SUNY Morrisville
Distance Education Policy
Updated December 5, 2019

<div style="text-align:center">**Organizational Commitment**</div>

Purpose
SUNY Morrisville recognizes the significance of organizing the Distance Education initiatives of the institution so that a well-coordinated program will be delivered. Coordination of Distance Education initiatives is required to ensure a high level of quality, provide resources and assistance for faculty, provide support services for Distance Education students, maximize the use of college resources with a minimum of duplication, and ensure consistent and fair policies and procedures related to faculty and students. Organized and well-coordinated programs facilitate marketing and promotional strategies and strengthen the college's image as an innovative and technologically sound institution. Rapid advancements in technology will continue to create new methods for providing and delivering Distance Education.

SUNY Morrisville is committed to ensuring that Distance Education programs and courses will be as academically rigorous as their face-to-face counterparts and will result in appropriate and deep learning. The college also recognizes that emerging methods for delivering educational content bring new and different teaching and learning challenges. Therefore, policies and procedures that impact Distance Education will continuously change and these guidelines will continue to be reviewed and revised to reflect current best practices. Additionally, as changes occur (whether internally developed or required by the New York State Department of Education or the Middle States Association of Colleges and Schools), this document will be revised to incorporate those changes.

The following Distance Education policies and procedures are intended to assist with planning, coordination, and technological support for participating administrators, faculty members and staff. These policies and procedures are built on SUNY Morrisville's current academic policy manuals and shall apply to new Distance Education activities as well as to existing courses and programs in which the method of delivery has changed significantly from that approved in the original curriculum proposal.

Institutional Governance & Policy Review
Any changes to this policy may be recommended to administration by the College Senate. This policy, and any subsequent amendments, will be published and distributed to all concerned at the College (e.g., inclusion in the Faculty Handbook). A comprehensive review of the Distance Education policy and process should be conducted on a regular basis by the College Senate. An important component of the review process should involve policy planning, which includes anticipation of upcoming needs of students and faculty, as well as consideration of growth and development issues (e.g., how to mediate growth).

Application
Distance Education must adhere to existing policies of the State Education Department, Board of Trustees of the State University of New York and SUNY Morrisville as well as conform to any negotiated

agreements. The same academic standards for quality and other requirements for traditional courses apply to distance education as well. As an instructional activity, faculty and academic departments maintain primary responsibility for determining the policies and practices of the College with respect to Distance Education. It is further affirmed that faculty and academic departments retain the primary role in the development, provision, and control of Distance Education courses and programs.

Consistent with the College's Strategic Plan, the primary purposes of Distance Education options and the development of guidelines in this document are:

Goal 1: To offer career-focused, experiential learning.
- Provide quality instruction that meets student, community, and employer expectations and standards.
- Provide on-campus and off-campus experimental learning opportunities.

Goal 2: To promote inquiry and scholarship at all levels.
- Provide quality instruction that meets student, community, and employer expectations and standards.
- Provide on-campus and off-campus experimental learning opportunities.

Goal 3: To enhance cultural competency and promote equity and inclusion.
- Expand campus-based activities and training to enhance inclusiveness and equity.

Goal 8: To achieve effective and sustainable levels of required resources.
- Maintain a breadth of program offerings that meet student and community needs
- Review and adopt technologies that support teaching modalities that promote access and success

Goal 9: To assess and document success in achieving the College's mission
- Embrace shared governance to promote open information sharing and participatory decision-making
- Reinforce the cycle of college-wide planning, budgeting, allocation and assessment
- Continually assess student learning at the institutional, unit, program and course level, and use results to implement improvements

Though the technologies used to deliver distance education may change frequently, these applications, goals, and responsibilities remain, and this document will continue to provide general guidance on various issues involved in the offering of Distance Education courses.

Teaching Appointments
Teaching Distance Education courses will be considered in a manner equivalent to traditional courses in the processes of reappointment, promotion, tenure, and discretionary salary decisions.

