Policies and Procedures for Planning & Conducting Distance Learning

Updated: October 2019
Office of Distance Learning
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1 OVERVIEW

Distance education continues to transform the landscape of higher education by cultivating new technologies for teaching and learning. This presents new challenges for the institution in how to plan, support, and deliver programs of quality and rigor equivalent to traditional settings and models. What we can learn as a community are effective strategies for the planning and delivery of these programs to support faculty and ensure student success. The policies and procedures herein offer guidelines and research-based best practices for faculty both new to and experienced in teaching online/hybrid courses. The Office of Distance Learning and the Distance Learning Council welcome contributions and suggestions for updates to this document as the research and literature continue to evolve.

Periodic Review of Policies and Procedures

The policies and procedures stated will be reviewed and updated on a regular basis.

Please email your suggestions to distancelearning@farmingdale.edu.

Table 1: Timeline of Reviews & Updates

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Notes/Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 25, 2018</td>
<td>• Distance Learning Council was convened by Director</td>
<td>Distance Learning Council, Office of Distance Learning</td>
</tr>
<tr>
<td></td>
<td>• Plan for updating the DL Policies &amp; Procedures document was set with feedback from DL Council</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Working Team for DL Policies &amp; Procedures document update was set</td>
<td></td>
</tr>
<tr>
<td>March 28, 2019</td>
<td>• Proposed changes and updates to document were presented by Working Team to the DL Council</td>
<td>Distance Learning Council, Office of Distance Learning</td>
</tr>
<tr>
<td>May 2019 – July 2019</td>
<td>• DL Council approved changes and updates presented to Provost’s Office for review and comment</td>
<td>Director of Distance Learning, Associate Provosts</td>
</tr>
<tr>
<td>August 28, 2019</td>
<td>• DL Council &amp; Provost approved changes and updates presented to Dean’s Council</td>
<td>Director of Distance Learning, Dean’s Council</td>
</tr>
<tr>
<td>October 1, 2019</td>
<td>• Updated version of DL Policies &amp; Procedures approved by Provost</td>
<td>Provost’s Office</td>
</tr>
<tr>
<td>October 1, 2019</td>
<td>• Approved updated Policies and Procedures posted to Distance Learning webpages</td>
<td>Office of Distance Learning</td>
</tr>
</tbody>
</table>
2 PURPOSE

Farmingdale State College (FSC) recognizes the significance of organizing the distance learning initiatives of the institution so that quality programs will be delivered. The organization in the administration of distance learning initiatives is required to ensure a high level of quality, provide resources and assistance for faculty, furnish support services for distance learning 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 focused on a commitment to continuous improvement of student learning and teaching effectiveness.

The policies and procedures that guide distance learning at FSC are the College’s standard best practices, industry standards, and policies adopted across SUNY institutions, NC-SARA member guidelines, State Education Department (SED) guidelines, and research-based practices from organizations such as the Online Learning Consortium and the Quality Matters program. The following distance learning 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 based on FSC’s current academic policy manuals and shall apply to new distance learning initiatives, as well as updating courses and programs approved in past delivery formats.

Rapid advancements in technology will continue to create new methods for delivering distance learning. FSC is committed to ensuring that distance learning programs and courses will be as academically rigorous as their face-to-face counterparts and focused on meeting learning outcomes. The college also recognizes that emerging methods for delivering educational content bring new and innovative teaching and learning challenges. Therefore, policies and procedures that impact distance learning 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 updates.
3 STRATEGIC ALIGNMENT

The planning for distance learning programs and offerings will be part of the strategic planning process of the institution and aligned with the FSC mission statement, which reads:

“Dedicated to student success, Farmingdale State College delivers exceptional academic and applied learning outcomes through scholarship, research, and student engagement for Long Island and beyond. FSC’s commitment to student-centered learning and inclusiveness prepares graduates to be exemplary citizens equipped to excel in a competitive, diverse, and technologically dynamic society”.

