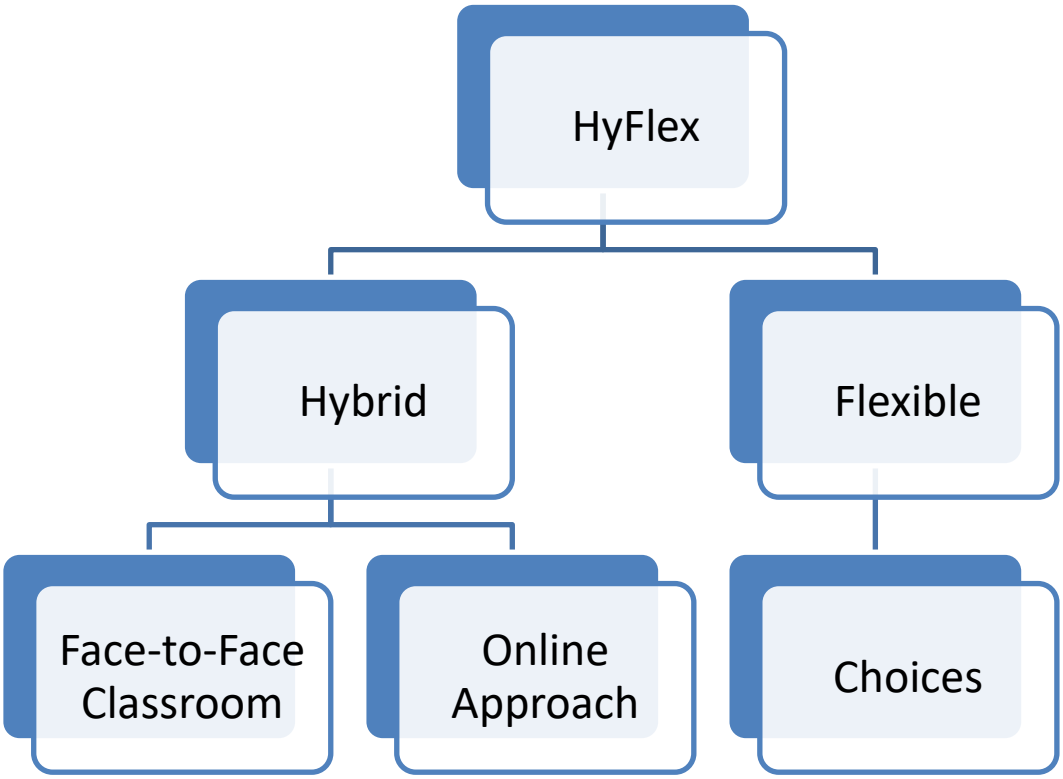
HyFlex | SUNY GCC Genesee Community College

HyFlex Course Development Guide

GCC HyFlex Team 2019



Introduction

Students' lifestyles require flexible, customizable, technology-enhanced learning opportunities that suit their busy schedules. With more colleges offering online, distributed learning opportunities, students are no longer constrained by geographical location and can engage in high-quality educational experiences from anywhere, at any time, on any device.

HyFlex Learning

To align with the way that students live, work, and learn today, Genesee Community College is investing in the creation and delivery of HyFlex courses. The aim of this delivery mode is to offer students the maximum amount of choice possible within a formal learning program.

In a HyFlex course, students can choose between a variety of delivery modes, adapting their approach to learning to suit their needs and preferences at any time, changing their mode from one class meeting to the next as needed.

There are three ways that students can choose to participate:

1. **In-person:** This participation method looks similar to traditional classroom learning, in that students arrive to a classroom on a specific day and time, and meet with an educator who is physically present in the classroom. However, in-person attendees may interact with classmates who are attending class virtually. Technological solutions allow the in-person and online attendees to communicate with one another and the course instructor, to collaborate on course activities and assignments, and to complete course assessments.

2. **Synchronous Online:** Students attend class virtually, in real-time. Live chat, video conferencing solutions, and collaborative technologies allow virtual students to be active participants in the learning experience, despite not being physically present in the classroom.

3. **Asynchronous Online:** Students can engage in learning on their own time, completing coursework online either before or after the in-person learning has taken place. Students will interact with their peers and with the course instructor using asynchronous technologies which allow for reflection, collaboration and student-to-student interactions that are dispersed over a period of time.

Is HyFlex Right for Your Course?

HyFlex may not be the right fit for every course – there are pedagogical standards, technical requirements, and scheduling requirements to consider before committing to developing a HyFlex course:

Pedagogical Standards for HyFlex Courses:

Teaching a HyFlex course combines teaching a traditional classroom-based course with teaching a fully-developed online course. **The course instructor must have both types of content fully deployed in the HyFlex course space to ensure students can freely choose between delivery modalities each class session to fit their needs**.

HyFlex courses are not the same as hybrid courses. In hybrid courses, students are all in a classroom together at one time and all online together at another time, meaning that one mode of delivery is unused while the other is in use. In HyFlex, both modes are used at all times. "HyFlex" means the course has a combination of in-person and online students who interact but are physically separated; course design must be appropriate for both in-person and online students. The course must be "seamlessly operational" for students to flow from classroom to online.[1]

> *Blended – HyFlex – course designs involve instructor and learners working together in mixed delivery modes, typically face-to-face and technology mediated, to accomplish learning outcomes that are pedagogically supported through assignments, activities, and assessments as appropriate for a given mode and which bridge course environments in a manner meaningful to the learner.*[2]

As with any course design, HyFlex courses must focus on what the learner and the instructor will **do**, rather than on the mode of delivery. Start with the learning outcomes and ensure all activities guide the students toward attainment of those outcomes. Alignment between activities, assessments, and learning outcomes should be clear. Varied interactivity (instructor to student, student to student, student to others or to materials/resources) and prompt feedback are critical to student engagement in HyFlex courses.

Best practices for the classroom-based portion of a HyFlex course include "flipped classroom" strategies in which students complete pre-reading or pre-work prior to arriving to each class meeting; classroom time is then spent on student-to-student discussion groups, team projects, and other active learning activities (debates, presentations, etc). The instructor facilitates discussion and interaction, answers questions, clarifies concepts, and introduces the next topic students should prepare for.

See Appendix A for examples of active learning strategies and assessment strategies for HyFlex courses.

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[1] McGee, Patricia. Abby Reis. "Blended Course Design: A Synthesis of Best Practices." *Journal of Asynchronous Learning Networks*, Volume 16: Issue 4, page 8.

[2] McGee, page 9.

Backwards Curriculum Design

All course activities, including assessments, activities, assigned readings, discussions, etc. must serve a specific purpose. The purpose of a course is to provide students with opportunities to build their knowledge and skills so that they are equipped to meet the standards, learning outcomes, learning objectives, and essential skills that you've identified on the Course Outline (CO).

When most instructors start to develop a new course, they immediately start thinking about content and what the teacher should do, rather than learning outcomes. This approach, though common, is not ideal. Often called teacher-centered, this approach is indicative of a more traditional view of teaching and learning that is rooted in content-conveyance rather than deep learning. As our understanding of neuroscience has matured, we've realized that learning isn't simply a matter of reading or being told something. Rather, students must actively apply their learning, practicing skills and demonstrating their abilities to achieve the desired learning outcomes. This active approach to learning is "student-centered" as it focuses on what the learner will do, rather than what the teacher will do.

