

# Policies and Procedures for Online Course Development

*SUNY Potsdam*

## Contents

I.	Rationale .....	3
II.	Definitions: Types of Distance Learning.....	3
III.	Quality in Online Course Development and Delivery .....	4
A.	Preparing to Teach Online .....	4
	<i>Online Pedagogy: Designing for Online Learning Course Description</i> .....	4
	Course Learning Outcomes.....	4
B.	The SUNY Online Course Quality Review (OSCQR) Model.....	5
C.	Online Course Approval Process.....	6
	Development & Approval Timeline .....	6
1.	Online Course Development Path.....	6
	Deadline for completing the OSCQR Process: .....	9
2.	Online Program Development Path .....	9
	Eligible Courses .....	9
	How Does a Distance Learning Program Get Approved? .....	9
	Course Development .....	11
D.	Course Evaluations.....	14
E.	Teaching and Learning .....	14
IV.	Family Educational Rights and Privacy Act (FERPA).....	15
V.	Multi-Section LMS Course Sites .....	15
VI.	Copyright Policies and Laws.....	16
	Intellectual Property and Ownership.....	16
	The use of other Copyrighted Materials – the TEACH Act.....	16
	TEACH Act Compliance Checklist .....	19
VII.	Online Syllabus Requirements and Recommended Format .....	20
	Requirements of a Distance Learning Course syllabus:.....	20

Appendix A.....	22
Example Syllabus.....	22
Appendix B.....	29
SME Responsibilities and Confirmation .....	29
Appendix C.....	30
OSCQR Standards.....	30
Overview and Information.....	30
Technology and Tools .....	30
Design and Layout.....	31
Content and Activities.....	31
Interaction.....	32
Assessment and Feedback.....	32
Appendix D.....	33
Online Program Coordinator – Expectations and Responsibilities .....	33
Appendix E .....	34
Regular and Substantive Interaction (RSI) .....	34
Compliance with the US DoE regulations .....	34

## I. Rationale

The design, development, and delivery of online courses involves pedagogies, strategies, and technologies that may vary considerably from traditional, classroom-based courses. Therefore, all online courses must adhere to the guidelines and standards herein.

The purpose of these guidelines is to establish a foundation of minimum quality standards and best practices on which to build quality online courses and programs. Avenues for enforcement and remediation are clearly defined to ensure all SUNY Potsdam online courses adhere to high standards of quality and compliance mandates.

## II. Definitions: Types of Distance Learning

The Middle States Commission on Higher Education defines Distance Learning as follows:

Distance education means education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously: (i) the internet; (ii) one-way or two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audio conferencing; or (iv) video cassettes, DVDs, and CD-ROMs used in a course in conjunction with the previous technologies. (34 CFR §600.3)

Types of *Distance Learning* courses can be categorized as follows:

<b>Asynchronous Online</b>	The course is 100% online and all direct instruction occurs under time delay; that is, direct instruction is recorded/stored and accessed later. These courses include NO requirements for face-to-face contact, on-site instruction, or for the student to be online at specified times (excepting proctored exams).
<b>Synchronous Online</b>	The course is 100% online and all direct instruction occurs in real time without time delay. The use of the campus-supported LMS is required.
<b>Combined Online</b>	The course is 100% online and direct instruction combines both <i>synchronous</i> and <i>asynchronous</i> types in any proportion. Faculty must clearly outline the schedule requirements for the synchronous component(s) so students can determine their ability to meet those requirements.
<b>Hybrid</b>	A portion (0.01% - 99.9%) of the direct instruction for the course's curricular content is delivered to the student via online. Communication method and the remaining portion of the direct instruction are required to be delivered face to face.

All instructional types (modalities) listed above must use the campus-supported Learning Management System (LMS) and meet all quality-assurance standards, including the Americans with Disabilities Act (ADA) requirements.

Other Distance Learning models, such as courses using technologies to extend classroom lectures and other activities to students at remote sites *in real time*, do not need to be approved through the Online Course Approval Process (described below). However, these are considered Distance Learning Format

courses by the New York State Education Department (NYSED) and the Middle States Commission on Higher Education (MSCHE) and can affect the classification of a program using the Distance Learning format. An example would be a course offered on campus at SUNY Potsdam in the Distance Learning Room (Satterlee Hall) connected via videoconferencing to a similar room on the Jefferson Community College campus in Watertown.

**Web-Enhanced Courses** are traditional, onsite courses that utilize a web-based technology, such as an LMS, to serve as a repository for content and resources that supplement the onsite component. These courses have no reduction in the onsite seat time. Because the primary modality is still on-campus, in-person instruction, these are not considered Distance Learning courses; no formal review required.

### III. Quality in Online Course Development and Delivery

Research has provided several essential elements and recommended practices regarding online courses. To ensure SUNY Potsdam offers high-quality online courses that address the needs of today's students, faculty utilize the following quality control resources and processes, each of which is outlined in greater detail below:

- Preparing to Teach Online (*Online Pedagogy: Designing for Online Learning*)
- SUNY Online Course Quality Review (OSCQR) Process and Rubric
- Online Course Approval Process
- Course Evaluations

#### A. Preparing to Teach Online

The online learning and teaching environment is considerably different than the traditional, face-to-face classroom. To ensure faculty are prepared to confidently deliver a Distance Learning course, it is required that faculty new to online learning and those new\* to SUNY Potsdam successfully complete our *Online Pedagogy* training, led by our Online Faculty Fellows (OFFs).

#### ***Online Pedagogy: Designing for Online Learning Course Description***

In this fully online, introductory course, you will develop the knowledge, skills, and mindset for designing and facilitating online learning, organized around two well-established frameworks. This course is set up to complement and support your collaboration with the Instructional Design team in the Center for Creative Instruction (CCI) as well as your independent design and development of online teaching and learning activities and resources.

#### **Course Learning Outcomes**

By the end of the course you will be able to:

1. Identify key differences between face-to-face (F2F) and online teaching and learning;
2. Apply the *Backward Design* approach to design and develop your course and its components;
3. Recognize *Community of Inquiry* (CoI) principles of online learning and apply them to design and develop online teaching and learning experiences;

4. Identify, select, and use tools, within the learning management system (Moodle) and beyond, to support teaching and learning; and
5. Recognize relevant standards and guidelines that frame distance education

\*If you are teaching for SUNY Potsdam for the first time and have extensive online teaching experience at another institution (especially another SUNY), please contact your Dean. You may qualify for an exemption to this requirement.

## B. The SUNY Online Course Quality Review (OSCQR) Model<sup>1</sup>

SUNY Potsdam has adopted the OSCQR model for development and review of online and hybrid courses. “There are two components of the model: the customizable OSCQR Rubric, which has 54 standards addressing design and accessibility, and the OSCQR Process, which is a collaborative, flexible approach to improving the instructional design of an online or blended course. It is campus driven and focused on continuous improvement and is not intended to be an instructor or course evaluation.”<sup>2</sup>

The **OSCQR Process** provides a framework that includes:

1. A **Course Review** that results in an *Action Plan* to improve the design of the online course.
2. The **Course Refresh** prioritizes and targets specific improvements suggested by the *Action Plan*
3. A **Learning Review** that identifies and determines the next set of improvements for continuous online course quality improvement (following first delivery after OSCQR Certification or recertification).

Each course is reviewed using the **OSCQR Rubric** by the OSCQR Team, including:

1. The *online faculty member*, also known as the course author or Subject Matter Expert (SME)
2. The *online Instructional Designer (ID)*
3. An *external reviewer* – someone unfamiliar with the course, preferably a librarian, instructional technologist, or other faculty member trained in the OSCQR Process.