Analysis and reports that demonstrate areas of growth potential as well as the need for distance learning offerings will be utilized to inform decision-making and planning. The support for, design of, and evaluation of the distance learning program will be commensurate with the College’s traditional courses and programs. The Office of Distance Learning’s role is to ensure the quality of the distance learning course offerings by utilizing best practices and industry standards for course design. Ensuring content rigor and engagement during the delivery and facilitation of distance learning courses will continue to be the responsibility of the respective academic departments.

Planning for growth in terms of course offerings and full degree programs, should be based on regular needs analyses. Contingent upon the results, allocation of resources for instructional staffing and support will be reviewed. Commitment to this growth requires that the Office of Distance Learning be responsible for ensuring the quality in development of distance learning offerings. Particular emphasis will be placed on alignment with the following goals and objectives of the institution.

3.1 STRATEGIC PLANNING PROCESS

FSC is preparing to grow its fully online degree programs and departmentally-sponsored online and hybrid course offerings. Since 2011, Farmingdale’s enrollment has consistently increased and is now nearly 9,300, the largest such increase among SUNY baccalaureate and doctoral institutions and nearly twice that of any college of technology. Distance and hybrid learning will help FSC realize its growth potential by improving onsite classroom efficiency and expanding learning modalities for students. These alternative learning options for students are required to adhere to the best practice standards for quality education.

The Strategic Plan for the Distance Learning Office serves to provide key objectives, related outcomes, and an action plan to continuously improve distance and hybrid education at FSC. The goals are tied to the Farmingdale 2022: Strategic Plan Goals and Objectives for the College (Appendix 11.1) as well as the Open SUNY Strategic Plan Goals & Strategies (Appendix 11.2). This strategic plan has been developed by the Distance Learning Office with input from the Distance Learning Council in order to provide a disciplined approach to the management and oversight of the online/hybrid/technology-enhanced program offerings at FSC over next three-year period (2019-2021).
The growth of online learning at Farmingdale State College has been incremental over the past few years with plans to increase online and hybrid courses, as demand for online courses continue to increase. Nationally, students are choosing to enroll in greater numbers in some form of online learning within their academic programs (Seaman, Allen, & Seaman, 2018). Tables 2 and 3 demonstrate a steady growth in both the number of online/hybrid course sections that have been offered as well as course enrollments in online/hybrid courses at FSC.

**TABLE 2: Student Enrollments in Online/Hybrid Courses**

<table>
<thead>
<tr>
<th></th>
<th>Winter 2018</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>2018 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>968</td>
<td>2966</td>
<td>2558</td>
<td>3327</td>
<td>9819</td>
</tr>
<tr>
<td>Hybrid</td>
<td>0</td>
<td>855</td>
<td>47</td>
<td>1096</td>
<td>1998</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11817</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Winter 2017</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
<th>2017 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>833</td>
<td>2582</td>
<td>2233</td>
<td>2775</td>
<td>8423</td>
</tr>
<tr>
<td>Hybrid</td>
<td>0</td>
<td>483</td>
<td>12</td>
<td>651</td>
<td>1146</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9569</strong></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Winter 2016</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>2016 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>732</td>
<td>2170</td>
<td>1767</td>
<td>2276</td>
<td>6945</td>
</tr>
<tr>
<td>Hybrid</td>
<td>0</td>
<td>244</td>
<td>36</td>
<td>445</td>
<td>725</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7670</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**TABLE 3: Online/Hybrid Course Sections Offered**

<table>
<thead>
<tr>
<th></th>
<th>Winter 2018</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>2018 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>54</td>
<td>130</td>
<td>150</td>
<td>147</td>
<td>481</td>
</tr>
<tr>
<td>Hybrid</td>
<td>0</td>
<td>37</td>
<td>3</td>
<td>44</td>
<td>84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>565</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Winter 2017</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
<th>2017 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>95</td>
<td>119</td>
<td>115</td>
<td>113</td>
<td>442</td>
</tr>
<tr>
<td>Hybrid</td>
<td>0</td>
<td>24</td>
<td>10</td>
<td>20</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>496</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Winter 2016</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>2016 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>36</td>
<td>100</td>
<td>103</td>
<td>102</td>
<td>341</td>
</tr>
<tr>
<td>Hybrid</td>
<td>0</td>
<td>15</td>
<td>1</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>376</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.2 DISTANCE LEARNING GOALS AND OBJECTIVES