Learning Management System
SUNY Morrisville currently uses the Blackboard Learning Management System (LMS) to support online and hybrid courses for Distance Education, and as a learning management system to support classroom-based courses with online teaching and learning tools. The LMS allows faculty to create course content, communicate with students, set-up discussion forums, exchange course work with students, create and administer assessments, record grades, and run course reports. SUNY ITEC provides the technological infrastructure for the LMS, supports faculty with training specifically created for online teaching and learning, and provides helpdesk services for both students and faculty. A Blackboard Administrator and Instructional Designer provide local support on campus.

Institutional Support for Technology
It is important that the institution demonstrates a commitment to ongoing technical support for both faculty and students. It is expected that the institution will work to maintain technical and service reliability, to keep pace with technological and pedagogical advancements, to provide timely notification of such changes, and to continue to provide various means of support as technology and learning modes change.

Technical Support
SUNY Morrisville is responsible for the technological delivery of Distance Education courses. This support is considered part of the usual and customary equipment and resources available to support all faculty teaching. This includes ensuring, as part of the course change or new course approval process, that:

- Distance Education courses should not drain campus resources and not deter students from coming to campus.

- Basic and necessary technology and equipment are identified by the instructor and in place to develop and teach Distance Education courses.

- Resources for Distance Education represent the current state-of-the-art technology available, contingent upon available funding.

- The College provides appropriate and timely training and technical support for faculty members.

- Continued technical and curricular training courses for potential users will be available as new technologies become available.

- The College will provide appropriate forms of assistance and support personnel to faculty members to develop Distance Education courses.

Faculty Support
- Faculty Training
    - o Any faculty member teaching a Distance Education (fully online or hybrid) course is strongly encouraged to take a College approved orientation and/or training prior to offering the course. Orientation and training shall be provided by the Instructional Designer. Consult your academic dean for further information.

    - o Any course redesigned for online delivery by the faculty member will be reviewed by the Instructional Designer for best practices in Distance Education, and by the Curriculum Committee to ensure course objectives and assessments. Should there be questions between the Instructional Designer and the faculty member about whether the course can be effectively delivered in the Distance Education environment they can be resolved in consultation with the Department Chair or School Dean.

- Course Design & Development
    - o The instructional design of the course is the responsibility of the faculty member. In general, faculty should use institutionally supported technologies for developing and delivering Distance Education courses. Resources are available on campus for faculty who seek guidance in developing Distance Education courses. Faculty who are

developing their first Distance Education course must contact the Associate Provost Office, who will connect the instructor with the appropriate academic support personnel.

- o A Distance Education course will follow existing prerequisites, restrictions, and procedures for pre-enrollment and enrollment. Because Distance Education media vary in delivery and technical sophistication and because students must assume much greater independent responsibility, special restrictions such as technical skills, equipment, cohort requirements, and other expectations could be required as conditions of enrollment in a course or programs. These requirements should be clearly communicated to prospective students.

- Course Approval & Implementation
  - o All courses to be offered in a Distance Education (DE) format must be submitted through the existing College course approval process.

  - o Any existing course in which at least one section will be offered in a DE format requires a course change approval form to be submitted to the department chair and then to the academic dean for approval. Any new course in which at least one section will be offered in a DE format requires a New Course Proposal Form, indicating all methods of course delivery.

  - o The offering of Distance Education courses will correspond with the Academic Calendar in all respects including beginning and ending dates, final examination schedule, submission deadline for final grades and other existing policies. Online course room assignments will be labeled as Online in Banner.

  - o When submitting schedules to the Registrar or to Summer Sessions, departments must clearly indicate which courses will be delivered in a Distance Education format.

Intellectual Property & Copyright
Regarding intellectual property and copyright for Distance Education course materials, the definitions, guidelines, and policies of the Board of Trustees of the State University of New York shall be followed.

The College policies applicable to faculty-authored materials in traditional classroom instruction should apply equally to Distance Education formats. These policies include:
a) Faculty ownership of scholarly/aesthetic works, including lecture, course handouts and syllabi and
b) Faculty control of methods of presentation and selection of course materials.