These perspectives offered by the Team combine to provide rich feedback on the design of the online course and inform a plan to improve specific design elements, such as content presentation, facilitation of interaction or collaboration, and providing feedback and assessment. Incorporated in this are additional opportunities for specific insights from the librarian and/or technologist perspectives.

All online/hybrid courses must complete this process prior to delivery. To ensure quality, it is important that these courses go through a process of review and refresh on a regular basis. Therefore, it is required that every online/hybrid course complete the OSCQR process on a recurring three-year cycle to renew OSCQR Certification.

---

<sup>1</sup> This section adapted from [Open SUNY COTE Course Supports](#)

## C. Online Course Approval Process

**Note:** Courses that are new (those not yet approved for campus delivery regardless of format) must first go through usual curricular approval process prior to being submitted for distance learning course development.

Full and part-time faculty members who wish to develop and deliver an online or hybrid course must follow one of two paths:

### 1. Online Course Development Path (begins below)

**Important:** Please note that this development path has been **paused until further notice\*** while our focus is given to the **development of online programs and courses with the WAYS prefix.**

- Follow this path for developing courses that **are not part of an approved online program.**
- **WAYS courses\*** receive priority.
- Can include a work-for-hire contract.

\***WAYS courses** are exempt from the paused process and are given priority development status.

If you're interested in developing WAYS course, please visit [Potsdam Pathways General Education: Information for Faculty.](#)

### 2. Online Program Development Path (begins on page 9)

- Follow this path for developing courses **that are part of an approved online program.**
- Requires a work-for-hire (WFH) contract for each course developed

## Development & Approval Timeline

Regardless which path is followed, the development periods and due dates are as follows:

Target delivery	Development begins no later than	OSCQR Certified by
Summer/Fall	Beginning of fall semester	March 1
Winterim/Spring	Beginning of spring semester	October 1

## 1. Online Course Development Path

### 1. Submit the *Intent to Develop & Deliver* packet

Complete and submit the *Intent to Develop & Deliver* packet to: [DLproposal@potdam.edu](mailto:DLproposal@potdam.edu)

Packet includes:

- *Intent to Develop & Deliver* form (contact CCI@potdam.edu for form)
- Course Syllabus, including the course outline/schedule (see minimum syllabus requirements, page 18)

The following people review the packet:

- **Department Chair:** Verifies course is approved for the faculty member's load in the indicated semester.

- **Distance Learning Coordinator:** Determines availability of an Instructional Designer (ID) to compete development; assigns ID as appropriate.
- **Dean:** Verifies the course is approved through required curricular approval processes; Indicates whether the course will be included in faculty member’s course load or considered extra service from school’s budget.
- **Provost or Designee:** Verifies budget is available in the appropriate fiscal year(s) to cover required stipend(s) and other development costs.

## 2. Course Development and Timeline

### OSCQR Process Information & Due Dates:

During course development, the SME will work collaboratively with an ID to produce a high-quality, compliant, and engaging educational experience.

See **SME Information and Conformation** form ([Appendix B](#)) for more information.

- Plan to submit the required materials (step 1, above) and complete development according to the timeline, below. For example, if your target term of delivery is summer or fall of 2023, development would begin in fall of 2022, with a due date for OSCQR Certification by March 1, 2023.
- Courses *must* be OSCQR Certified before inclusion in the Master schedule of classes
- Courses not completed/certified by the due date will have development delayed to a later term as workload space is available.

Target delivery	Development begins no later than	OSCQR Certified by
Summer/Fall	Beginning of fall semester	March 1
Winterim/Spring	Beginning of spring semester	October 1

Based on the target term of delivery, the SME and ID will work to meet milestones for course development to ensure timely progress and alignment with the OSCQR rubric.

Example: (for summer/fall delivery)

When (Milestones)	What	Duration
<b>Before</b> beginning of fall semester	SME signs WFH Contract, Project Timeline agreement, and SME Confirmation form.	
No later than 2 <sup>nd</sup> week into semester	ID sends Development Packet to SME; development begins	8 weeks
<b>By November 5<sup>th</sup></b>	Weekly Outlines (blueprints) completed by SME	
November 8 <sup>th</sup> – January 14 <sup>th</sup>	ID develops course shell within the LMS	10 weeks
<b>January 14<sup>th</sup></b>	Development in LMS complete	
January 17 <sup>th</sup> – January 28 <sup>th</sup>	OSCQR is carried out with SME, ID, and OFF	2 weeks
January 28 <sup>th</sup>	OSCQR completed	

February 4 <sup>th</sup>	ID completes Action Plan established; presented to SME	
February 7 <sup>th</sup> – February 18 <sup>th</sup>	OSCQR Refresh occurs (addressing items in Action Plan)	2 weeks
<b>March 1<sup>st</sup></b>	OSCQR Certification deadline	
<b>As early in development as possible;</b> must be completed before delivery	SME successfully completes <i>Online Pedagogy</i> course	

The “OSCQR Certified by” dates of March 1 and October 1 will remain constant, but the other milestone dates will adjust, slightly, according to the year.

**Note:** If this is the first online course proposed by the faculty member, he or she must successfully complete the *Online Pedagogy* training (or equivalent) before the course is delivered. Experienced DL faculty may also find it beneficial to update their skills with this or similar training. It is strongly recommended that the *Online Pedagogy* training be completed before course development begins, or in the very early stages of development.

### 3. Course Review (OSCQR)

Each member of the OSCQR Team – the ID, SME, and third reviewer –will conduct an independent evaluation using the OSCQR rubric, submitted to the ID. The *Action Plan* will be produced by the ID and presented to the SME, outlining the next steps.

The OSCQR rubric contains fifty-four quality and accessibility standards in six categories:

1. Course Overview and Information
2. Course Technology and Tools
3. Design and Layout
4. Content and Activities
5. Interaction
6. Assessment and Feedback

For each standard, the following indicators are used to determine the action plan (estimate of time to address in parentheses):

- Sufficiently Present
- Minor Revision (1/2 hour or less)
- Moderate Revision (1/2 – 2 hours)
- Major Revision (2+ hours)
- Not Applicable

If any category contains an indicator of *revision*, the SME/faculty member must bring the standard into compliance, verified by the ID. Otherwise, delivery of the course will be deferred until compliance is achieved (i.e., there are no standards in need of revision) and OSCQR Certification is granted. See list of OSCQR Standards, page 25 ([Appendix C](#))



## Deadline for completing the OSCQR Process:

**March 1<sup>st</sup>** (for subsequent summer/fall delivery)

**October 1<sup>st</sup>** (for subsequent winter/spring delivery)

---

### 4. Deliver (or defer)

**OSCQR Certified DL courses** will be considered “approved for delivery” for three years subsequent to the term it was originally reviewed, or the last time it was officially recertified (see “OSCQR Recertification” below) using the OSCQR Process.

**Non-compliant courses** will not be placed in the Master Schedule of classes for registration.

**Note:** If an experienced SME/faculty member fails to bring the course into compliance, they will lose their “experienced” status. This will then require the SME to successfully complete the *Online Pedagogy* training, regardless of having done so previously.

Following initial delivery after OSCQR Certification or recertification, a *Learning Review* is conducted with the faculty member and ID. (see *The SUNY Online Course Quality Review (OSCQR) Model* on page 3)

---

### 5. OSCQR Recertification

All DL courses will undergo recertification following the OSCQR Process every three years from the first (or previous) compliance review. The faculty member, ID, and an external reviewer will comprise the OSCQR Team.