The Distance Learning office has established goals as part of its strategic plan based on the growth and strategic vision of SUNY and FSC in order to support faculty, students, and the quality of our online/hybrid offerings. The Strategic Plan for the Distance Learning Office will serve to provide the key objectives, related outcomes, and an action plan to continuously improve distance and hybrid education at FSC.

Goal 1: Enhance Faculty Support Services
Objectives:
- Provide dedicated support services in course planning and design to ensure quality standards are met
- Provide operational best practices and guidelines for online and hybrid courses and programs
- Leverage resources to develop and provide ongoing training and professional development services for faculty
- Create a space for faculty collaboration that fosters innovation and use of new technologies and pedagogical approaches in their instruction

Goal 2: Enhance Student Learning & Success
Objectives:
- Provide a distance education introduction and orientation for students specific of online/hybrid programming at FSC
- Move beyond the existing online readiness tool to develop a plan to assess students’ technology skills and readiness for online learning
- Partner with academic departments to develop assessments particularly designed for online courses and programs
- Develop single-point access for students to support services and online/hybrid course and program information
- Provide students with distance learning-related support services to improve their confidence in the taking and passing online and hybrid courses/programs

Goal 3: Support the Growth of Online/Hybrid Course and Program Offerings
Objectives:
- Provide students with the means to take and complete degree programs in flexible online and hybrid modalities.
- Increase the use of the Learning Management System across (“Blackboard Basics”) and especially for face-to-face format courses.
- Increase awareness of distance learning options for students at the College.

Goal 4: Foster a Culture of Continuous Quality Improvement (CQI)
Objectives:
- Review and expand assessment of distance learning at the college in order to improve practices using standardized metrics.
- Explore in partnership with academic areas, innovative models for college-wide facilitation and review of distance learning offerings to facilitate continuous quality improvement practices.
- Create and implement needs-assessment surveys for all stakeholders to determine gaps.
Goal 5: Ensure Compliance with External Regulations

Objectives:

- Monitor and assess external developments and regulations that impact distance education practices
- Ensure that all Distance Learning-related materials and resources are updated and in compliance

Goal 6: Develop Infrastructure and the Distance Learning Professional Staff

Objectives:

- Attain industry relevant certifications/training to support students and faculty at the College
- Grow the number of professional staff to meet the needs of the College, including supporting faculty and students in distance learning programs
4 Definitions

For the purposes of this document, *distance learning* will be defined as instruction delivered through electronic means and is a type of educational process where the majority (minimum of 50%) of the learning takes place with the teacher and student at different locations. In distance learning, teaching and learning are not conducted in a traditional classroom setting, though hybrid courses will have some face-to-face components. Instruction for distance learning courses and programs is equivalent that of the traditional face-to-face modality. Distance education according to NC-SARA guidelines, includes, but is not limited to online, interactive, video and correspondence courses or programs.