When you plan curriculum from a student-centered, outcomes-oriented approach, it makes little sense to begin by planning content. In fact, content should come last in the development process! If you start with the end in mind and work backwards, your development process will look a bit like:

What should students be able to know or do by the end of this course?

This directly points to your Course Learning Outcomes. They are the reason the students are in the course.

How can students provide evidence of their knowledge and abilities?

This will come in the form of course assessments, which must be appropriately aligned with course outcomes. For example, if by the end of a course of study students should be able to design a document in Google Docs, it is inappropriate to test this ability using a multiple-choice quiz, as this assessment will not provide you with an adequate representation of the students' ability to design a GDoc. A more appropriate assessment would be for students to actually design a GDoc according to a specific set of criteria. Put simply, if students should be able to DO something, they should be assessed on their ability to do that thing. If students should KNOW certain information, it is important to provide them with opportunities to convey their knowledge, to the depth that is required and articulated on the CO.

Review Bloom's Taxonomy, a framework that places levels of learning in a hierarchy.

What learning experiences and instruction will students require to become proficient?

Ideally, students will have opportunities to attempt tasks and convey their knowledge before being graded on their abilities. This practice comes in the form of learning experiences and guided instruction. At this stage, it is most appropriate to consider how students will practice and build their abilities, what information and skills students will need to be explicitly taught and guided on, how best to convey this information in light of the performance goals and assessment strategies, and finally, which resources are most appropriate, given the performance goals.

Technical Requirements for HyFlex Courses:

These are the physical needs of your classroom space plus your comfort level with the technologies.

It is important that you, as instructor, are comfortable using the Course Learning Management System (**Blackboard**), the video-conferencing software (**Zoom**), and the hardware (**cameras, projectors, computers**) in the room. **Mandatory training** will be provided prior to the start of your HyFlex course to help increase your comfort level.

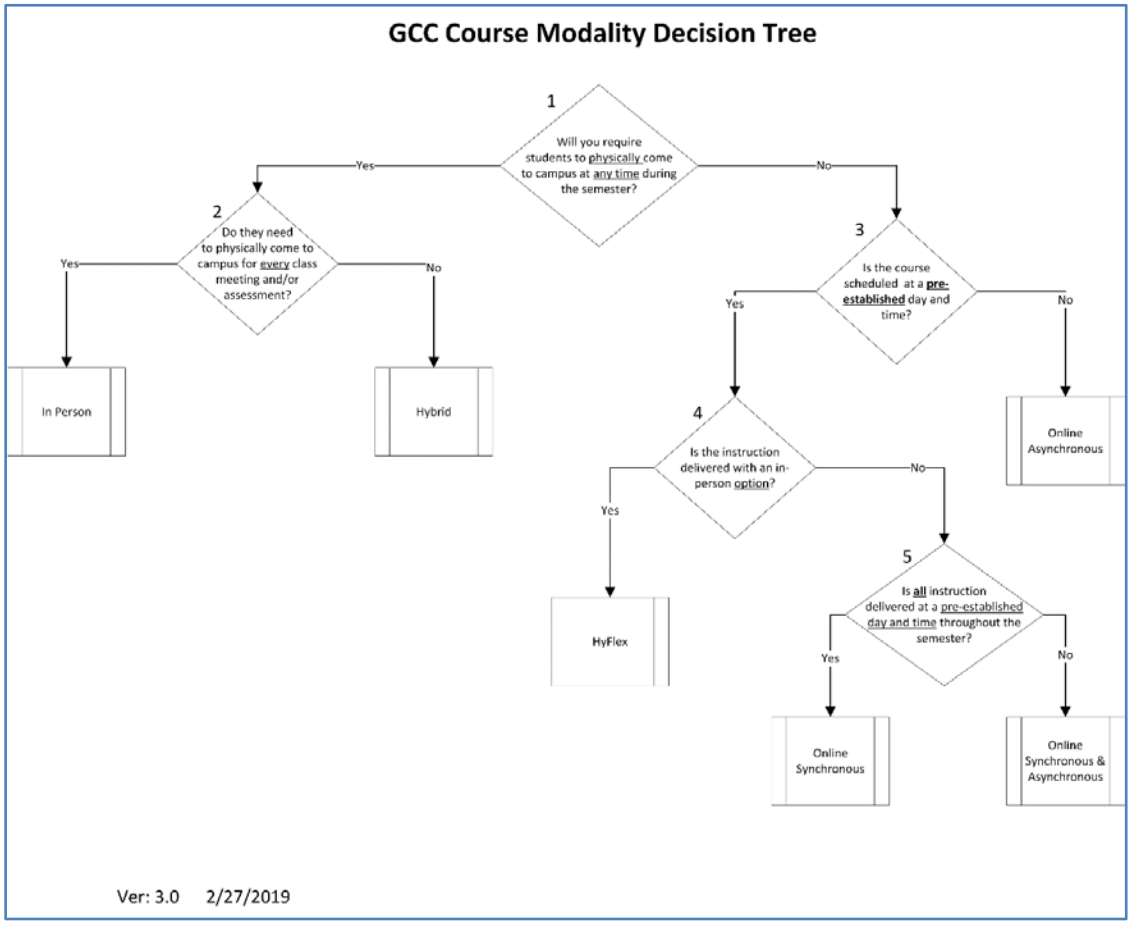
Also, be mindful of the **students** in your room – can they see the projected images clearly? Are the acoustics sufficient for students to hear the instructor as well as the remote students who are "virtually present"?

See Appendix C for current list of classrooms suitable for HyFlex courses.

Scheduling Requirements for HyFlex Courses:

There are specific criteria your course must meet in order to go on the GCC Course Schedule as HyFlex. The course must meet all the requirements of an online course, plus include information for remote students to login to live sessions, and for asynchronous students to view recorded lectures.

Take a look at this decision tree to determine where your course belongs on the schedule:



Overall HyFlex Course Development Process

This general process provides an overview of the major steps involved in a course development process. Though each course is unique, this overarching development process remains relatively unchanged.

These are the required steps for developing a HyFlex course – the **HyFlex Course Development Plan**:

1 Create a Development Timeline (TL)

Determine how many weeks you have to develop the course, and break that down into how much time you can devote to the development process each week. You will be creating a course outline, a syllabus, assessments, activities, and course content. There will be checkpoints and reviews along the way, so allow time for those in your **Timeline**. It is a good idea to meet with, or speak with, the Instructional Designer while developing the TL to get some guidance on how long different components may take to develop.

2 Develop the Course Outline (CO)

The **Course Outline** (CO) provides learners with an overall summary of the learning goals, evaluation methods and resources that will be incorporated into a course. It acts as a roadmap for you to build the course overall.

3 Develop the Syllabus and Schedule (SS)

Once you've fully developed a draft CO, you're ready to create the **Syllabus and Course Schedule (SS)**. The **schedule** in this document describes course activities in a detailed, weekly format. You can use the **Syllabus Template** to populate with the specific weekly topics, pre-work, reference materials, and assessments. This provides students with an overview of weekly events and, in this early planning stage, will help you visualize the discrete items that must be developed for the course.