As in step three of the OSCQR Process (above), if any category contains an indicator of *revision*, the SME/faculty member must bring the standard into compliance, verified by the ID. Otherwise, delivery of the course will be deferred until compliance is achieved.

## 2. Online Program Development Path

If your department is considering offering 50% or more of any **program** through Distance Education modalities, there are accreditation and approval processes that must be followed for SUNY and State Education Department (SED). Please contact Ada Law (lawam@potssdam.edu), Secretary for the Office of the Provost for additional information.

### Eligible Courses

Courses that are part of an *approved DL program* (approved through the SED, Middle States Commission of Higher Education, MSCHE, and SUNY) are given priority for development per the Provost’s Cabinet.

Courses that *directly support* an approved DL program are eligible for development.

### How Does a Distance Learning Program Get Approved?

From concept to completed development, a DL Program progresses through a series of steps and stages to gain local approval and then, as applicable (>50% online deliver), approval from SED and SUNY.

In the approval process, all courses comprising the curriculum that require development for DL delivery are identified and clearly listed. As approved by SED/SUNY (or locally for Hybrid DL Programs with <50% online), the courses are added to the *Intake* form by the Provost's Office Secretary ("Secretary" henceforth) in consultation with the DL Coordinator and the Online Program Coordinator (OPC).

Overall steps in the process:

1. Faculty member proposing development of a DL Program initiates discussion with department members and key stakeholders. An OPC is assigned by the department.
2. Faculty member creates a proposal, presents it to, and discusses it with, the department, the Dean, and the school.
3. If approved, Dean sends proposal to the Secretary for consideration by the Provost's Cabinet.
4. Secretary will compile documents and share with DL Coordinator. Any issues noted by DL Coordinator will be discussed with the Dean before presentation to the Provost's Cabinet.
5. If Provost's Cabinet approves, priority for development is established; the Provost notifies the Secretary of the status of the proposal who then notifies the Assistant Vice President.
6. The Assistant Vice President notifies the faculty member (and/or OPC) of approval and assists the department with documentation on completion of State forms; the Department follows the path of campus governance.
7. The Dean will send the proposal to the Chair of Faculty Senate for consideration.
8. Faculty Senate will approve or deny the proposal.
9. If proposal is approved, it advances to the President.
10. If approved, goes to Assistant Vice President for final review/changes/additions.
11. The Assistant Vice President sends proposal to SUNY for review/approval/denial/changes.
12. If approved, SUNY sends to SED; SUNY notifies the Assistant Vice President.
13. If approved by SED, the Assistant Vice President is notified; proposal goes back to SUNY.
14. SUNY notifies the Assistant Vice President.
15. The Assistant Vice President notifies the Secretary and the DL Coordinator.
16. The Secretary creates the *Intake* form and discusses development scheduling with the DL Coordinator
17. DL Coordinator inserts "Semester Queue for Development" dates based on priority, workload, and availability of both IDs and Subject Matter Experts (SMEs).
18. The Secretary sends email with *Intake* form to OPC for review.
19. OPC enters notes/comments in *Intake* form and returns to the Secretary.
20. The Secretary and DL Coordinator discuss and finalize development schedule; set official program completion and delivery dates.
21. The Secretary shares final schedule with OPC and the Assistant Vice President.
22. The Assistant Vice President notifies stakeholders of approved program and program delivery date.
23. DL Program will be advertised appropriately, locally and with SUNY Online.

## Course Development

The following are the steps that must be followed for courses being developed for an approved online DL program (>50% online). New courses must first go through the usual curricular approval process before being developed for DL delivery.

### 1. The *Distance Learning Program Development Intake Form*

An *Online Program Coordinator* (OPC) is selected by the department to serve as the liaison between the design/development team (ID, DL Coordinator), department stakeholders, and SMEs. This person may be the Department Chair, Program Coordinator, or someone within the department experienced with distance learning.

Refer to **Online Program Coordinator** ([Appendix D](#)), page 29, for more information and list of responsibilities.

The *Intake* form and development schedule, established in steps 16-20, above, are used to keep course development on track while managing the workloads of the SME and ID.

The OPC will ensure that the assigned SMEs are prepared for course development per their scheduled assignment/term of development.

The IDs will contact the SMEs noted on the *Intake* form as the development term approaches.

### 2. Course Development and Timeline

During course development, the SME will work collaboratively with an ID to produce a high-quality, compliant, and engaging educational experience.

See **SME Information and Conformation** form ([Appendix B](#)) for more information.

- Plan to complete development according to the timeline, below. For example, if your target term of delivery is summer or fall of 2023, development would begin in fall of 2022, with a due date for OSCQR Certification by March 1, 2023.
- Courses *must* be OSCQR Certified before inclusion in the Master schedule of classes
- Courses not completed/certified by the due date will have development delayed to a later term as workload space is available.

Target delivery	Development begins no later than	OSCQR Certified by
Summer/Fall	Beginning of fall semester	March 1
Winterim/Spring	Beginning of spring semester	October 1

Based on the target term of delivery, the SME and ID will work to meet milestones for course development to ensure timely progress and alignment with the OSCQR rubric.

Example: (for summer/fall delivery)

When (Milestones)	What	Duration
<b>Before</b> beginning of fall semester	SME signs SME Confirmation form and WFH Contract.	
No later than 2 <sup>nd</sup> week into semester	ID sends Development Packet to SME; development begins	8 weeks
<b>By November 5<sup>th</sup></b>	Weekly Outlines (blueprints) completed by SME	
November 8 <sup>th</sup> – January 13 <sup>th</sup>	ID develops course shell within the LMS	10 weeks
<b>January 14<sup>th</sup></b>	Development in LMS complete	
January 17 <sup>th</sup> – January 27 <sup>th</sup>	OSCQR is carried out with SME, ID, and OFF	2 weeks
January 28 <sup>th</sup>	OSCQR completed	
January 31 <sup>st</sup> – February 3 <sup>rd</sup>	ID establishes Action Plan	~1 week
<b>February 4<sup>th</sup></b>	Action Plan presented to SME	
February 7 <sup>th</sup> – February 17 <sup>th</sup>	OSCQR Refresh occurs (SME addresses items in Action Plan)	2 weeks
February 18 <sup>th</sup>	Action Plan completed by SME	
<b>March 1<sup>st</sup></b>	OSCQR Certification deadline	
<b>As early in development as possible;</b> must be completed before delivery	SME successfully completes <i>Online Pedagogy</i> course	

Example: (for winter/spring delivery)

When (Milestones)	What	Duration
<b>Before</b> beginning of spring semester	SME signs SME Confirmation form and WFH Contract.	
No later than 2 <sup>nd</sup> week into semester	ID sends Development Packet to SME; development begins	8 weeks
<b>By March 25<sup>th</sup></b>	Weekly Outlines (blueprints) completed by SME	
March 28 <sup>th</sup> – June 2 <sup>nd</sup>	ID develops course shell within the LMS	10 weeks
<b>June 3<sup>rd</sup></b>	Development in LMS complete	
June 6 <sup>th</sup> – 16 <sup>th</sup>	OSCQR is carried out with SME, ID, and OFF	2 weeks
<b>June 17<sup>th</sup></b>	OSCQR completed	
June 20 <sup>th</sup> - 23 <sup>rd</sup>	ID establishes Action Plan	~1 week
<b>June 24<sup>th</sup></b>	Action Plan presented to SME	
June 27 <sup>th</sup> – July 7 <sup>th</sup>	OSCQR Refresh occurs (SME addresses items in Action Plan)	2 weeks
<b>July 8<sup>th</sup></b>	Action Plan completed by SME	
<b>October 1<sup>st</sup></b>	OSCQR Certification deadline	
<b>As early in development as possible;</b> must be completed before delivery	SME successfully completes <i>Online Pedagogy</i> course	

The “OSCQR Certified by” dates of March 1 and October 1 will remain constant, but the other milestone dates will adjust, slightly, according to the year.