The definitions below are based on SUNY, State Education Department (SED) definitions of online learning; definitions adopted from the Online Learning Consortium (OLC); and cited research literature.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Education</td>
<td>Education that uses one or more 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 synchronously or asynchronously</td>
</tr>
<tr>
<td>Distance Education Program</td>
<td>A program for which all the required coursework for program completion is able to be completed via distance education courses</td>
</tr>
<tr>
<td>Distance Education Course</td>
<td>A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.</td>
</tr>
<tr>
<td>Online Course Section</td>
<td>A course section in which the direct instruction of the curricular content is delivered 100% online via asynchronous and/or synchronous methods. Requirements for on-campus/in-person orientation, testing, academic support services, or internships/fieldwork do not exclude a course from being classified as online. <em>(Open SUNY)</em></td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> If any portion of the direct instruction is delivered face-to-face on the campus, the course must be classified as web-enhanced (.01%-.49%) or hybrid (50%-99.9%), not online.</td>
</tr>
<tr>
<td>Online Program</td>
<td>An academic program that offers 50% or more of the course requirements in an online or distance format. The 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. <em>Note: 50% is based on NYSED approval standards. It differs from IPEDS definition in which “all the required coursework for program completion is able to be completed via distance education courses.”</em>(Open SUNY)*</td>
</tr>
<tr>
<td>Web-Enhanced Course</td>
<td>An individual course in which face-to-face instruction is supplemented with materials delivered via distance learning, but maintains 100% seat time/Carnegie units in face-to-face delivery. Online course activity complements class sessions without reducing the number of required class meetings.</td>
</tr>
<tr>
<td><strong>Hybrid Course</strong></td>
<td>Online activity is mixed with classroom meetings, replacing 50% of face-to-face instructional activities with online learning experiences and activities. The National Center for Academic Transformation (NCAT) describes this as a “replacement” approach, in which online activity replaces some class meetings.” (Online Learning Consortium)</td>
</tr>
<tr>
<td><strong>Blended Course</strong></td>
<td>Most course activity is done online, but there are some required face-to-face instructional activities, such as lectures, discussions, labs, or other in-person learning activities</td>
</tr>
<tr>
<td><strong>Flipped Courses</strong></td>
<td>An instructional strategy and type of blended learning activity where the instructional content is delivering online, and students prepare by studying the lecture notes before the class sessions. Students watch lectures, participate in discussions, or other activities on the online format. In-class activities and lessons can include working in groups on homework problems, experiments, and debate or speech presentations.</td>
</tr>
<tr>
<td><strong>Asynchronous Online</strong></td>
<td>Occurs when the instructor and the pupils interact in different places and during different times. Student 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. 100% of the direct instruction occurs under time delay; that is, direct instruction is recorded/stored and accessed later.</td>
</tr>
<tr>
<td><strong>Synchronous Online</strong></td>
<td>Occurs when the instructor and his/her pupils 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 at least once a week. 100% of the direct instruction occurs in real time without (time) delay.</td>
</tr>
<tr>
<td><strong>Flexible Mode Course / HyFlex</strong></td>
<td>Offers multiple delivery modes so that students can choose which delivery mode(s) to use for instructional and other learning purposes. This includes the HyFlex model where students have the option to attend in person or online.</td>
</tr>
<tr>
<td><strong>Learning Management System (LMS)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Virtual Learning Communities</strong></td>
<td>While separated by distance, learners create social communities as a part of a learning process, which is interactive, supportive and collaborative. These communities are made up of learners interacting with each other utilizing online technologies.</td>
</tr>
<tr>
<td><strong>Push Technology</strong></td>
<td>Refers to software systems that provide periodic distribution of information to clients or learners based on their profiles in the student information system or self-identified interests</td>
</tr>
<tr>
<td><strong>Attendance in Online Courses</strong></td>
<td>Attendance in an online course is defined by the Department of Education as an academically related activity as physically attending a class where there is an opportunity for direct interaction between the instructor and students; submitting an academic assignment; taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction; attending a study group that is assigned by the school; participating in an online discussion about academic matters; and initiating contact with a faculty member to ask a question about the academic subject studied in the course.</td>
</tr>
<tr>
<td>Attendance in Hybrid Courses</td>
<td>Hybrid course offerings at the College may take on various formats. For a student to be considered in attendance for a hybrid class, the student must participate in academic activities, such as those listed for online courses above. The faculty member should make clear to their students their expectations for attendance and tardy policies.</td>
</tr>
</tbody>
</table>
5 Conducting Distance Education at FSC

The following standards represent the guiding principles for developing, conducting, and evaluating distance education instructional activities at FSC. These essential standards represent local and federal-level mandates and best practices that guide the quality of distance education.