4 First Checkpoint

Meet with the Instructional Designer to go over the Course Outline (CO) and Syllabus & Schedule (SS). At this meeting you should discuss assessment strategies and alignment with the Course Learning Outcomes (CLOs). Also, overall accessibility will be addressed – it is better to create accessible content at the start than to go through and retro-fit content later.

You should leave this meeting with a clear plan of how you will create and/or pull in course content, as well as who will help you.

5 Develop Assessments, Activities, and Content

The bulk of the time spent on course development occurs during this phase. Contact the Instructional Designer, your Dean, or Academic Director if you have questions or concerns as you start building your discrete learning objects. Use the **Course Blueprint** template and think about all of the materials required to complete the course, what date you hope to complete the course, and then parse your time accordingly.

6 Second Checkpoint

Once you've finished the draft assessments, activities, and content, arrange to meet with the Instructional Designer (ID) once again. This time, you will review the course components together. The ID can help you create content in Blackboard if you are struggling, and will review your progress to date.

7 Course Reviews

When all the units of instruction and course assessments are completed in Blackboard the course will be reviewed for design quality and accessibility. The Open SUNY Online Course Quality Rubric (OSCQR) is the foundation of this process along with the GCC Online Course Evaluation Checklist.

8 Process Evaluation

The instructor is asked to complete an Evaluation Survey for the design and creation process including the support team.

9 Future Review and Revision Plan

Finally, a course review follow up and **Review and Revision Plan** is established once the course is ready to open. This discussion occurs after you have finished teaching the course once. You should reflect on how the course went and think about revisions that would benefit the students going forward. You and the Instructional Designer can decide how to implement the revisions.

Additional Resources

These are documents and guides to help ensure your course is meting design quality and accessibility standards right from the start:

- Guidelines for Faculty Teaching Online at GCC
- GCC Course Student Learning Outcomes Alignment Table
- GCC Online/Hybrid Course Checklist
- Accessibility Self Review Checklist
- The Open SUNY Course Quality Review OSCQR
- 

OSCQR-Course-Design-Review.pdf
- The first four documents listed above are also located on the GCC Online Learning Faculty Resources web page under Online Course Development Guidelines.

Course Developer Responsibilities

As a Course Developer, you are responsible for completing the following tasks. Work on these according to your Development Timeline (DT)

Course Outline (CO)

- ❑ Establish evaluation plan, including assessment method, description, and value (%)
- ❑ List topics / concepts to be covered in the course, in linear sequence
- ❑ Select relevant learning activities for both in-class/synchronous and online students
- ❑ Research and select appropriate resource materials, including textbooks, web-based resources, required software, etc., keeping accessibility and Universal Design for learning (UDL) in mind.

Course Syllabus and Schedule (SS)

For each week of the course, describe:

- ❑ The overarching topic to be explored
- ❑ Any preparatory work and formative activities students are expected to complete
- ❑ Related reference materials, including:
  - ❑ Textbook title and associated chapter(s) / page(s)
  - ❑ Additional learning resources (videos, web-based tools, instructor-generated content, etc.)
- ❑ Evaluated components (assignments, labs, tests) and due dates – clearly identify expectations for in-class/synchronous and online/asynchronous students
- ❑ Student-to-student interaction/collaboration

Course Content

Course content should be "chunked" into discrete, manageable units of learning. Typically, course developers follow a weekly, topical format. Aim to design each unit in a similar, predictable format. For each week, provide:

- ❑ **A brief description** of why this week's content is important and relevant to the course, and ultimately, to the students' future goals. Listing the CLO that is met or supported by this week's activities is also helpful.
- ❑ **A short list of the week's intended learning outcomes** ("By the end of this unit, students will be able to…"). These unit-level objectives should draw from the course level objectives.
- ❑ **List all of the required readings and resources that students must work through**. Elaborate on the information provided in the Course Syllabus by explaining why, how, and in what order students should work through the resource materials. For example, if you include a YouTube video as a course resource, briefly explain your rationale for selecting that particular video, what students should pay close attention to, etc.

- **Provide instructional materials.** In a traditional delivery, your knowledge would typically be conveyed to students in an interactive lecture format, which balances passive listening with active learning. Since HyFlex courses include both in-class and online deliveries, strategies for content conveyance will necessarily incorporate various educational technologies. As a first step in this process, draft a script of your lecture notes. Rather than focusing on HOW you will convey content to learners, write down WHAT you want to convey. Do not simply repeat the information students already encountered in the readings and resources. Instead:
  - Expand their understanding by providing important background information
  - Clarify important concepts by explaining them in a new way
  - Connect new information to previously learned concepts
  - Provide real-life examples
  - Prompt students to connect content with their lived experiences

- **Describe learner activities**. In order to truly learn, students must be provided with opportunities to interact with content, peers, and professor. Now that students have worked through the reference and instructional materials, what will they **DO?** Activities should be relevant, preparing students for success in their evaluated coursework and in their future profession. Activities may be completed by individuals, small groups, or the entire class. They may include personal reflection, class discussion, concept mapping, case study, simulation, educational games, interviews, as well as evaluated course components such as assignments and quizzes.

Course Assessments

- Develop the discrete course evaluations by drafting assignment descriptions and success criteria (rubrics), quiz and test questions along with answer keys (where relevant), and any other evaluated components of the course.

Support

As a member of the Genesee Community College community, you have access to many individuals who will be happy to assist you with the various aspects of the course development process:

Support Role	Contact Information
Instructional Designer / Project Manager	Judie Littlejohn – jmlittlejohn@genesee.edu (585) 343-0055 ext 6206
Library	https://guides.genesee.edu/facservices
Media Services	https://www.genesee.edu/home/offices/media/services/
Classroom Technology	Helpdesk@genesee.edu
Blackboard Administrator	Harold Strassner – hlstrassner@genesee.edu (585) 343-0055 ext 6365 or Helpdesk@genesee.edu
General Questions	Hyflex@genesee.edu

Instructional Designer / Project Manager

The Instructional Designer will help you map out a plan for your course, choose activities and assessments, and put teams together as necessary to help you develop content. Don't hesitate to reach out to them if you are unclear about project deliverables, deadlines, payment schedules, etc. This person should be your go-to for information related to project logistics.

Librarians

The GCC Librarians can help you source out course resources like films, open educational resources, articles, etc. and can answer any questions you have about copyright. The appropriate librarian will be contacted by the Instructional Designer and brought in as needed.

Media Services

Should you decide to develop instructional videos for your HyFlex course, Media Services can provide video production services. They can partner with you to create your Ensemble Library which allows videos to be uploaded into Blackboard. The Instructional Designer will connect you with Media Services as needed.

Classroom Technology

Computer Services helps provide faculty with appropriate hardware and software solutions and training in the HyFlex classroom. The Instructional Designer will set up times for you to meet with a specialist to learn how to effectively utilize the tools in your room.

Blackboard LMS Technology

Computer Services supports faculty in the use of and training related to the Blackboard LMS. The Blackboard Administrator is a great resource for you in the Blackboard development phase.

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DelGado Community College. “HyFlex Introduction Handout”. 9/15/15.

Educause. “7 Things You Should Know about the HyFlex Course Model” 2010. Educause.edu/eli

The Hanover Research Council. *Best Practices in Online Teaching Strategies*. July, 2009.

McGee, Patricia and Abby Ries. “Blended Course Design: A Synthesis of Best Practices.” *Journal of Asynchronous Learning Networks*, Volume 16: Issue 4.