If development falls behind schedule (failing to meet milestones), development will be postponed to a later time on a space-available basis.

**Note:** If this is the first online course proposed by the faculty member, he or she must successfully complete the *Online Pedagogy* training (or equivalent) before the course is delivered. Experienced DL faculty may also find it beneficial to update their skills with this or similar training. It is strongly recommended that the *Online Pedagogy* training be completed before course development begins, or in the very early stages of development.

### 3. Course Review (OSCQR)

---

The *OSCQR Team* members – the ID, SME, and a third reviewer – will each conduct an independent evaluation using the OSCQR rubric. The ID will combine all reviews to establish the *Action Plan*.

The OSCQR rubric contains fifty-four quality and accessibility standards in six categories:

1. Course Overview and Information
2. Course Technology and Tools
3. Design and Layout
4. Content and Activities
5. Interaction
6. Assessment and Feedback

For each standard, the following indicators are used to determine the action plan (estimate of time to address in parentheses):

- Sufficiently Present
- Minor Revision (1/2 hour or less)
- Moderate Revision (1/2 – 2 hours)
- Major Revision (2+ hours)
- Not Applicable

If any category contains an indicator of *revision*, the SME/faculty member must bring the standard into compliance, verified by the ID. Otherwise, delivery of the course will be deferred until compliance is achieved (i.e., there are no standards in need of revision).

### Deadline for completing the OSCQR Process:

- March 1<sup>st</sup>** (for subsequent summer/fall delivery)
- October 1<sup>st</sup>** (for subsequent winter/spring delivery)

### 4. Deliver (or defer)

---

**OSCQR-compliant (OSCQR Certified) DL courses** will be considered “approved for delivery” for three years subsequent to the term it was originally reviewed, or the last time it was officially recertified (see below) using the OSCQR Process.

**Non-compliant courses** must attain OSCQR Certification within one year after development begins. Otherwise, the course development defaults to inactive status and is removed from the development queue.

**Note:** If an experienced SME/faculty member fails to bring the course into compliance, they will lose their “experienced” status and must complete the *Online Pedagogy* training before resuming online teaching.

## 5. OSCQR Recertification

---

All DL courses will undergo recertification following the OSCQR Process every three years from the first (or previous) compliance review. The faculty member, ID, and an external reviewer will comprise the OSCQR Recertification team.

As in step three of the OSCQR Process (above), if any category contains an indicator of *revision*, the SME/faculty member must bring the standard into compliance, verified by the ID. Otherwise, delivery of the course will be deferred until compliance is achieved.

If the original SME is not available during recertification, it is the responsibility of the OPC to identify and assign an available SME to take part in the OSCQR recertification process.

## D. Course Evaluations

Administration of anonymous student evaluations for each course and instructor will follow the current campus policy for evaluations. As with on-campus courses, faculty are encouraged to conduct a formative evaluation before midterm and a summative evaluation following each delivery of their DL course.

The Distance Learning Coordinator may administer a student survey to determine whether the technical and design aspects of the course were satisfactory; e.g., *Were there issues logging in? Did LMS Support respond in a timely manner to questions or request for assistance? What other support services would you like to see available online? Did you find the design user-friendly? If not, suggestions for improvement are encouraged.*

## E. Teaching and Learning

The characteristics of the instructor that contribute to the atmosphere and community in the online environment are Integral to the perceived quality of an online course. Therefore, faculty must:

- Anticipate and address student questions in the design of the course (Where do I get the textbook? Where/how do I start? When are the exams? How do I get help? ...)
- Be *responsive* and *present* in the online course environment.
- Use directives, first person voice, and conversational tone throughout the course.
- Be sensitive to the learner perspective.
- Create well-explained online and offline activities relevant to the course learning outcomes and avoid “busy work.”
- Create a sense of community by providing community-building opportunities and venues for interaction (ice-breaker activities, teamwork, discussion forums, etc.).

To ensure quality and consistency among online courses delivered by SUNY Potsdam, the instructional quality guidelines for instructors who develop and/or teach online courses are as follows:

- Interaction between faculty and students, referred to as **Regular and Substantive Interaction** (RSI; see [Appendix E](#)), is an essential characteristic in the online environment that increases student success. The most common and efficient method of instructor-student interaction is through the use of discussion forums.
- Where privacy is required (i.e., information is not publicly disseminated to the class as a whole), phone or email are should be used.
- Feedback on assignments should be conducted individually and in a timely manner. Questions of a general nature (those one would ask openly in a classroom setting) are better addressed in a *discussion forum* – all students have access to the initial question; all have access to the answer provided. As in a classroom setting, this exchange may benefit the whole class.
- Expectations of learner activities should be clear and understandable to the average student.
- Assessment methods used should be appropriate to the course and the stated learning outcomes.
- Flexibility should be inherent in the course design to increase the learner's control over the *time*, *place*, and *pace* of instruction within acceptable parameters. For example, courses should allow for a varied pace within a week, module, or unit, but the course overall should not be self-paced.
- Students should have access to current and accurate grade information, such as an online grade book.
- Instructor should send a *welcome message* to all enrolled students containing information about logging in to the LMS and a list of the required course materials at least **one week prior to the start of the course** (during *Preview Week*).

## IV. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

## V. Multi-Section LMS Course Sites

Please note that we are no longer merging students into course shells in our LMS due to FERPA regulations unless the courses are a) Cross-listed; b) An Honors section, or c) A course noted as “taught with...” in Banner. While it is appropriate for students to have information regarding their classmates’ enrollment in a course, it is not appropriate for students to know about students in other class sections.

Course registration and student schedules are protected information and thus we cannot allow the practice of combined course shells to continue.

## VI. Copyright Policies and Laws

### Intellectual Property and Ownership

The original material contained in the online or hybrid course, regardless of third-party technologies or course/learning management system used, will be considered the property of the faculty member (that is, despite the use of software licensed by, or hardware owned by the College to deliver, display, create, store, or otherwise affect material developed/used by the faculty member, the ownership of such original, intellectual material remains with the author.) Thus, faculty developers maintain ownership of their intellectual property incorporated into their DL course(s) offered by SUNY Potsdam, unless alternate arrangements are made through a "Work For Hire" contract.

### The use of other Copyrighted Materials – the TEACH Act

Course development must be the original work of *the* faculty member. Whenever or wherever copyrighted material is incorporated, it is the faculty member's responsibility to secure permission to use the copyrighted work and to abide by the copyright policies set forth by the College.

#### Introduction

Copyright law provides educators with **a separate set of rights in addition to fair use, to display (show) and perform (show or play) others' works in the classroom**. These rights are in Section 110(1) of the Copyright Act and apply to any work, regardless of the medium. However, these laws are greatly restricted *in online courses*.

The TEACH Act (2002) expanded the scope of educators' rights to perform and display works and to make the copies integral to such performances and displays for digital distance education, making the rights closer to those we have in face-to-face teaching. But there is still a considerable gap between what the statute authorizes for face-to-face teaching and for distance education.