5.1 Organizational Alignment

A. The distance learning activity is consistent with the mission of the College.
B. The college ensures that an evaluation process is used to strengthen the teaching and learning processes.

5.2 Departmental

A. For programs offered completely in a distance learning format, the distance learning activity complies with the Middle States Commission on Higher Education’s Council of Regional Accrediting Commissions (C-RAC, 2011) Interregional Guidelines for the Evaluation of Distance Education” with the New York State Education Department’s “Principles of Good Practice for Distance Learning”, with National Council for State Authorization Reciprocity Agreements (NC-SARA), which also utilizes the C-RAC guidelines, and with the Americans with Disabilities Act.
B. Distance learning courses will be identified as such in the campus’ course listings.
C. The quality of distance learning activity shall be at the same level of quality as the campus’ traditional classes.
D. Admissions requirements, academic standards, and other administrative requirements are the same for distance learning students as for on-campus students.
E. Program and course evaluation will be equivalent to that of traditional models.
F. The department is responsible for the format (hybrid or online) for delivery of their courses. The decision whether or not to teach a scheduled distance course section is up to the individual faculty members unless it was a part of the conditions under which they were hired.
G. The Department, Dean, and Provost will determine the appropriate enrollment that can be supported in the program and in individual courses based upon the content and learning activities.
H. All distance education courses in development are required to follow the time schedule for course development as outlined by the Office of Distance Learning.
I. Departments and/or Schools are responsible for monitoring the quality of their distancing learning courses/programs, just as they are for their face-to-face offerings.

5.3 Credit Hour

A. All credit-bearing degree and certificate programs at FSC are approved by the New York State Education Department (NYSED). Credit hours and calculation for courses (ex., lectures, seminars, labs, and independent study) must be in compliance with the guidelines defined in the “Campus Policy for Assignment of Credit Hours” document.
B. Online and hybrid courses and other formats of learning should contain the same amount of academic activity as provided in a traditional setting and in accordance with the credits assigned.

C. The College abides by the Credit/Contact Hour Policy of the State University of New York, which in compliance with policies set forth by the Middle States Commission on Higher Education.

D. Online and hybrid courses should be assigned credit hours based on a similar understanding, even though the activities for electronic instructional time will be different from traditional face-to-face instruction. The course content provided by the instructor in an online or hybrid course would therefore be equivalent to the course content that would be provided by the instructor in a face-to-face course with the same number of credit hours. The number of hours spent outside of instructional time can be difficult to determine based on learning styles, abilities, rates of content retention, subject matter of course, and so forth. A general guideline is that students should expect to spend twice the amount of instructional time in activities and assignments, which is the same as would be expected in a face-to-face course of the same subject).

5.4 FACULTY

The following guidelines are in place for distance learning courses as it pertains to assigning faculty, training, teaching, and administrative support functions.

Assigning Faculty to Distance Learning Courses:

A. It is not recommended that faculty teach more than one distance learning class during intersession.

B. The number and combination of distance learning classes are at the discretion of the department chair and with the approval of the Dean.

C. Faculty on reduced load need their Dean’s approval to teach online.

D. All faculty members new to teaching in the distance learning environment should have a peer observation in the first semester that the course is taught. The online and hybrid observation forms are located under Faculty Resources for Distance Learning on the website.

Training for Distance Learning Courses:

A. The Office of Distance Learning will provide training and support for the faculty.

B. Faculty teaching distance courses will be provided with adequate training and technical support in the development of distance courses, and all first-time distance learning instructors will receive mentoring throughout the development process.

C. All online and hybrid courses will adhere to course design standards such as those outlined by Open SUNY Course Quality Review Rubric (OSCQR). Other best practices and guidelines such as those by the Quality Matters organization will be also be monitored and communicated by the Office of Distance Learning.

D. Course design for distance education courses/programs encourages student-to-student and student-to-faculty interaction.