Vanderbilt University Center for Teaching. https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/

GCC HyFlex Team – April, 2019

- Greg Brooks
- Jim Bucki
- Cherie Chatt
- Karen Huffman
- Judie Littlejohn
- Karen Wicka

Appendix A – Instructional Strategies Chart

Use this chart to help determine how your synchronous and asynchronous students can have equivalent learning experiences.

Learning Activity	Classroom/Synchronous Strategy	Online/Asynchronous Strategy
Lecture	Instruction is delivered by the instructor lecturing to the class. This includes the instructor posing questions to the students and the students asking questions of the instructor.	Recorded Video of Lecture Discussion forum Student Lounge (ongoing discussion where students can ask other students questions)
Group Work / Discussion	Divide students into groups to work on a project or assignment and/or discuss a particular topic. Interaction is between the students and supervised by the instructor. Groups may also share their ideas with other groups.	Using Groups tool in Bb, divide students into groups to work on a project or assignment and/or discuss a particular topic. Interaction is between the students and supervised by the instructor. Groups may also share their ideas with other groups.
Debate	Divide students into groups based on a specific issue. Groups research and organize an argument for	Using Groups tool in Bb, divide students into groups based on a specific issue. Groups research and

Learning Activity	Classroom/Synchronous Strategy	Online/Asynchronous Strategy
	their position on the issue, taking notes on paper. Then groups engage in a debate over the issue.	organize an argument for their position on the issue posting to Group Discussion Forum. Groups engage in a debate over the issue via Discussion forum or recorded Zoom session.
Peer Review	Students share typed, written work with other students who review the work and provide comments via face-to-face discussion or in writing.	Students share work with other students who review the work and provide comments. Share via Messages, Groups, or Discussion forum in Bb.
Student Presentation (without classroom feedback)	Individual students complete a class assignment and present that assignment to the class. Students are not required to answer questions from other classmates.	Individual students create video presentations and upload them to Ensemble Dropbox in Blackboard. Can substitute PowerPoint if presentation skill is not a CLO.
Student Presentation (with classroom feedback)	Individual students complete a class assignment and present the assignment to the class. During or after the presentation, students are required to answer questions posed by classmates.	Individual students upload their presentations to an Ensemble Dropbox in Bb. Instructor posts videos to a Discussion Forum for students to view, ask questions, and respond.
Think-Pair-Share	After a concept is taught, students pair up with another student, discuss the material that was just learned and develop	After reading and viewing course materials, students share summaries and discuss them in a Discussion Forum.

Learning Activity	Classroom/Synchronous Strategy	Online/Asynchronous Strategy
	questions or a short summary, in documents, to share with the class.	
Role-Playing	Students are provided with a scenario and must role-play or model the proper response to that situation.	Students are provided with a scenario and respond to "What would you do if. . . " questions either as an Assignment or Discussion.
Brainstorming	Students are required to think of all possible ideas on a particular topic and record those ideas in a document.	Students are required to think of all possible ideas on a topic and record those ideas in a Blackboard Wiki.
Jigsaw Learning	Students are placed in a group and each person in the group is required to learn one portion of the material and then teach the rest of their group the information that they learned.	Students choose specific topics from the course material and write individual Blog posts explaining the topic, adding images and/or videos as appropriate.
Mastery Quizzing	Students take quizzes repeatedly to identify and work through problem areas.	Students take quizzes repeatedly to identify and work through problem areas.
Written Exams	Students take exams in classroom, writing in blue book, or Scantron.	Students take proctored or online exams per instructor's specification.

Appendix B - GCC's Educational Technologies

As you develop your HyFlex assessments, activities, and instructional materials, you'll need to leverage certain educational technologies.

This list is not exhaustive, but will give you a good sense of what is available to you and currently in use at GCC (April, 2019).

Purpose	GCC Software	Blackboard Tool	Web Tool
Conveying Content – These are tools you can use to develop content and resources for your students. You can create content to supplement your textbook, content to focus on explaining difficult or problematic concepts, or content to cover the entire course.	**Microsoft Office Suite** - Many instructors utilize Microsoft Word and PowerPoint to convey content to students. PowerPoint presentations intended for online viewing can be enriched with slide notes, audio narration, and automatic transitions so that a clean, narrated video of the presentation can be uploaded to YouTube or Ensemble and embedded into Blackboard. "Lecturing" in this manner creates a product of much higher quality than the live AV that is captured in the Virtual Classroom environment (ie. easier to see, easier to hear). Word Documents can be uploaded directly into Blackboard and need not be converted into a read-only format prior to being made available to students.	**Bb Learning Modules** – Easily create a multi-page, book-like resource complete with chapters and sub-chapters. It's not meant to be flashy or interactive, but a simple, static resource. **Bb Folders –** Folders can hold multiple files – they are a useful way to chunk course materials into weekly units or themes. **Bb Files –** Upload simple files like PDFs, Microsoft Word documents, PowerPoint presentations, image files, etc. You can include a file name, optional description, and specify display settings. Note that students can download files uploaded in this manner, but they will need the corresponding software to open the file (ie. If a student downloads a Microsoft Word document but does not have Word installed on their PC, they will encounter an error). For this reason, it may be optimal to consider free web-based applications such as Google Docs and Google Slides, since all students with an internet connection can access these tools. **Bb Items -** Blackboard Items can contain text, images, audio, and video. It's very simple to create items, but since students cannot download and print a folder as easily as they can a PDF,	Content can be created via web applications for export and uploading into a course. Some examples: 1. Google Apps 2. Prezi 3. PowToon 4. Screencast-o-Matic 5. YouTube

	Camtasia – This software program allows you to create high-quality screencast videos complete with audio, animations, annotations, etc. It is extremely robust, but as such, there is a considerable learning curve involved. This tool is great for detailed, technical walkthroughs of software programs, processes, etc. It is available for use in the Digital Creation Space (DCS), room T134 in the Media/Online Learning area. **Respondus 4.0 –** This is software that you can use to create quizzes to upload into Blackboard. It is available for use in the Digital Creation Space (DCS), room T134 in the Media/Online Learning area.	Microsoft Word document or Google Doc, consider these other word processing options. **Ensemble –** Ensemble is a video server integrated into Blackboard. If you create videos you can upload them to your Ensemble Library. Ensemble can caption your videos for you (you should review the captions and edit them as necessary), and you can pull the videos seamlessly into your course from your library.	
Assessment – Assessments are important elements of any course, since they allow students to demonstrate proficiency in the stated course and program-level outcomes and objectives. There are two main types of	**Respondus –** This is software that you can use to create quizzes to upload into Blackboard. Respondus StudyMate makes it easy to create flash cards, self-assessments, and learning games. It is available for use in	**Bb Assignment Tool –** Students submit digital files to an electronic dropbox for assessment. File types include word-processed documents, spreadsheets, images, links to audio and/or video clips, or text typed directly into a submission box. At GCC we discourage the uploading of large files (over 50MB) and instead encourage students to upload to a third party platform (Ensemble) which can link into Blackboard. The assignment activity can be enabled / disabled at certain dates and times	For formative assessment that can be embedded in your course: • Google Forms