Faculty members are cautioned to comply with all copyright regulations in developing materials to be published in any DE format or delivery mode. Faculty members may refer to Creative Commons or additional faculty support documentation in creating course materials under a Creative Commons License.

Distance Education courses will be archived in electronic format following their completion in the Blackboard course management system.

SED, SUNY and College policies governing record keeping and access to the archives of courses apply to the digital archives of courses.

Faculty members should be involved in the oversight of distance education courses to the same extent as in other courses with regard to factors such as course development and approval, selection of qualified

faculty to teach, pedagogical recommendation about appropriate class size, and oversight of final course offerings by the appropriate faculty, department, and dean to ensure conformity with previously established procedures and policies of course quality and relevance to programs.

Protection of Course Materials
Course materials for Distance Education courses are subject to the State Education Department, SUNY, and College's record keeping and review policies. The College will not use instructors' Distance Education materials for subsequent or derivative uses.

Workload & Compensation
It is required that a course be fully developed before being implemented. Based on the time and training preparation required for Distance Education course development, this may be appropriate justification for faculty compensation, per policy in the College Faculty Handbook. Appropriate compensation is at the discretion of the College Provost.

Learner Support

Department Chairs/Program Coordinators/Directors will be responsible for ensuring that all Distance Education program materials clearly and accurately represent the program, including detailed program completion requirements, the nature of the learning experience, program and faculty responsibilities, and the nature of faculty-student, and student-student interaction opportunities, and requirements.

For any programs that are fully online, students will be able to obtain academic advisement by phone, e-mail or in-person. Technical support will be available via the Open SUNY HelpDesk and SUNY Morrisville Campus Help Desk as it is for all other student populations. Program materials clearly describe how students obtain these support services.

The institution will provide adequate library and information resources, services, and support for academic programs, including training in information literacy. Through the SUNY Morrisville Library web pages, access is maintained to scholarly databases and to the online catalog of materials owned by the library. Interlibrary Loan service should be accessible to Distance Education students via the web page to borrow materials from our libraries. Resource material should be available electronically through this system, and also via postal delivery for items not able to be transmitted electronically.

Administrative processes such as admissions and registration will be readily accessible to Distance Education students. Students will be provided with e-mail. Students can register online and access course schedules, grades, degree audits, financial aid and billing information through the SUNY Morrisville Web for Students system.

Course Completion
Existing College policies concerning deadlines for course completion, submitting grades, and incompletes shall apply to Distance Education courses.

Student Support
- Student Issues & Services
  - Services for students taking Distance Education courses will be provided according to the policies and procedures of the offices and facilities providing those services. These services include, but are not limited to, academic advisement, bookstore, disability services, enrollment/registration, financial aid, library, technical help, and tutoring.

Faculty are required to apprise students of available services. It is expected that personnel in these services will make appropriate and reasonable efforts, within the limits of available staff and resources to accommodate Distance Education students as is done for on campus students.

- Student Training
  - o It is important to ensure that students understand how the course interface works so that the technology does not present students with unnecessary barriers to learning. Therefore, instructors teaching Distance Education courses should provide their students with an orientation, either in person or through the Distance Education format, to the particular interface being used.

Learning Design

Learning Outcomes
Distance Education courses are expected to produce the same learning outcomes as courses that are taught in a traditional face-to-face classroom. Learning outcomes are clearly defined—in regard to student knowledge to be acquired and skill development. The procedure for assessing and evaluating these outcomes will be similar to the procedures being utilized in other online courses at SUNY Morrisville.

For more information refer to Section VIII.D. Curricular Change Procedures of the Faculty/Staff Handbook.

Accreditation and Program Approval
All programs must comply with State Education Department (SED) Guidelines pertaining to program registration. For example, any programs in which more than 50% of coursework is offered online must seek SED approval.

Directors of accredited programs are expected to ensure that quality assurance requirements of accrediting agencies' standards are met. This includes mission appropriateness, resource commitment, assessment, learning outcomes, and matters of course equivalency.