E. All online and hybrid courses will promote pedagogical approaches that engage learners with content, peers, and the instructor (Community of Inquiry framework).
Teaching Distance Learning Courses:

A. The faculty member will be responsible for delivery of the instruction and evaluation of student progress.
B. It is strongly recommended that all faculty members who are new to teaching in the distance learning environment should have a peer observation in the first semester that the course is taught. This will be at the discretion of the department, and the procedure will be developed within the academic unit.
C. Meaningful and timely feedback is provided by the faculty member teaching the course. For example, according to the Online Learning Consortium and the Quality Matters program, the best practice is that the faculty member responds to students within 24 hours of being contacted. Delays in communication to students can negatively impact student progress and success in the online environment (Ragan, L. C., 2007). Faculty members should make their communication plan clear to their students to set expectations at the beginning of the course.
D. Instructors will be regularly, and visibly present in their courses. Instructors are required to respond promptly to student questions and comments and frequently add elements to the course that enrich and enliven the content, e.g., adding announcements, posting articles or other web-based items of interest, commending examples of excellent student work, and participating in ongoing discussions.
E. Instructors will provide a timely evaluation of assignments, (for example, the standard is 7 days for a traditional 15-week course) and detailed feedback through the Online Grading mechanism such as a rubric linked to an assignment or discussion.

Administrative Support of Distance Learning Courses:

A. To support the faculty teaching in the distance learning environment and protect the integrity of distance learning offerings, access to distance learning courses is granted to the Office of Distance Learning staff (administrators, technical assistants, and instructional designers).
B. A written request will be made to the Office of Distance Learning for administrative access to a specific course, which can only be made by the instructor’s immediate supervisor, Academic Dean, or Provost. The instructor will be notified in writing by the Office of Distance Learning before the access is granted for a 36-hour period.
C. If for any reason, a faculty member cannot complete an online/hybrid course, the department chair may assign a replacement faculty member to teach the course. The replacement faculty member will be granted full access to the course content developed by the original faculty member for the duration of the semester. This will allow students enrolled in the course to persist to the completion of that course. The policy stated in section 6.13 describes this process in further detail.
6 PLANNING FOR DISTANCE LEARNING PROGRAMS & OFFERINGS

The academic department of faculty seeking to design, develop, and implement a course or program in a distance learning format must adhere to the standards of quality, integrity, and consistency set by FSC and the respective school where the course/program will be offered. A learner-centric design and planning of the distance learning program/course includes: intended measurable learning outcomes, needs and goals of the learner, the learner’s environment, and instructional technology and methods that will be utilized.

There are two modes of distance education that are currently offered at FSC.

ONLINE

“A course section in which the direct instruction of the curricular content is delivered 100% online via asynchronous and/or synchronous methods. Requirements for on-campus/in-person orientation, testing, academic support services, or internships/fieldwork do not exclude a course from being classified as online” (Open SUNY).

The content is delivered via the College’s learning management system (LMS), Blackboard, and students are required to use a computer with internet access to acquire course content. An online course will be designated as Online in published campus materials.

HYBRID

“Online activity is mixed with classroom meetings, replacing a significant percentage, but not all required face-to-face instructional activities” (Mayadas, Miller, & Sener, 2015). “Section where a portion (0.01% - 99.9%) of the direct instruction of the course section’s curricular content is delivered to the student via an online communication method and the remaining portion of the direct instruction is required to be delivered face to face” (Open SUNY). A hybrid course will require students to attend on-campus meetings and the LMS is used to provide course content that that replaces the face-to-face time. A hybrid course will be designated as Hybrid in published campus materials.

Face-to-face courses that utilize the Blackboard LMS where students are not required to log in and complete work, are considered web-enhanced courses. Web-Enhanced and traditional courses are similar. An individual course in which face-to-face instruction is supplemented with materials delivered via distance learning, but maintains 100% seat time/Carnegie units in face-to-face delivery. “Online course activity complements class sessions without reducing the number of required class meetings” (Mayadas, Miller, & Sener, 2015). Online activities may be used to complement class sessions. Rather than being tied just to the LMS, the course may also utilize simulations, applications, and/or software.
6.1 Administrative Approval and Coordination of Distance Learning

If a faculty or program area representative is interested in developing and offering a course or program in a distance learning format (online and/or hybrid) the checklist below must be completed.