**The TEACH Act authorizes us to digitize works for use in digital distance education, but only to the extent we are authorized to use those works in Section 110(2)**, and so long as they are **not available digitally in a format free from technological protection**. So, for example, where 110(2) authorizes the use of movie clips and the available DVDs don't permit ripping (a prerequisite to creating a digital "clip"), you can digitize those parts using an analog tape; but you are not authorized by the TEACH Act to digitize the whole movie.

**Fair use is almost always going to be the best source of authority for making copies in any context**, but especially in conjunction with statutes like 110(2) that give us specific authorization that may not be sufficient in a particular case.

Fair use also remains important because the activities the TEACH Act authorizes are a small subset of the uses of electronic resources educators may wish to make. It only covers **in class performances and displays, not, for example, digital delivery of supplemental reading materials**.

For those activities, as well as many others, we'll need to continue to rely on fair use. This means that, in general, where there is an established market for permissions, there will often be a narrower scope for fair use. In practical terms, this means that where it's easy to get permission, for example, to put text materials on reserve, our reliance on fair use should be limited; on the other hand, where it's near impossible to get permission, for example, for music and movies where those industries are not yet very responsive to the needs of distance educators, the scope of fair use expands to permit reasonable uses



of such materials for both local and remote students. So, fair use will likely be very helpful for using music and movies in the classroom and as supplementary materials.

### Section 110(2)'s expanded rights include the following:

#### 1. Transmitting performances of a non-dramatic literary or musical work

Non-dramatic literary works as defined in the Act exclude audiovisual works; thus, examples of permitted performances in this category in which entire works may be displayed and performed might include a poetry or short story reading. Non-dramatic musical works would include all music other than opera, music videos (because they are audiovisual), and musicals.

#### 2. Transmitting reasonable and limited portions of any other performance

This category includes all audiovisual works such as films and videos of all types, and any dramatic musical works excluded above.

#### 3. Transmitting displays of any work in amounts comparable to typical face-to-face displays

This category would include still images of all kinds.

#### Exclusions from coverage:

**Not everyone, nor every work, is covered.** Section 110(2) **applies only to accredited, nonprofit educational institutions.** The rights granted do **not** extend to the use of works **primarily produced or marketed for in-class use in the digital distance education market**; works the instructor knows or has reason to believe **were not lawfully made or acquired**; or **textbooks**, course-packs and other materials typically purchased by students individually.

This last exclusion results from the definition of "**mediated instructional activities**," a key concept within the expanded Section 110(2) meant to limit it to the kinds of materials an instructor would actually incorporate into a class-time lecture. In other words, the **TEACH Act covers works an instructor would show or play during class**, such as movie or music clips, images of artworks in an art history class, or a poetry reading. **It does not cover materials an instructor may want students to study, read, listen to or watch on their own time outside of class.** Instructors will have to rely on other rights they may have to post those materials, such as the fair use statute.

#### Conditions:

In addition, the statute specifies a **formidable list of circumstances** under which the permitted uses may be made:

##### 1. The performance or display must be:

- a. A regular part of systematic **mediated instructional activity**;
- b. Made **by, at the direction of, or under** the supervision of the **instructor**;
- c. **Directly related** and **of material assistance to the teaching content**; and
- d. **For** and technologically **limited to students** enrolled in the class.

##### 2. The institution must:

- a. Have **policies** and provide **information about**, and give **notice** that the materials used may be protected by, **copyright**;
- b. Apply technological measures that **reasonably prevent recipients** from **retaining** the works beyond the class session and **further distributing** them; and
- c. **Not interfere with technological measures** taken by copyright owners that prevent retention and distribution.

#### **Authority to make copies:**

Finally, a new section was added to the Copyright Act to authorize educators to make the copies necessary to display and perform works in a digital environment. New Section 112(f) (ephemeral recordings) works with Section 110 to permit those authorized to perform and display works under 110 **to copy digital works and digitize analog works** in order to make authorized displays and performances **as long as:**

1. **Such copies are retained only by the institution and used only for the activities authorized by Section 110; and**
2. **For digitizing analog works, no digital version of the work is available free from technological protections that would prevent the uses authorized in Section 110.**

## TEACH Act Compliance Checklist

- My institution is a nonprofit accredited educational institution or a governmental agency
- It has a policy on the use of copyrighted materials
- It provides accurate information to faculty, students and staff about copyright
- Its systems will not interfere with technological controls within the materials I want to use
- The materials I want to use are specifically for students in my class
- Only those students will have access to the materials
- The materials will be provided at my direction during the relevant lesson
- The materials are directly related and of material assistance to my teaching content
- My class is part of the regular offerings of my institution
- I will include a notice that the materials are protected by copyright
- I will use technology that reasonably limits the students' ability to retain or further distribute the materials
- I will make the materials available to the students only for a period of time that is relevant to the context of a class session
- I will store the materials on a secure server and transmit them only as permitted by this law
- I will not make any copies other than the one I need to make the transmission
- The materials are of the proper type and amount the law authorizes:
  - Entire performances of non-dramatic literary and musical works
  - Reasonable and limited parts of a dramatic literary, musical, or audiovisual works
  - Displays of other works, such as images, in amounts similar to typical displays in face-to-face teaching
- The materials are not among those the law specifically excludes from its coverage:
  - Materials specifically marketed for classroom use for digital distance education
  - Copies I know or should know are illegal
  - Textbooks, course-packs, electronic reserves and similar materials typically purchased individually by the students for independent review outside the classroom or class session
- If I am using an analog original, I checked before digitizing it to be sure:
  - I copied only the amount that I am authorized to transmit
  - There is no digital copy of the work available except with technological protections that prevent my using it for the class in the way the statute authorizes<sup>3</sup>

---

<sup>3</sup> The content above, subsequent to and including the section labeled **The TEACH Act**, has been adapted from *The Copyright Crash Course*, © 2001 Georgia K. Harper, under a Creative Commons License.

## VII. Online Syllabus Requirements and Recommended Format

### Requirements of a Distance Learning Course syllabus:

Here are the fundamentals of a syllabus and schedule as required:

1. Course subject and level (e.g., ANTH350) and full course title
2. Course format (asynchronous, synchronous, combined asynchronous & synchronous, hybrid)
3. Your name and contact information
  - Include primary email address, office location & office hours, and office phone number/voice mail.
4. Include name of your department and contact information
5. Course objectives and Student Learning Outcomes
  - Objectives for the course, overall
  - Measurable student learning outcomes (SLOs) for the course, overall
  - Objectives specific to each week/module/unit
  - Measurable SLOs for each week/module/unit
6. Prerequisite(s) and/or Co-requisite(s)
7. Required Textbook(s), supplemental readers, and any other resources necessary for the completion of the course.
8. Technical requirements such as:
  - Internet access (Broadband recommended; required if site contains/uses rich media such as images, audio/video components)
  - Type of browser (Firefox is recommended)
  - Necessary plug-ins and/or third-party software for multimedia presentations
  - Specific computer capabilities and/or program/application required (Excel, Task Stream, Collaborate, Skype, Adobe Reader, and so on)
9. Expectations and Minimum requirements, such as:
  - Attendance for required onsite sessions (hybrid courses)
  - Online participation/collaboration (for students and instructor)
  - Written assignments (acceptable formats, naming conventions)
  - Examinations (whether online, on-campus, or proctored off-site)
10. Assessment and Grading Criteria
  - Include details regarding method(s) of assessing student achievement
  - Detail the basis for final grade determination (grading scale)
11. Detailed information regarding communication and how to contact the instructor
  - Forums, email, fax, telephone, instant messaging... including when to use your listed methods. For instance, *forums* should be used whenever a student can "raise their hand" as

if in a classroom setting; *Email* is better reserved for communication that wouldn't usually be shared with the rest of the class.

