/Hybrid/HyFlex format added to the course and the course is a major requirement, the major or program must be registered with NYSED in the distance education format if 50 % or more of the major requirements can be completed fully online, as stated below:*

“Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the Office of College and University Evaluation (OCUE) of the State Education Department. ”

(from <http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0>).

- B. The following additional information must be supplied in the special instances noted:**

1. When ENGL 12000 is to be specified as a *Pre- or co-requisite*, the rationale must justify this in terms of the writing that is to be done in the course.
2. In the case of courses given in *non-organized classes* such as field work, internship, independent study, etc., an explanation must be given as to how the student will earn the credits consistent with the student effort required in organized

classes. It should be noted that a course may not carry more credits than contact hours. Laboratory courses usually carry one credit per two contact hours.

- **Projected Enrollment**

- **Consultation Statement**

a) Is the proposed change likely to affect other Departments or Programs?
 NO YES – If yes, list department/program: _____
Specify the nature of the consultation:

b) Is this course cross-listed? If so, please list all courses affected.

c) Does this affect the Library? NO YES
Have you consulted the subject liaison? NO YES
For new courses or programs, please consult.

- **Sample Syllabus:** (attach):

In addition to the recommendations on the Syllabus Checklist (link below) please make sure the following areas are addressed on the syllabus for the proposed online/hybrid courses:
(http://www.hunter.cuny.edu/provost/repository/files/Hunter%20College%20Syllabus%20Checklist_Aug2020%20-1.pdf)

1. **Course information:** Whether class is synchronous/asynchronous/hybrid/in-class learning; class days, times and location of online meeting room. **If fieldwork is required for the course, how this will be addressed.**
2. **Communication and Instruction:** The online tools (Blackboard, Zoom, VoiceThread, Padlet, weekly modules, etc.) that will be used for instruction; how office hours will be held.
3. **Expectations for Student participation:** What counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation.
4. **Assessment:** How students will be assessed; (*how cheating will be mitigated.*)
5. **Accessibility: Mark yes or no below.**

Are video materials captioned? Yes ___ No ___

Is the syllabus available in an accessible format, such as an accessible Word document or HTML (e.g. directly on Blackboard)? Yes ___ No ___

Do documents from word processors, presentations and spreadsheets (e.g. Word, Powerpoint, Excel, GoogleDocs, etc.) follow common accessibility standards, such those from CUNY? (If alternatives to Microsoft or GoogleDocs are used, researching whether the application is capable of creating accessible documents is advised.) Yes ___ No ___

Has an effort been made to understand accessibility of applications and educational technology, other than those mentioned above, that students are expected to use in the course? Suggested steps for faculty Yes ___ No ___

For more information on how to make this course accessible for students, see:

<https://www.cuny.edu/accessibility/content/>

<https://guides.cuny.edu/accessibility/powerpoint>

Additional support for online accommodations in the course is offered through the *Center for Online Learning* (<https://hunter.cuny.edu/center-for-online-learning/>)

Department/Program/School of
Addition of Mode of Instruction (MOI)
Substantive Change

This form is to be used for existing courses where a department wants to add a new mode or modes of instruction to a course. For example, if a course has been offered only In-Person (prior to the pandemic emergency in Spring 2020) and the department would like to add an Online or Hybrid modality, this form should be completed and a syllabus attached. If there is more than one modality being added, use a separate form and attach a syllabus for each mode.

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Hours (per week)	
Credits	
Description	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	

Core Requirement	<input type="checkbox"/> Not Applicable <input type="checkbox"/> English Composition <input type="checkbox"/> Scientific World <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Creative Expression <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society (Humanities or Social Sciences: _____)
List all other designations (W, P&D, STEM, GER, Foreign Language, majors, minors, etc.)	
Mode of instruction: (see syllabus checklist, e.g. In-person (P) Hybrid (H) Hybrid/TEST (HT) Hybrid/HyFlex (HF) Online (O))	

Rationale: (Indicate reason(s) for adding a new mode of instruction, e.g., pedagogical, curricular, programmatic, resources, equity, etc.)

**Note once there is an Online/Hybrid/HyFlex format added to the course and the course is a major requirement, the major or program must be registered with NYSED in the distance education format if 50 % or more of the major requirements can be completed online, as stated below:*

“Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the Office of College and University Evaluation (OCUE) of the State Education Department.”

(from <http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0>).

Consultation Statement:

a) Is the proposed change likely to affect other Departments, units, or programs?
 NO YES – If yes, list department/program: _____

Specify the nature of the consultation:

b) Is this course cross-listed? If so, please list all courses affected.

c) Does this affect the Library? NO YES

Have you consulted the subject liaison? NO YES

For new courses or programs, please consult.

Syllabus (attach):

In addition to the recommendations on the Syllabus Checklist please make sure the following areas are addressed on the syllabus:

(http://www.hunter.cuny.edu/provost/repository/files/Hunter%20College%20Syllabus%20Checklist_Aug2020%20-1.pdf)

6. Course information: Whether class is synchronous or asynchronous learning; class days, times and location of online meeting room. **If fieldwork is required for the course, how this will be addressed.**

1. Communication and Instruction: The online tools (Blackboard, zoom,voicethread, padlet, weekly modules, etc.) used for instruction; how office hours will be held.

2. Expectations for Student participation: What counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation

3. Assessment: How students will be assessed; (*how cheating will be mitigated.*)

4. Accessibility: Mark yes or no below.

Are video materials captioned? Yes ___ No ___

Is the syllabus available in an accessible format, such as an accessible Word document or HTML (e.g. directly on Blackboard)? Yes ___ No ___

Do documents from word processors, presentations and spreadsheets (e.g. Word, Powerpoint, Excel, Googledocs, etc.) follow common accessibility standards, such those

from CUNY? (If alternatives to Microsoft or GoogleDocs are used, researching whether the application is capable of creating accessible documents is advised.) Yes ___ No ___

Has an effort been made to understand accessibility of applications and educational technology, other than those mentioned above, that students are expected to use in the course? Suggested steps for faculty Yes ___ No ___

For more information on how to make this course accessible for students, see:

<https://www.cuny.edu/accessibility/content/>
<https://guides.cuny.edu/accessibility/powerpoint>

Additional support for online accommodations in the course is offered through the *Center for Online Learning* (<https://hunter.cuny.edu/center-for-online-learning/>)