assessments: **summative** and **formative**. Summative assessments are typically graded activities occurring at the end of a unit of study that allow the educator to evaluate whether or not the student has achieved the intended learning outcomes. Formative assessments, by contrast, are not always graded or are low-stakes, appear at any point during the learning process and are mainly used to diagnose where students are in their learning. Formative assessments help students identify at what level they are currently performing, and can be leveraged by educators to remediate knowledge gaps, etc.	the Digital Creation Space (DCS), room T134 in the Media/Online Learning area. **Camtasia –** Quiz questions, or knowledge checks, can be embedded into Camtasia videos for formative assessment. It is available for use in the Digital Creation Space (DCS), room T134 in the Media/Online Learning area.	(to create electronic due dates), can include advanced grading options such as objective scoring rubrics and checklists, and is a common method for collecting, marking and returning graded student assignments. Also, SafeAssign can be activated for plagiarism checking. **Bb Quiz Tool –** Design electronic tests or quizzes right in Blackboard. This tool offers a variety of question types, scoring methods, feedback options, and scoring capabilities, with some questions being automatically graded and others requiring manual scoring. This is a very common strategy for assessing student learning both formatively and summatively. **Bb Survey Tool –** These allow instructors to quickly solicit student opinions, understandings, etc. Student submissions are anonymous, however, a green checkmark in the gradebook indicates a student has submitted the completed survey. **Ensemble –** You can set up an Ensemble Dropbox in your course for students to upload videos they create for assessment.	
Learner Engagement / Interaction		**Bb Discussion Forum –** Students and educators can exchange ideas by asynchronously posting text-based comments, audio and video file links to a discussion forum in Blackboard. There are several types of forums, and participation may or may not be graded. **Bb Collaborate –**	There are many web applications for student engagement interaction. Take a look at some examples: 1. Padlet 2. Quizlet

		Students can communicate with faculty and in small groups via this conferencing tool.	3. Kahoot 4. Social Media 5. Google Meet
Learner Activities	**Microsoft Office Suite –** Students can create virtual posters and presentations in many different ways. PowerPoint presentations and Word docs are familiar platforms for students to create visual artifacts.	**Bb Blogs –** Students can create and share content in the Blog tool; they can also provide peer feedback. Students can pull in videos, images, and weblinks to create engaging class projects and encourage student-to-student interaction. **Bb Wikis –** Wikis are a great tool for students to develop content and resources to share with the class. They can include images, videos, and weblinks just like blogs but instead of commenting on one another's they can collaboratively edit and add to projects. **Bb Journals –** Blackboard Journals are a great tool for students to reflect on their learning. Journals are meant to be private, between the student and the instructor.	There are many web applications for learner activities. Take a look at some examples: 1. Wordpress 2. Weebly 3. Wix 4. Google Slides 5. Google Sites 6. Canva
Videos Conferencing Resources – You will have training on the web conferencing tool you choose for your HyFlex course.	**The current available options at GCC are:** • Zoom • Web-Ex (for pre-existing users)	**Bb Collaborate –** Faculty can communicate with students, share their screen, and record sessions via this conferencing tool.	• Google Meet • YouTube Live

Appendix C – HyFlex Classrooms

List of classrooms that have video-conferencing equipment as of April, 2019.

Campus	Room	Contact
Albion	6	Michele Bokman Director of Operations mkbokman@genesee.edu
Arcade	1 3	Joanna Santos Director of Operations jmsantos@genesee.edu
Batavia*	B258 D252	Nina Mortellaro nimortellaro@genesee.edu Doreen Bortle dvbortle@genesee.edu
Dansville	217	Debbie Allen Director of Operations dlallen@genesee.edu
Lima	109	Debbie Allen Director of Operations dlallen@genesee.edu
Medina	Computer lab	Michele Bokman Director of Operations mkbokman@genesee.edu
Warsaw	304 306	Joanna Santos Director of Operations jmsantos@genesee.edu

* Batavia: May also consider T122, T123, T124, D203, G200 depending on subject/need.

Development Guidelines for HyFlex Courses

Course: _____ **Development Term:** _____

Faculty: _____ **Delivery Term:** _____

This document is between the relevant deans and an individual faculty member developing a HyFlex course. It is designed to communicate succinctly a framework for course development and delivery to ensure the HyFlex course meets all design and delivery standards prior to its first available term. This form also outlines the responsibilities, milestones, and supports available to faculty when developing a HyFlex course.

Please note: An individual faculty member will only be asked to enter into this agreement after the decision to develop a new HyFlex course is made between the Dean of Distributed Learning and the appropriate Area Dean (or designated Program Director).

Standard HyFlex Course Development Cycle	
Develop Fall – Deliver Spring	**Develop Spring – Deliver Fall**
- The course must be 50% complete by October 15 - All instructional modules and course content must be complete and submitted for full review by December 1 - The course will be made available to students a minimum of 3 days prior to the start of term in which the course is being offered	- The course must be 50% complete by March 15 - All instructional modules and course content must be complete and submitted for full review by May 1 - The course will be made available to students a minimum of 3 days prior to the start of term in which the course is being offered

Faculty Member - Please initial next to each statement below:

____	The faculty member developing the course must complete a HyFlex Course Development Plan with the college's instructional designer prior to receiving a course development shell
____	Faculty members new to online/HyFlex learning must do one of the following: - Complete GCC's Online Instructor Orientation, a self-paced training in Blackboard - Complete an approved Introduction to Online Delivery workshop - Show completion of a valid new-to-online instructor training program, approved by the Dean of Distributed Learning
____	Faculty members building their first online/HyFlex course in Blackboard are expected to participate in faculty Blackboard training as needed
____	All new HyFlex courses will undergo a full Online Course Design Review and an accessibility review of the course content, design, and structure prior to the course becoming available to students
____	The faculty member will discuss the use of any publisher materials and third-party products with the instructional designer to ensure student access, accessibility, support, and privacy standards align with college's policies and procedures
____	The Dean of Distributed Learning, the Area Dean, and/or the faculty member reserve the right to discontinue this new course development process if the expectations agreed to in this document cannot be met
____	HyFlex courses must be designed to meet the federal definition of credit hour or its equivalent as specified in the Middle States Commission on Higher Education Credit Hour Policy. See SUNY Credit/Contact Hour policy and definitions for more information.
____	The faculty member agrees to participate in training on web-conferencing and classroom technologies
____	The faculty member agrees to a follow-up review and revision process of the new course after its first offering
____	The faculty member will be provided the opportunity to formally evaluate the roles of the Online Learning Office, Media, and Computer Services a course development partners in this process

I have received and understand the guidelines outlined above.