Distance Education Program Course Sequence
SUNY Morrisville courses offered in a sequence or configuration as part of Distance Education Program allows timely completion of requirements similar to traditional on-campus programs. Distance Education Programs follow SUNY System, NYSED, and MSCHE policies.

Faculty and Student Interaction
SUNY Morrisville Distance Education Programs provide for appropriate and flexible interaction between faculty and students, and among students. Workshop is provided based on Appendix C checklist.

Office Hours/Faculty Presence
A faculty member teaching a Distance Education course shall conduct the normally expected total number of office hours. Faculty presence is an integral component of quality instruction, as well as a leading

indicator of student satisfaction. Faculty will make clear to students the days or times that students can expect that the instructor will be active or present in the course.

Student Interaction and Engagement
As part of required faculty training for first-time Distance Education courses or programs, use of LMS student interaction tools will be covered.

SUNY Morrisville applies careful, systematic and ongoing methods beginning when a student applies for admission and continues through his/her graduation, transfer, or withdrawal from study. Procedures related to student identity verification include, but are not limited to: course registration, advising and transcript procedures, and our learning management system login and account security functions. The office with primary responsibility is the Registrar.

Students receive unique login credentials for initial access to our secure learning management system. Students must reset their password to one which is entirely confidential upon initial use of the system. Data transmission of login information is secured using appropriate encryption technology. The following is as stated in the SUNY Morrisville Verification of Compliance:

1. Policies and procedures used to ensure student identity verification in distance or correspondence education courses.
   a. When a full-time student is accepted they receive their User ID/Morrisville Identification number (M#) and initial personal identification number (PIN) to access Web for Students. The office of admission sends separate emails for the M# and initial PIN.

   b. The M# and PIN are also mailed to the student with their printed acceptance letter. The student is required to change their PIN and choose a security question when they first access their Web for Students account. They must also set a password for their campus email account.

   c. Non-matriculated students receive their username (M#) and initial PIN in an email from the registrar's office (see Appendix 1D for an example of the email including the user ID and PIN). If the student has previously accessed their Web for Student account, the email only includes their username.

   d. All students are required to change their PINs and passwords every 180 days (approximately six months). This requirement is built into the software.

   e. [Instructions for accessing Web](#) for Students and setting up a Morrisville email account are posted online and available in hard copy for student use.

2. Procedure(s) regarding the protection of privacy for students enrolled in distance and correspondence courses or programs.
   a. On a yearly basis, students are presented with information regarding, but not limited to, the Student Handbook, Student Code of Conduct, and the Family Educational Rights and Privacy Act (FERPA). Students are required to affirm they have received this information and agree to its Terms of Usage prior to logging into their Web for Students account (see Appendix 1G for an example of the terms of usage information/affirmation screen).

b. [The Morrisville State College Student Handbook](#) pages 80-81, identifies misuse of SUNY Morrisville computers, data, and its network as a form of academic dishonesty or misconduct and is a violation of Article V (10-11) of Student Code of Conduct.

c. [The Morrisville State College Code of Conduct for Computer Usage](#) items 3 and 4 also address protection of privacy for computer usage.

d. In compliance with the Federal Family Education Rights and Privacy Act (FERPA) the college is prohibited from providing certain student information to a third party. Student may grant the College permission to release information to a third party(ies) by completing and submitting a [Consent to Release Student Information](#).

3. Procedure(s) for notifying students about any projected additional charges associated with student identity verification. Provide URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.
   a. Not applicable. Morrisville State College does not impose additional charges associated with student identity verification.

Because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, SUNY Morrisville faculty design courses that employ assignments and assessments unique to the course and that support academic integrity. Ensuring student participation in coursework is to be set by the individual program or department.