- Expected turnaround time for your response.

#### 12. Course Schedule

- Recommend using a weekly calendar that coincides with our academic calendar.
- Weeks run Monday through Sunday, not Monday-Friday. Take advantage of that span and flexibility. It doesn't mean you have to be available 24/7; you can and should spread your online participation time and "presence" throughout the week.
- Your time-commitment for active-participation (in collaborative learning experiences, not grading papers or answering email) should be equivalent to the time you'd spend in a classroom setting based on the credit-hours and ratio for your course.
- For instance, a three-credit 1:1 course requires 37.5 contact hours (instructional time in the classroom).
  - This equates to 2.5 hours each week, or three, 50-minute class sessions.
  - When considering your participatory activities in your online course, this time (2.5 hours each week, in this example) is most often met through participation in the discussion forums.
  - Online courses are not self-paced, do-it-on-your-own type courses, they are highly engaging and collaborative and require full participation of instructors and students alike.
- For more information, refer to the section on *Regular and Substantive Interaction (RSI)*; page 32).

**Sample syllabus and schedule begins on next page:**

## Appendix A

### Example Syllabus

#### Course Title

*A fully online Course*

#### Instructor Contact Information

<b>Instructor:</b>	[name]
<b>Office:</b>	[office location]
<b>Office Hours:</b>	[office hours (virtual)]
<b>Office Phone:</b>	[office phone number]
<b>Email:</b>	[email address]
<b>Department:</b>	[name of department]
<b>Dept. Phone:</b>	[dept. phone number]

#### Course Description

[insert catalog description of the course in this area, including credit hours]

#### Navigating Brightspace

If you are new to Brightspace, please complete the student training course located in the “waffle” at the top-right corner of Brightspace after you log in.

To access the announcements for this course, please go to the Course Home page in the red navigation bar at the top of the screen.

To access the course modules and materials, select Content from the navigation bar and select the current week’s listing from the table of contents on the left side of the screen.

To access your grades, click the Grades page in the navigation bar.

#### Course Learning Outcomes

[Indicate [measurable learning outcomes](#) here, as a bulleted or numbered list]

#### Prerequisites and Co-requisites

[Indicate any pre/co-requisites in this area]

## Required Texts and Other Materials

[Indicate required text(s) and any associated readers, subscriptions, lab materials, etc.]

## Technical Requirements

Example text follows:

- Work in Brightspace should be completed on a Windows or Mac computer, not a mobile device.
- *Firefox and Google Chrome* are the recommended browsers, but up-to-date versions of *Safari and Edge* work well, too. Avoid *Internet Explorer*. Should you have a problem in one browser, try a different one first.
- You need access to a broadband or other highspeed connection, especially to view videos.
- You need to be able to view PDF files. If you don't have a PDF viewer, get [Adobe Reader](#).

If a part of the course is not working, please contact the instructor.

If you encounter a technical issue, such as being unable to log in, please contact the CTS Helpdesk at 315-267-4444 or email [itservicedesk@potssdam.edu](mailto:itservicedesk@potssdam.edu).

## Instructor Expectations of Students

[Indicate **instructor expectations of students** - time commitment, late paper policies, participation in forums, etc. An example introduction to this section follows.]

Online courses are just as rigorous as any on-campus course. This method of delivery assumes you take responsibility for your own learning and advocate for yourself. Don't be afraid to contact your instructor if you have questions. Just as you would attend in-person classes regularly, it is recommended that you set aside time to check for updates from the instructor and do work in this online course at least once a day. Look ahead to make sure you know what you need to do and when. To assist with your planning, the tasks expected for each week are included in the syllabus and each weekly module.

## Student Expectations of the Instructor

[Indicate **what the students can expect of the instructor** - turnaround time for email, feedback on submitted work, forum participation, etc. An example introduction to this section follows.]

As your instructor, I plan to interact and engage with each of you on a regular basis throughout the term to support your learning. I will provide direct instruction related to the course's learning objectives, respond to your questions, grade and/or provide feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

## Feedback and Suggestions

[Include specific ways students can provide you with course feedback and suggestions, and report issues. Example text follows.]

If you have specific questions about course content, such as an assignment or to report a broken link, contact the instructor.

For other general questions or feedback about the course as it progresses, please post to the course's General Questions and Discussion forum.

## Online Participation

[State your expectations of student participation in collaborative elements, but also let them know what they can expect from you in terms of your participation, how they should address posts and replies from you (initial, follow-up, or additional questions from you), etc. An example of what to include, below.]

You are required to participate in **weekly forums**. This is an important aspect of this online course. Each week, students will be required to complete a substantive post to the forum no later than [11:59 PM] on [Tuesday] of each week. Posts should address the readings, topic, or question(s) presented by your instructor in the forum.

It is recommended that initial posts be drafted in a word processor such as Microsoft Word and then copied and pasted into Brightspace discussions. This ensures that you will not lose your work if you encounter a technical issue before you are able to submit your post.

In addition, you are expected to **post [three] responses to your fellow students**. These posts must be completed by 11:59 PM on Saturday of each week. *Active and informed participation* is a basic expectation for all students. To stay completely informed - read all posts by everyone - your fellow students and your instructor (who may ask follow-up questions). In many situations, my replies/follow-up posts will be *aimed at the class as a whole* (not necessarily the student to whom I reply, unless stated so explicitly). As such, my questions/replies of this nature should be addressed by everyone. I will be as involved in these discussions as you are.

## Behavioral Expectations for Online Participation

[State your expectations for how students will behave when interacting online. These expectations may extend to discussion participation and/or professionalism in videos/video calls.]

Netiquette is a set of rules for behaving properly online. Online interactions in this course are of a public nature, meaning everyone in the course can see and respond to each other's posts. please observe proper "netiquette," i.e., be courteous and appropriate in your online communications and interactions. This means no personal attacks, obscene language, or intolerant expressions. All viewpoints should be respected.



## **Assessment and Grading**

[Provide assessment information and grading scale in this area; Example follows:]

Grade categories are weighted as follows:

40% - Forums

35% - Weekly Quizzes

25% - Final Exam

### **Grade Scale**

95-100 = 4

92-94 = 3.7

88-91 = 3.3

85-87 = 3

82-84 = 2.7

78-81 = 2.3

75-77 = 2

72-74 = 1.7

68-71 = 1.3

65-67 = 1

< 64 = 0

## **Accommodations**

[Provide welcoming language for students with disabilities and point them to resources to receive accommodations. Example language is included below.]

I welcome students with disabilities in my classroom and I want to be sure to support each of you. Please see me during office hours so we can discuss how to ensure your accommodations are met in this course.

Accommodations for equal access to this course because of disability should be requested through:

[Accommodative Services](#)

Jessica Burnett – Phone: (315) 267-3267 – Email: [burnetjj@potdam.edu](mailto:burnetjj@potdam.edu)

## SUNY Potsdam Policies & Resources

[Academic Calendar](#)

[Academic Honor Code](#)

[Acceptable Use Policy](#)

[Accommodative Services](#)

[BearPAWS](#)

[Career Services](#)

[Center for Creative Instruction](#)

[College Libraries at SUNY Potsdam](#)

[Computing & Technology Services](#)

[Copyright Policy](#)

[Counseling Center](#)

[Lougheed Center for Applied Learning](#)

[Office of the Registrar](#)

[Privacy Policy](#)

[Student Complaint Resolution](#)

[Student Success Center](#)

[SUNY Potsdam Tech Tools](#)

[The Writers' Block](#)

## Schedule/Course Calendar

[Below is one example of a recommended schedule format. For each week (or alternate "chunk" of information, such as a Unit or Module) provide the following:

- Topic(s) covered
- Agenda items (or learning objectives)
- Measurable Student Learning Outcomes (SLOs) aligned with activities/assignments
- Assignments and Activities (assignments, forums, readings, projects, etc.)
- Due dates

Example format follows]

All times are *Eastern Standard Time*

## Week 1: Dates

### This Week's Topic and Introduction

- ...