Faculty Signature: _____ Date: _____

Area Dean: _____ Date: _____

Dean of Distributed Learning: _____ Date: _____

1 GCC HyFlex Course Development Timeline (TL)

Course Description

Course Name & Number:	
Course Starting Date:	
Development Period:	
Instructor:	

Overall HyFlex Course Development Timeline

Important Project Meetings & Milestones	Analysis, Development, & Deliverables	Project Phase & Notes
Schedule initial meeting with Instructional Designer for course analysis; discuss and establish course development plan. *Prior to start of development*	*Analysis:* • Conduct course content analysis. • Review current course syllabus & online syllabus template. • Review current curricular approaches and forms of assessment. *Planning:* • Collaboratively construct a timeline for design and development of the online course. • Review and course goals & objectives. *Deliverable:*	Analysis and Planning Phase Target date:

Important Project Meetings & Milestones	Analysis, Development, & Deliverables	Project Phase & Notes
First Checkpoint - Meet with Instructional Designer again to review deliverables – CO and SS Discuss strategies for assessment, alignment, and accessibility *Prior to start of development*	*Analysis & Development:* • Review and/or outline course modules or units of instruction. • Discuss Course Assessment Plan *Deliverables:* • 2 HyFlex Course Outline (CO) • 3 Syllabus and Course Schedule (SS)	Planning Phase Target date:
Meet with Instructional Designer to design & develop course content; bring BP. *During first half of semester prior to initial offering*	*Development:* • Collaboratively design & develop 1-2 course units of instruction *Deliverables:* • 4 Course Blueprint (BP) • 1-2 course units of instruction	Development & Design Phase Target date:
Develop & submit 50% of course content in LMS and notify Instructional Designer. Second Checkpoint *By March 15 for Fall course;* *By October 15 for Spring course*	*Deliverables:* • 50% of units of instruction & course assessments are created in LMS. • Instructional Designer reviews and/or assists in implementation of course content & assessments.	Implementation Phase Target date:
Develop & submit all course content in LMS and notify Instructional Designer. *By May 1st for Fall course;* *By December 1st for Spring course*	*Deliverables:* • All units of instruction & course assessments are delivered to Online Learning. • Online Learning and/or Instructional Designer reviews and/or assists in implementation of all course content & assessments.	Target date:

Important Project Meetings & Milestones	Analysis, Development, & Deliverables	Project Phase & Notes
Instructional Designer will work with instructor to review and evaluate course content prior to it going live. (May or may not require meeting) Accessibility review takes place. *Four weeks prior to start of initial offering*	*Analysis:* • Review all course content using the GCC Online Course Evaluation Checklist (this is provided by Online Learning and completed in conjunction with instructor) and OSCQR Rubric *Deliverables:* • Signed **GCC Online Course Evaluation Checklist**	Preview Phase Target date:
Instructor completes survey evaluating Instructional Designer and process *Three weeks prior to start of initial offering*	*Deliverables:* • Completed **Evaluation Survey** for Instructional Designer and process • Plan course follow-up review	Evaluation of Online Learning Phase Target date:

2 GCC HyFlex Course Outline (CO)

Course Description

Course Name & Number:	
Course Starting Date:	
Development Period:	
Instructor:	

Course Content Planning – Primary Topics/Skills

- List the major topics/skills that should be taught in the course.
- Begin to develop measurable learner objectives for each topic.
- Identify the time learners will spend on each topic/skill.
- Sequence the topics in the order they should be presented.

Major Course Topic/Skills	Learning Objectives within Topic	Time	Sequence

Major Course Topic/Skills	Learning Objectives within Topic	Time	Sequence

3 GCC HyFlex Course Syllabus and Schedule Template (SS)

SUNY Genesee Community College

Course Title

[ ] 1.1course number and section number
[ ] 1.2 course title
[ ] 1.3 # of credits
[ ] 1.4 semester & year taught (Fall, Spring, Summer, Winterim, etc.)

Instructor Information

[ ] 2.1 Name
[ ] 2.2 Office location and address
[ ] 2.3 Office hours
[ ] 2.4 Telephone number, 4-digit extension, best times to call
[ ] 2.5 GCC e-mail and other Internet addresses
[ ] 2.6 Voicemail instructions
[ ] 2.7 Alternate office hours / location / phone or home phone & best hours to call
[ ] 2.8 Other communication options, instructions: Email, FAX instructions, assignment drop-off information, audio conferences via telephone, computer PC-mail/Email, site coordinators or other people to contact, etc.
[ ] 2.9 Instructor bio, background information, and/or letter of introduction

Catalog Description

per current GCC Catalog and website (note: all GCC course descriptions were updated in 2003-04).

Course Overview

a short narrative paragraph overview of the course.

Prerequisites

[ ] 5.1 Courses required prior to taking this course (see catalog)
[ ] 5.2 Courses or skills recommended prior to this course, or baseline reading, computational or computer / network skills

Learning Objectives

Student Learning Outcomes and course objectives are based on the official course outline located on the GCC website. Follow these steps from the front page of our website: Select Academics, ►Registering for Classes, ►Course Catalog, ►Select Term, ►Select the Course, ►Select Full Course Catalog Description. You may copy and paste the document into your course syllabus.

Required Text and Materials

[ ] 7.1 Textbook (including date, price, Bookstore hours, etc.) and what's included with text (CD-ROMs, diskettes w. data files & Internet access, publisher access codes & cost, etc.)
[ ] 7.2 Study Guide, Manuals, Recommended books, etc.
[ ] 7.3 Special or optional fees (lab materials, field trips, etc.)
[ ] 7.4 Manuals, laboratory or other locally-produced materials available through Bookstore or other source
[ ] 7.5 Library or other reserve materials
[ ] 7.6 Internet/web access to resources: how (as well as what)
[ ] 7.7 Video materials (and how to access)

HyFlex Information

- State how students connect to live class from a remote location
- State how asynchronous students can view class recording within 24 hours of each session
- Example: This is a HyFlex course. You may choose, on a day-by-day basis, to participate in-person, online, or through a combination of online and in-person. You may also complete all or part of the in-person component of the course using [Zoom, Collaborate, etc] from any location. To join the class live via [Zoom, Collaborate, etc] use this link: _____. Within 24 hours of the end of class time you can view the class recording in the _____ section of the Course Menu.

Technical Requirements

- State what hardware/software students need to engage in the course whether they are participating in the classroom, online synchronously (via web-conferencing), or online asynchronously, ie: webcam, microphone, high-speed internet, etc.

Course Requirements

[ ] 8.1 Examinations (type, number, dates, quizzes, etc.)
[ ] 8.2 Term papers (nature of, Library or other research required, dates due, expected level of scholarship, length if relevant, etc.)
[ ] 8.3 Projects (options, contacts, due dates, research, examples, media projects, etc.)
[ ] 8.4 Assignments, Papers, Compositions (level, number, dates, examples, other expectations)
[ ] 8.5 Class presentations (number, dates, individual or group, examples, etc.)
[ ] 8.6 Field trip or field research expectations or options
[ ] 8.7 Reading assignments (recommended, supplementary
[ ] 8.8 Cooperative Education or Internship requirements, options
[ ] 8.9 Library / Bibliographic Instruction / Information Literacy requirements (including scheduled instruction classes or options)

[ ] 8.10 Interaction required: live class attendance, video review, email / MyCourses/Blackboard participation, voicemail check-in, etc. Specify qualitative as well as quantitative expectations if possible; use model or rubric.

Grading Criteria

[ ] 9.1 Relative weight of all course requirements (in points, %, etc.)
[ ] 9.2 Options: study/review sessions, audio conferences, E-mail interaction, group presentations, etc.
[ ] 9.3 Grade status notification
[ ] 9.4 Participation: how "time on task" will be factored into grading

Course Policies

[ ] 10.1 Attendance policy, expectations, consequences, make-ups
[ ] 10.2 Late assignment and test make-up policy, penalties
[ ] 10.3 Plagiarism, cheating policy
[ ] 10.4 Student Letter of Agreement (or Learning Contract) policy
[ ] 10.5 Clearly stated last dates of student withdrawal for W and/or F grade assignment
[ ] 10.6 Clearly stated policy on IP grades
[ ] 10.7 Classroom procedure and comportment: what's expected of students at local site & remote site; seeking assistance; location of manuals; determining student roles; question and discussion procedures; testing procedures; see also contingency plans.
[ ] 10.8 Civility issues: online deportment, "netiquette" issues, language, slander/libel, consequences of inappropriate behavior.