Federal Financial Aid Consequences- For Non-Attendance of Classes

As of the spring 2019 enrollment term, SUNY Morrisville students must attend class to maintain their awarded federal aid. Federal financial aid eligibility requires SUNY Morrisville to identify and submit record of the students who have not attended class and reduce their federal financial aid award accordingly. These absences, or records of non-attendance, will be documented by the course instructor of record through the first 25% of the term (third week of the fall and spring semester). Student financial aid package and billing adjustments will be conducted after the records of non-attendance have been logged (fourth week of the fall and spring semester).

Attendance for all courses on the student's schedule must be verified. The Student FSA Non-Attendance procedure will only affect students receiving Federal Title IV aid (PELL grant, Iraq and Afghanistan Service grant, SEOG, TEACH, Work-study, Direct Loans, and PLUS Loans). Institutional awards (college scholarships) and state grants (TAP, Excelsior Scholarship) will not be affected by this procedure. The methods used to verify and document non-attendance may differ for students enrolled in online classes, labs, and internships.

Due to the nature of distance education courses the method of verifying attendance may differ depending on the nature of the course. Synchronous or courses in which there is a set online meeting time for instruction can be addressed in the same manner as an on-campus class. Asynchronous or courses in which there is not a set online meeting time will use other methods of determining attendance. These methods would be based on student participation and engagement with the online course and could come in the form of online discussion forum postings, tracking student access to course documents, blog posts, or a course achievement system. The method of determining attendance is at the discretion of the professor.

Non-attendance of classes will affect student federal aid in the following ways:

1) Disbursement of federal aid will not be delayed while the college undergoes non-attendance verification.
2) At the end of the third week (or 25% of term), instructors will document cases where students have never attended class.
3) After the third week (or 25% of term), Financial Aid billing hours will be "locked" based on the students schedule – and only for those courses where attendance has been verified. These are the credit hours that will be used to determine student federal aid eligibility for the term. Any previously disbursed aid may have to be adjusted, which may mean reduced aid amounts and/or repayment to your student account. Please visit Schedules and Calendars to view the dates of each term.

Academic Integrity
Students are expected to comply with current College policy on Academic Integrity. Faculty are encouraged to familiarize their students with the policy and the concept of academic integrity.

Transfer Credits (Registrar's Office fall 2019 update)
Transfer credit will be granted on a course-for-course basis. Courses taken within the last seven (7) years are evaluated for transfer credit. Transfer credits shall not be computed in the Morrisville grade point average. Only credit satisfactorily completed at regionally and nationally accredited institutions of higher education or through external programs such as Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), and Military Credits will be accepted. Credit is transferred on a semester hour basis. Courses must have a minimum grade of "D" or better to be considered for transfer unless a specific grades is required for intended major/program.

- New Student Admission. Upon admission students are required to provide official college transcripts to the Admissions Office to determine the number of course equivalencies.
- Current Students and/or formerly matriculated students are required to provide official college transcripts directly to the Registrar's Office to determine the number of course equivalencies.
- All transfer credit will be reflective on degree works.

Outcomes and Assessment

Assessment/Evaluation
All aspects of the Distance Education courses taught at SUNY Morrisville will be consistent with and created to achieve demonstrable student learning outcomes. All courses are designed to be coherent; the modules each serve a purpose, and build on one another (whether sequentially or in parallel) to achieve predetermined, measurable learning outcomes. Sometimes specific courses are identified as the means of achieving specific program learning outcomes (such as writing in the discipline). It is up to each department to establish a plan for how each course fits into each program, and in particular for how courses build on one another.

The means chosen for assessing student learning are appropriate to the program content, course learning design, available technologies, and characteristics of the learners. The instruments used for assessing student learning online may be different from those used for assessing learning in the traditional classroom. Assessment of student success across curricula, including student performance, intended learning outcomes, and student retention in online classes is conducted on a regular basis.

Program Evaluation

SUNY Morrisville should have processes in place to monitor and evaluate the effectiveness of all aspects of its programs, including Distance Education programs on a regular basis, both at the course and program level. Each course or program should have assessment activities embedded within it that allow the instructor and the student to compare the extent to which learning outcomes were achieved. Examples of assessment activities employed in Distance Education at SUNY Morrisville align to on-campus courses in terms of outcomes assessment. Periodic academic program reviews examine all programs, including distance-learning programs, for their effectiveness.