### Student Learning Outcomes (SLOs)

- [Measurable SLOs aligned to the activities/tasks]

- ...
- ...

## Tasks

[This is a list, with due dates, of all required activities/tasks for the given week. Examples follow.]

1. **Read** Chapters 1, 2, & 3. **Due:** Before participation in forum.
2. **Read** (*Assigned Article Reading 1*), **Due:** Before participation in forum.
3. **Watch** (*descriptive name of video*). **Due:** Before participation in forum.
4. **Participate** in forum: (*descriptive name/title*). **Due:** Initial post/reply by Tuesday, 10:00 AM; participation expected throughout the week; forum closes Sunday, 11:59 PM.
5. **Complete** (*descriptive name of assignment*) assignment. **Due:** Sunday, 11:59 PM.
6. **Take Quiz:** (*descriptive name of quiz*). **Due:** Sunday, 11:59 PM.

## Week 2: Dates

### This Week's Topic and Introduction

- ...

### Student Learning Outcomes (SLOs)

- [Measurable SLOs aligned to the activities/tasks]
- ...
- ...

## Tasks

[This is a list, with due dates, of all required activities/tasks for the given week. Examples follow.]

1. **Read** Chapters 1, 2, & 3. **Due:** Before participation in forum.
2. **Read** (*Assigned Article Reading 1*), **Due:** Before participation in forum.
3. **Watch** (*descriptive name of video*). **Due:** Before participation in forum.
4. **Participate** in forum: (*descriptive name/title*). **Due:** Initial post/reply by Tuesday, 10:00 AM; participation expected throughout the week; forum closes Sunday, 11:59 PM.
5. **Complete** (*descriptive name of assignment*) assignment. **Due:** Sunday, 11:59 PM.
6. **Take Quiz:** (*descriptive name of quiz*). **Due:** Sunday, 11:59 PM.

## Week 3: Dates

### This Week's Topic and Introduction

- ...

## Student Learning Outcomes (SLOs)

- [Measurable SLOs aligned to the activities/tasks]
- ...
- ...

## Tasks

[This is a list, with due dates, of all required activities/tasks for the given week. Examples follow.]

1. **Read** Chapters 1, 2, & 3. **Due:** Before participation in forum.
2. **Read** (*Assigned Article Reading 1*), **Due:** Before participation in forum.
3. **Watch** (*descriptive name of video*). **Due:** Before participation in forum.
4. **Participate** in forum: (*descriptive name/title*). **Due:** Initial post/reply by Tuesday, 10:00 AM; participation expected throughout the week; forum closes Sunday, 11:59 PM.
5. **Complete** (*descriptive name of assignment*) assignment. **Due:** Sunday, 11:59 PM.
6. **Take Quiz:** (*descriptive name of quiz*). **Due:** Sunday, 11:59 PM.

## Week 4: Dates

### This Week's Topic and Introduction

- ...

## Student Learning Outcomes (SLOs)

- [Measurable SLOs aligned to the activities/tasks]
- ...
- ...

## Tasks

[This is a list, with due dates, of all required activities/tasks for the given week. Examples follow.]

1. **Read** Chapters 1, 2, & 3. **Due:** Before participation in forum.
2. **Read** (*Assigned Article Reading 1*), **Due:** Before participation in forum.
3. **Watch** (*descriptive name of video*). **Due:** Before participation in forum.
4. **Participate** in forum: (*descriptive name/title*). **Due:** Initial post/reply by Tuesday, 10:00 AM; participation expected throughout the week; forum closes Sunday, 11:59 PM.
5. **Complete** (*descriptive name of assignment*) assignment. **Due:** Sunday, 11:59 PM.
6. **Take Quiz:** (*descriptive name of quiz*). **Due:** Sunday, 11:59 PM.

**[... and so on for the complete term/session/semester]**

## Appendix B

### SME Responsibilities and Confirmation

- The *Online Program Coordinator* (OPC) will serve as liaison between *Subject Matter Expert* (SME), *Instructional Designer* (ID), and other Distance Learning (DL) Personnel.
- The SME will provide the IDs with the required material in the requested format, clearly and completely, to keep things running smoothly
- Milestones established by the SME and ID in the development timeline must be met.
- *Online Pedagogy* training, ideally, should be *successfully* completed before attempting to develop the DL course, but participating in training in the initial stages of course development may suffice.

Name: \_\_\_\_\_

Department: \_\_\_\_\_

DL Program: \_\_\_\_\_

OPC: \_\_\_\_\_

Course(s) to be developed:

Subject/level – Name of Course	Term of Development
<i>Ex. HIST110 Europe Since 1500</i>	<i>Spring-Summer 2023</i>

By committing to developing an online course as a Subject Matter Expert (SME), you acknowledge the following:

1. This work is considered a *work-made-for-hire* (WFH) whereby joint ownership/use-rights will be articulated in the formal *WFH Contract* that must be signed *before* any development work begins.
2. Development of any online course does not guarantee that you will deliver said course or grant you exclusive rights to deliver the course (your obligation may only be to *develop* it).
3. Compensation: \$1,000.00 per course developed (must be complete and OSCQR Certified).

By signing, I certify that this work will not interfere with my normal obligations to the college and has been approved by my supervisor. I understand that the total annual extra service/stipend payment(s) received cannot exceed 20% of annual base pay. (*See Faculty Handbook, Chapter IV: Compensation, for further information.*)

SME name: \_\_\_\_\_ Signature: \_\_\_\_\_

***This confirmation form will expire two weeks from issuance.*** Failure to sign this form may result in delay of course development which may, in turn, negatively affect the delivery of the DL Program. Should you have any questions, contact your OPC immediately.

### What happens next?

You will receive a WFH contract to review and sign prior to your term of development. Then, your assigned ID will contact you with additional resources and information to begin work at the start of the semester.

## Appendix C

### OSCQR Standards

From OSCQR.suny.edu: “The OSCQR Rubric integrates accessibility standards based on the recommendations of SUNY’s Office of General Counsel in their 2013 memo, “Accessibility Considerations in the wake of SUNY’s Online Initiatives.” The rubric has been reviewed by members of the FACT2 Accessibility Task Force, and address the legal considerations required to be compliant with Section 508 of the Rehabilitation Act of 1973, New York State Enterprise IT Policy NYS-P08-005, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.”

### Overview and Information

1. Course includes Welcome and Getting Started content.
2. Course provides an overall orientation or overview, as well as module-level overviews to make course content, activities, assignments, due dates, interactions, and assessments, predictable and easy to navigate/find.
3. Course includes a course information area and syllabus that make course expectations clear and findable.
4. A printable syllabus is available to learners (PDF, HTML).
5. Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.
6. Course provides access to learner success resources (technical help, orientation, tutoring).
7. Course information states whether the course is fully online, blended, or web-enhanced.
8. Course provides appropriate guidelines for successful participation regarding technical requirements (e.g., browser version, mobile, publisher resources, secure content, pop-ups, browser issues, microphone, webcam).
9. Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.
10. Course provides contact information for instructor, department, and program.