Course Schedule:

As specific as possible, a week-by-week list of events, deadlines, etc. (see dean or secretary for GCC Academic calendar)

[ ] 11.1 Subject matter coverage (by week or by day)
[ ] 11.2 Reading, viewing, other related assignments
- Specify assignments for synchronous and asynchronous students

[ ] 11.3 Assignment, paper, project due dates (date-stamps on electronically posted work, postmark dates: what does DUE mean?)
[ ] 11.4 Examination due dates (or weekly windows)
[ ] 11.5 Review sessions or special class meetings (see also 2.7)
[ ] 11.6 Field trip dates, times, locations
[ ] 11.7 Class cancellation notification (instructor illness, inclement weather)
[ ] 11.8 Last date to withdraw
[ ] 11.9 Discussion posting window dates in MyCourses/Blackboard
Template at end of doc

Instructional Support Services

[ ] 12.1 Tutoring, remediation, other services and materials available through the Tutoring Center and Star.
[ ] 12.2 Testing options (Testing Center, Campus Centers, proctored other)
[ ] 12.3 Library and/or Media resources, reserve materials (including locations)

[ ] 12.4 Computer lab locations & access, hours, Internet access procedures & policies
[ ] 12.5 Procedure for handling disabled student accommodations (contact Access and Accommodation Services) Syllabus Statement (link to Info for FT & Adjunct faculty)
[ ] 12.6 List of contact persons or offices (within College or community) important to student success in the course.

Contingency Plans

[ ] Instructions on "what to do when the system crashes." Options, contact people, phone and fax numbers, backup technologies & how to use, etc.

Other Useful but not Mandatory Information

Grading rubrics

Civility Statement

Course Schedule Template

Week #	Date	Pre-Reading	In Class / Live	Online	Due Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Week #	Date	Pre-Reading	In Class / Live	Online	Due Date
11					
12					
13					
14					
15					
16					

4 GCC HyFlex Course Blue Print (BP)

Course Description

Course Name & Number:	
Course Starting Date:	
Development Period:	
Instructor:	

Course Blue Print

- Create an outline for Student Tasks for each unit of instruction
- Identify which learning objectives this will allow the student to satisfy (alignment)
- Identify the course learning activities (i.e. what will the student do?)
- How will the student be assessed? Also, what needs to be created, if anything, to accomplish the assessment?

Unit	Specific Learning Objectives	Learning Activities	Assessments & Needs

Unit	Specific Learning Objectives	Learning Activities	Assessments & Needs

5 GCC HyFlex Course Review List (RL)

Course Description

Course Name & Number:	
Course Starting Date:	
Development Period:	
Instructor:	

Course Reviews

- Accessibility Review
- Alignment Review
- Course Design Review
- Instructor Review – Overall Satisfaction with Course

Review	Reviewed By	Comments	Date
Accessibility Review			
Alignment Review			
Course Design Review			
Instructor Review			

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GCC Course Accessibility Self-Review Checklist

Course: Click here to enter text.
Review Date: Click here to enter text.

Syllabus:

- ☐ Include GCC accommodations statement.
- ☐ Outline technology requirements.
- ☐ Provide a link to Blackboard resources.

General Text Content Formatting:

- ☐ Use simple sans-serif (without tail) or serif fonts with readable and consistent font size.
- ☐ Have effective use of white space. No large blocks of text.
- ☐ Use italics only for emphasis of a word, short phrase, or titles.
- ☐ Use left-aligned text as a guideline. Avoid center or full alignment of content and multi-line headings that causes poor spacing between words or characters.
- ☐ Read sentences without (), *, -, /, and # to ensure they make sense and have the intended break for those using assistive technologies.
- ☐ Create formulas and equations using a formula editor.
- ☐ Review roman numerals for readability. See index 'Roman Numerals' for more details.
- ☐ Avoid idioms or slang when it is not a part of the course.

Colors:

- ☐ Have sufficient contrast between content and background.
- ☐ Do not use color as the only visual way to convey information. If viewed or printed in black and white, colored items must remain distinguishable.
- ☐ Avoid or increase the contrast and/or brightness if using color blind or screen fatigue color combinations side by side.

Microsoft Word Documents:

- ☐ Use built in styles to format headings and subheadings, bulleted or numbered lists, etc.
- ☐ Indent using tab key and/or margin markers instead of the spacebar.

Microsoft PowerPoints:

- ☐ Do not use any unnecessary animation. Use for pedagogical reasons, for example: to display problems line-by-line, fill in 'blanks' left on slide to illustrate answer, etc.
- ☐ Do not skip titles. They are used by assistive technologies for navigation purposes.
- ☐ Use built-in slide layouts.
- ☐ Ensure the stack (reading) order is correct.
- ☐ Include Notes text for anything said in a lecture that is not conveyed on the slides.

PDFs:

- ☐ Make sure the document has 'selectable text' and is not a 'full image scan'.

- ☐ Make sure the document has some sort of structure to help with reading order (such as tags, bookmarks, etc.).

Blackboard Text Content (content items, learning modules):

- ☐ Use built in styles to format headings, subheadings, and bulleted or numbered lists. If copying from Word, suggest removing formatting by first pasting the text into Notepad.

Non-Text Content Formatting:

Images (photos, clipart, charts, graphs, illustrations)

- ☐ Provide preceding text, captions or alternative (Alt) text for non-text content.
- ☐ Do not embed text in an image. It should be selectable and therefore readable by assistive technologies.

Tables:

- ☐ Use the Insert Table function to create tables. Tables should be simple (with no merged or split cells) and are created as true tables (meaning no tables embedded in an image or text lined up by spaces or margin markers to look like a table).
- ☐ Include table headers (row and column).
- ☐ Use alternative text to describe the table's visual organization when possible.

Videos (screen capture, web conference recording, Blackboard Collaborate, Adobe Connect):

- ☐ On-screen captioning is preferred and/or text transcript is provided.
- ☐ Visual-heavy videos need enough description via the audio track or provide accompanying text descriptions to convey the actions as well as the text of the video.
- ☐ Web conference recordings should provide links and/or copies of materials shared in the presentation.
- ☐ Ensure there is no flickering animations or images. Too much of this can cause seizures.

Audio-Only Files (podcasts, radio recordings, narration on PowerPoint):

- ☐ Provide text transcript.

Other Items (Activities, Course Flow, 3rd Party Software, and Hyperlinks):

- ☐ All content should be accessible by mouse or keyboard. For example: if using drag/drop interactions that are mouse control only, another method needs to also be provided.
- ☐ Activities should not be restricted to visual information only or require vision for completion.
- ☐ Timed tests should have an option for an extension or to be untimed.
- ☐ Make sure course formatting is consistent across week.
- ☐ Make sure the course flows in a logical order for easier navigation.
- ☐ Make sure 3rd party software and textbook web-packs are accessible or alternative is offered (check provider's website).
- ☐ Hyperlink text should be descriptive of where link goes, not "click here".