Distance Education program evaluation will serve as a means to formulate and implement changes based on evaluation data analysis. Data should be disseminated to appropriate constituencies and stakeholders at the local and state level. Based on these discussions the program will:

- Draw conclusions from the data, taking into consideration the perspectives of all involved parties.
- Make decisions on how to change and maintain the program, providing evidence-based rationales for all decisions and actions planned to improve the program.
- Describe the evaluation of the process of evaluating the program and provide plans to improve it, with goals and a timeline for taking action toward the goals to improve the program and the evaluation of it between the current evaluation and the next.

Students Residing Outside of New York State

SUNY programs must comply with all "authorization to operate" regulations that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state's definitions. Student enrollment and state of residency is monitored by the Office of the Registrar using Banner software.

Student Complaint Procedure

Section 494C(j) of the Higher Education Act of 1965, as amended, provides that a student, faculty member or any other person who believes he or she has been aggrieved by an institution of higher education has the right to file a written complaint.

In New York State, a complaint may be filed by any person with reason to believe that an institution has acted contrary to its published standards or that conditions at the institution appear to jeopardize the quality of the institution's instructional programs or the general welfare of its students. Any person who believes he or she has been aggrieved by an institution on or after May 4, 1994, may file a written complaint with the Department within three years of the alleged incident.

How to File a Complaint

1. The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures provided by the institution. An institution of higher education is required to publish its internal complaint procedure in a primary information document such as the catalog or student handbook. (The Department suggests that the complainant keep copies of all correspondence with the institution.)

At SUNY Morrisville, the internal complaint procedure is explained in the student handbook under the section covering Academic Information starting on page 66.

2. If a person is unable to resolve the complaint with the institution or believes that the institution has not properly addressed the concerns, he or she may send a letter to the Postsecondary Complaint Registry to request a complaint form:

New York State Education Department
Office of College & University Evaluation
Mezzanine 5 North
Albany, New York 12230

3. The Postsecondary Complaint Registry Form should be completed, signed, and sent to the above address. The completed form should indicate the resolution being sought and any efforts that have been made to resolve the complaint through the institution's internal complaint processes. Copies of all relevant documents should be included.

4. After receiving the completed form, the Department will notify the complainant of its receipt and make any necessary request for further information. When appropriate, the Department will also advise the institution that a complaint has been made and, when appropriate, the nature of the complaint. The complainant will also be notified of the name of the evaluator assigned to address the specific complaint. The evaluator may contact the complainant for additional information.

5. The Department will make every effort to address and resolve complaints within ninety days from the receipt of the complaint form.

Complaint Resolution

Some complaints may fall within the jurisdiction of an agency or organization other than the State Education Department. These complaints will be referred to the entity with appropriate jurisdiction. When a complaint concerns a matter that falls solely within the jurisdiction of the institution of higher education, the complainant will be notified and the Department will refer the complaint to the institution in question and request that the matter receive a review and response.

Upon conclusion of the Department's complaint review or upon a disposition of the complaint by referral to another agency or organization, or to the institution of higher education, the Department will issue a written notice to the complainant describing the resolution of the complaint. The complainant may contact the Department evaluator directly for follow-up information or for additional assistance.

6. SUNY Morrisville Title IX contact information is available on the College Webpage.

Appendices

Appendix A: Definitions

Distance Education
Distance Education is defined as instruction between a teacher and students when they are separated by physical distance and communication is accomplished by one or more technological media (American Association of University Professors, 2007; Oregon Network for Education, 2000).

Distance Education Course
Distance Education courses are classes, taught for credit or otherwise, required for a program in which students are separated, in the majority or entirety of the course, by time and/or space from the instructor and/or the campus from which the course originates. Modes of instruction and communication are by technological means, now known or hereafter developed. The policies and procedures outlined here will apply regardless of the format or method of Distance Education. In all cases, the combination of classroom time and online activities should, per the Middle States Commission on Higher Education's Credit Hour Policy.