### Technology and Tools

11. Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.
12. Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application – where appropriate).
13. Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.
14. Course includes links to privacy policies for technology tools.
15. Any technology tools meet accessibility standards.

## **Design and Layout**

16. A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).
17. Large blocks of information are divided into manageable sections with ample white space around and between the blocks.
18. There is enough contrast between text and background for the content to be easily viewed.
19. Instructions are provided and well written.
20. Course is free of grammatical and spelling errors.
21. Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.
22. Flashing and blinking text are avoided.
23. A sans-serif font with a standard size of at least 12 point is used.
24. When possible, information is displayed in a linear format instead of as a table.
25. Tables are accompanied by a title and summary description.
26. Table header rows and columns are assigned.
27. Slideshows use a predefined slide layout and include unique slide titles.
28. For all slideshows, there are simple, non-automatic transitions between slides.

## **Content and Activities**

29. Course offers access to a variety of engaging resources to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor.
30. Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.
31. Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.
32. Where available, Open Educational Resources, free, or low-cost materials are used.
33. Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.
34. Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.
35. A text equivalent for every non-text element is provided (“alt” tags, captions, transcripts, etc.), and audio description is provided for video-only content.
36. Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.
37. Hyperlink text is descriptive and makes sense when out of context (avoid using “click here”).

## **Interaction**

38. Regular and substantive instructor-to-student expectations, and predictable/scheduled interactions and feedback. are present, appropriate for the course length and structure, and are easy to find.
39. Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interaction/communication channels.
40. Learners have an opportunity to get to know the instructor.
41. Course provides activities intended to build a sense of class community, support open communication, promote regular and substantive interaction, and establish trust (e.g., ice-breaking activities, Course Bulletin Board, planned Office Hours, and dedicated discussion forums).
42. Course offers opportunities for learner-to-learner interaction and constructive collaboration.
43. Instructor presence is evidenced by the expectation of active and frequent engagement in instructional activities throughout the course.
44. Forums are structured to provide opportunities for critical thinking, to align with course learning outcomes, and to foster dialog between learners as well as the instructor.
45. Learners are expected to post discussion responses as well as interact with classmates and the instructor.
46. Instructor provides activities/assignments that foster learner interaction.
47. Course provides learners with opportunities in course interactions to share resources and inject knowledge from diverse sources of information with guidance and/or standards from the instructor.

## **Assessment and Feedback**

48. Course grading policies, including consequences of late submissions, are clearly stated in the Course Information area/Syllabus materials.
49. Course includes frequent, appropriate, and authentic methods to assess the learners' mastery of content.
50. Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).
51. Course provides opportunities for learners to review their performance and assess their own learning throughout the course (via pre-tests, self-tests with feedback, reflective assignments, peer assessment, etc.).
52. Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.
53. Learners have easy access to a well-designed and up-to-date gradebook.
54. Course includes the opportunity for learners to provide descriptive feedback on their experience in the online course, the course design, content, user experience, and technology.



## Appendix D

### Online Program Coordinator – Expectations and Responsibilities

An *Online Program Coordinator* (OPC) is selected by the department to serve as the liaison between the design/development team - the Instructional Designer (ID), the Distance Learning Coordinator, department stakeholders, and *Subject Matter Experts* (SMEs). The OPC may be the Department Chair, Program Coordinator, or someone within the department experienced with distance learning development.

#### Expectations:

- The OPC will serve as liaison between SME, ID, and other Distance Learning (DL) Personnel
- The OPC will collaborate with DL Personnel (specifically, the Administrative Assistant from the Provost's Office), to establish the *DL Program Intake Form* and course tentative development schedule.
- The OPC will identify and assign SMEs to courses in need of development per the *DL Program Intake* form. An *SME Confirmation* form will be sent by DL to the assigned SMEs.
- SMEs must provide the IDs with the required material in the requested format, clearly and completely, to keep things running smoothly along the established timeline. In the event that the SME falls behind, the OPC will consult with the SME to determine the cause and possible solutions.
- The OPC will notify the assigned ID immediately if SME is no longer able to continue with development as planned, or if the SME plans to leave SUNY Potsdam employ. The OPC will assist in identifying a replacement SME (to continue development or perform recertification).
- *Online Pedagogy* training should be successfully completed *before* DL course development begins. The OPC should assist the SME in identifying and registering for this training as early as possible.

By signing below, I acknowledge and accept the responsibilities, outlined above, for the role of OPC for the department or DL Program noted.

Department and DL Program(s): \_\_\_\_\_

OPC name: \_\_\_\_\_ Signature: \_\_\_\_\_

## Appendix E

### Regular and Substantive Interaction (RSI)

The following was adapted from [SUNY Online Course Quality Review Rubric](https://oscqr.suny.edu/rsi/) website (https://oscqr.suny.edu/rsi/).

RSI compliance is the legal federal requirement that distinguishes the status of courses between distance education and correspondence courses. Correspondence courses are **not** eligible for financial aid. Institutions risk losing access to student financial aid if the institution is audited by the US Department of Education’s (DoE) Office of Inspector General, or as part of a periodic Departmental financial aid program review, and found to be out of compliance. Institutions may be required to repay financial aid associated with the correspondence courses and students. Regulations related to RSI have **not** been waived due to the COVID-19 pandemic.

### Compliance with the US DoE regulations

New Regulations for Distance Education and Innovation (went into effect July 1, 2021)\*\*\*

Regulations	Compliance Requirement
Interaction	Mostly instructor initiated, some leeway
Instructor	Explicit reliance on accreditor approval
Substantive	Has a list of activities (instruction, assessment, tutoring, answering questions)
Regular	Predictable and scheduled <i>and</i> tracking and intervention

### Definitions\*\*

An **instructor** is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution’s accrediting agency. Eligible programs can be taught by “the instructor or instructors”.

A **distance education course** is one in which instruction is delivered by one or more types of technology, including the internet, various wired and wireless media, or audio conference to students who are separated from the instructor(s). These technologies “support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously”.

**Predictable and Scheduled Interaction:** Regular interaction requires an institution to ensure, prior to the student’s completion of a course or competency, that there is the opportunity for **substantive interactions** with the student on a **predictable and scheduled basis** commensurate with the length of time and the amount of content in the course or competency.

The institution also is responsible for **monitoring the student’s academic engagement** and **success** and ensuring that an instructor is responsible for promptly and proactively engaging in

substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

**Academic engagement** requires active participation by a student in an instructional activity related to the student's course of study as defined by the institution consistent with any requirements imposed by its state approval or accrediting agency. Academic engagement can include such activities as attending a class where the students and instructor can interact, turning in an academic assignment or taking a test, participating in an interactive computer-assisted instruction, participating in an institutional-directed group activity or online discussion, or interacting with the instructor regarding academic matters.

An emphasis on regular and substantive interaction is entirely consistent with well-documented research-based effective practices in online course design and delivery. In online teaching and learning environments of any kind, (asynchronous, synchronous, blended/hybrid), regular and substantive interactions must:

- Be **with an instructor** as defined by the institution's accreditor.
- Be **initiated** by the instructor.
- Be **scheduled and predictable**.
- Be **academic** in nature and **relevant** to the course.
- Substantive interaction assumes **direct interaction between the learner and the instructor** and requires **direct instruction** from the instructor including:
  - **Assessing** or **providing feedback** on a student's coursework.
  - Providing **information** or responding to questions about the content of a course.
  - Facilitating a **group discussion** regarding the content of a course or competency.
  - **Other instructional activities** approved by the institution's or program's accrediting agency.