Index

(), *, -, /, or # Usage:

- The parenthesis, asterisk, dash or hyphen, slash, and number or pound sign are not read by screen readers with default settings, but are treated like a space. Review sentences to ensure they convey the correct information and create the intended break or pause without these characters.
- If an asterisk (*) is used to denote a subnote, consider using superscript numbers instead or incorporating the note into the content.
- If a dash or hyphen (-) is intended as a pause, use colons (:) instead as with headings for lists.
- Consider replacing a dash or hyphen (-) between numbers with the word ‘to’ for better readability. For example: 1900 to 1920, A = 90% to 100%, or 1 to 2 % error.
- Change slash (/) to ‘and’, ‘or’, or ‘and/or’ when possible for better readability.
- Number or pound sign (#) may or may not be needed for clarity, so remove or spell out when applicable.

Accessibility – definition from Wikipedia

- Accessibility refers to the design of products, devices, services, or environments for people with disabilities.[1] The concept of accessible design ensures both "direct access" (i.e. unassisted) and "indirect access" meaning compatibility with a person's assistive technology (for example, computer screen readers).
- Accessibility can be viewed as the "ability to access" and benefit from some system or entity. The concept focuses on enabling access for people with disabilities, or special needs, or enabling access through the use of assistive technology; however, research and development in accessibility brings benefits to everyone.[2][3][4][5][6]
- Accessibility is strongly related to universal design which is the process of creating products that are usable by people with the widest possible range of abilities, operating within the widest possible range of situations. This is about making things accessible to all people (whether they have a disability or not).

Alternate Text:

- If the text preceding or a caption does not explain an image clearly to the reader, alternate text can be added for those who cannot see it.
- Instructions for adding alt text to Word and PowerPoint: https://youtu.be/P9y_4J6KfOA.
- Pad Presentation is Adding Alternate Text to Microsoft Document for Accessibility.

Assistive Technologies:

- Some assistive (or adaptive) technologies or accessibility programs include:
    - Alternate keyboards, mouse systems, or pointing devices
    - Braille Display or Embosser
    - Electronic Notetaker
    - Screen Magnifier or screen magnification software
        - CCTV (or Closed Circuit Television Magnifier) is available in the GCC Library
    - Screen Readers
        - JAWS and Read & Write Gold II software are available in the Assisted Learning Lab, Room D209.
    - Voice or Speech recognition software – Dragon Dictate and Kurzweil 3000 reading program are available in the Assisted Learning Lab, Room D209.

Blackboard: Alternate Text, Formatting Headings, and Tables:

- Instructions for adding alt text to Blackboard content: https://youtu.be/xgXKinjngpw.
- Instructions for formatting headings: https://youtu.be/-LNlHsAqaEM.
- Instructions for tables in Blackboard content: https://youtu.be/bNMoV8oR7d4.

Captioning On-Screen:

- If you are using someone else's video and it is not captioned, seek a replacement video with captioning or see if the creator is willing to caption and upload a new copy.
- For videos you created, add captions. Instructions for adding captions to YouTube videos: https://youtu.be/SCWVBoZaQiU.

Color (including Color Combinations):

- High color contrasts are black and white, dark blue and light gray, etc.
- Color blind or screen fatigue combinations are: Red/green, blue/purple, red/orange, blue/red color combinations used side by side are difficult to distinguish for the color blind.
- There may also be issues with red/orange, red/black, and any color combination where colors are fairly close on the color wheel. Reference Wikipedia's color wheel illustrations here: https://en.wikipedia.org/wiki/Color_wheel

Fonts:

- Sans-serif fonts are preferred as a general guideline. Sans-serif fonts (Arial, Calibri, Helvetica, and others) are generally used for content that is to be read on-line while serif fonts (Times, Georgia, Cambria, and others) is used for content that is intended to be printed.
- Font size 12 point is a good guideline for readability.

- Use consistent heading styles for titles, headings, subheadings, content, etc. for better readability.
- For italics, keep in mind that older screen readers and people with learning disabilities may have a hard time reading large amounts of italics.

Formulas

- For MS Word, use the MathType plugin to create math and science equations, formulas and notations. Do not use Microsoft's equation editor.

GCC Accommodations Statement:

- Copy and paste the following statement:
- **Accessibility Statement:** If you have a physical, psychological, medical or learning disability that may impact your coursework or participation in this class, please contact the Assistant Dean of Student Services/Disabilities Coordinator, Success Coach, or Academic Advisor who will arrange an intake meeting. The Assistant Dean/Coordinator will determine with you what accommodations are necessary, appropriate and reasonable. All information and documentation is confidential.
- **Contact:** Access & Accommodation Services, Room C231 Batavia, 585-343-0055 extension 6219, AccessServices@genesee.edu, or your Student Success Coach.
- The web page for Access and Accommodation Services is: http://www.genesee.edu/home/offices/access-accommodation-services/
- Or write your own statement that conveys this specific information**.**

Microsoft Word:

- Instructions for adding alt text to Word and PowerPoint: https://youtu.be/P9y_4J6KfOA.
- Heading styles: Instructions for formatting headings: https://youtu.be/AUQ8cbyLJYI.
- Tables: Instructions for creating simple inclusive tables with alternate text: https://youtu.be/C9YebUojkhk.

Microsoft PowerPoint:

- Instructions for adding alt text to Word and PowerPoint: https://youtu.be/P9y_4J6KfOA.
- MS PowerPoint Slide Layouts are defaultedcreate the proper white space.
    - Add content in text boxes and once the font size gets too small, avoid expanding the text box to the edges of the slide, instead create a new slide and continue adding text there.
- MS PowerPoint Stack Order: Instructions for viewing and modifying stack order: https://youtu.be/JjTQdnzglqw.

- MS PowerPoint Tables: Instructions for creating simple inclusive tables with alternate text: https://youtu.be/C9YebUojkhk.

PDF Tags and Structure, Reading Order, and Converting Documents to PDF:

- In Adobe Reader, see if the bookmarks option appears. This means there's at least some structure.
- To check for tags and structure, run an accessibility check in Acrobat (Choose Tools > Accessibility > Full Check).
    - Also open the Tags tab (which should have an obvious structure). Instructions to add tags in Acrobat can be found at: http://media.wiley.com/product_data/excerpt/16/04706129/0470612916-4.pdf.
- Check and configure reading order in Acrobat. Instructions for tags and reading order: https://youtu.be/Xq9OCYRXUxE.
- Best way to create structure is to use styles in Word and convert to PDF. Instructions on converting documents to PDFs: https://youtu.be/ZDQYpVSAjFI.

Roman Numerals

- Roman numerals are not read as numbers by screen readers. For example, I is read as 'eye' and XIV is read as 'ziv'. Consider using actual number when possible.

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GCC Course Design Quality Review Rubric

At GCC we use the Open SUNY Course Quality Review rubric called OSCQR.
There are six areas of focus:

1. Course Overview and Information
2. Technology and Tools used in the course
3. Design and Layout of the course
4. Content and Activities in the course
5. Interaction – student to student, student to instructor, student to course materials
6. Assessment and Feedback in the course.

Note: Accessibility is infused into each of these areas.

There are resources on the OSCQR.org site to help clarify these areas.

Here is a PDF you can use for self-review, or to guide your development process:

OSCQR-Course-Design-Review.pdf