Distance Education Program
Distance Education programs are degree, certificate, and minor programs in which course work in the program is available to students in technologically-based formats.

Web-enhanced Course
Web-enhanced Course – an individual course in which face-to-face instruction is supplemented with materials delivered via Distance Education.

Hybrid Course
Any course that meets both online and in a traditional classroom setting. Hybrid courses are expected to meet at a minimum 50% in an online classroom setting.

Online Course
An individual course in which the majority of instruction is delivered via the online environment.

Asynchronous Distance Education
Occurs when the instructor and the students interact in different places and during different times. Students enrolled in an asynchronous course are able to go online at any time of the day or night, seven days per week, and work toward the completion of course requirements.

Synchronous Distance Education
Occurs when the instructor and students interact in different places but during the same time. Students enrolled in synchronous courses are generally required to log on to their computer during a set time.

Learning Management System (LMS)
A software application designed to support the delivery of online instruction. The LMS can create and manage records, organize and deliver content to learners, and facilitate communication among learners and with the instructor. Additionally, a Learning Management System may also be used as a course management tool to support classroom-based teaching.

Appendix B. Resource List

[SUNY System Forms page](#)

This web link provides information regarding academic program development forms

[NYSED information on moving a program to a distance education format](#)

This resource shares NYSED applications for degree programs seeking to move fully online

[Open SUNY](#)

This link SUNY System webpage provides information on college/university online programs

[OSCQR Rubric](#)

This resource provides faculty and professional staff an assessment tool to review online course design.

[SUNY CPD](#)

This link is to the SUNY Center for Professional Development and available trainings scheduled.

Appendix C. Online/Hybrid Course Review Process Checklist

Online/Hybrid Course Review Process Checklist
SUNY Morrisville
Online/Hybrid Course Review Process Checklist

Faculty Member: Course:

Meetings and Workshops/Content and Goals	Target Date
1. **Instructional Designer meets with Faculty Developer** Overview of course conceptualization and development Introduce development process (workshops, course reviews, etc.) Examine current syllabus including outcomes, assessment plan, etc. Cluster content into modules (titles, content) and begin course schedule	
2. **Introduction to Blackboard and Distance Education Workshop [as needed]** • 4 Cornerstones of Success in Online Courses • 3 Tiers of Course Development • The OLC Pillars for Distance Education • Course design, using interactive tools Homework – Complete Course Information and first 2-4 Content Modules. Draft calendar, modules, learning activities, assessment items.	
3. **Instructional Designer provides feedback during course development process:** Course Information (Syllabus, Schedule, Rubrics, Student Activities, and Assessment Methods)	
4. **Faculty and Instructional Designer meet (in person, phone or videoconference) to discuss progress and any questions or areas where assistance is needed**.	
5. **Course goes through Course Approval Process as stated in the Faculty Handbook** Existing courses follow review listed below. *New Courses* *Existing Course(s)* 1. Faculty Proposal 1) Review by Instructional Designer 2. Division Approval 2) Dean approval 3. School Dean Approval 3) Provost approval 4. Academic Council 5. Curriculum Committee 6. College Senate	
6. **Online Course Management Workshop (as needed)** (Blackboard management tools for discussions, assignments, grading, etc.)	
7. **Faculty completes design of Online Course** (all modules, final Course Info docs, gradebook set up, graded activities built) -Instructional Designer provides support as needed	
8. **Final Count Down:** - 3 weeks prior to going live, Instructional Designer emails faculty and offers overview of support for new course while course is running; faculty member asked to email response - 5 Business Days prior to official start of term, course goes live on student end - Instructional Designer to hold review/feedback meeting with faculty at end of term.	

Signatures:

Faculty:_____ Date:_____

Instructional Designer: _____ Date:_____

School Dean: _____ Date:_____

Provost:_____ Date:_____