<table>
<thead>
<tr>
<th>Checklist for Administrative Coordination within Academic Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Distance Learning instruction is offered with the consensus of the respective academic department, Chair, and academic Deans and the Office of Distance Learning</td>
</tr>
<tr>
<td>☐ The academic department will provide the means for assessing the quality of the distance learning offerings comparable to traditional instructional approaches</td>
</tr>
<tr>
<td>☐ Faculty observations will follow the observation guidelines outlined in the faculty handbook</td>
</tr>
<tr>
<td>☐ It is strongly recommended that instructors and their respective chairs meet and discuss the needs of the distance learning offerings within their academic programs prior to the submission of an application for online and/or hybrid course development</td>
</tr>
<tr>
<td>☐ Instruction for the distance learning course/program will be offered through the academic department that also administers the corresponding on-campus instruction</td>
</tr>
<tr>
<td>☐ Face-to-face courses that will be offered in online and/or hybrid format must be redesigned by the faculty member in consultation with the Office of Distance Learning</td>
</tr>
<tr>
<td>☐ The request to develop an online and/or hybrid course must be created in Axiom and approved by the department Chair, Dean, and Office of Distance Learning prior to the design and development of any course content</td>
</tr>
<tr>
<td>☐ Once developed, the course design will be reviewed by the Office of Distance Learning for best practices in course design, and by the Chair of the respective academic department to ensure quality and course objectives and assessment can be met in the distance learning format</td>
</tr>
<tr>
<td>☐ All distance education courses must be approved by the respective Chair and Dean before they are made available for students</td>
</tr>
<tr>
<td>☐ The department Chair/Dean will resolve any questions pertaining to the approval and offering of courses in the distance learning format</td>
</tr>
<tr>
<td>☐ The academic department must provide all pertinent information regarding course technology requirements, percentage of online versus face-to-face meeting times for hybrid courses, and any synchronous meeting requirements for the course(s) at the time of course registration</td>
</tr>
<tr>
<td>☐ All faculty must meet the same credential requirements to teach online courses as they do for face-to-face courses.</td>
</tr>
</tbody>
</table>

6.2 Faculty Responsibilities

The College relies upon faculty members to uphold quality standards, engage students and serve as role models for lifelong learning. In addition to technological readiness, faculty must also have pedagogical readiness to teach online/hybrid courses.

6.3 Faculty Experience in Distance Learning

Faculty who are interested in developing and teaching online/hybrid courses should have the experience and training required to do this successfully. This includes a proficiency and knowledge of computer applications and programs such as: LMS (upload content, create and edit course modules, create and
edit announcements/discussions/wikis/blogs), using the grade center, emailing and messaging students, using presentation software, creating accessible and ADA compliant videos and multimedia content, knowledge of how to share copyrighted materials so as not to violate licensing status, file management systems overview, and basic computer skills, as a few examples.

6.4 Training Requirements
Faculty that are new to online teaching at FSC should have previous online teaching experience and/or be trained prior to teaching an online/hybrid course at the College. The needs of faculty for support in developing and delivering high quality online and hybrid courses will be continuously assessed with feedback from faculty, Chairs, and Deans in order to provide timely and relevant training and development opportunities. There are several pathways for faculty to engage in distance education development and teaching, which are discussed in section 6.8 of this document.

6.5 Waivers for Experienced/Trained Faculty
Faculty members who have taught online or completed training for online course development at another institution within the past five years may choose to waive the FAR 201/FAR202 Online & Hybrid Course Development training course. They will need to submit in Axiom proof of completion of online course development training or online teaching.

Even if some of the training requirements have been waived, in order to become acquainted with distance education requirements at Farmingdale State College, faculty will need to take an Online Orientation prior to development or personalization of their courses.

6.6 Work for Hire Agreement
The Work for Hire agreement shall be a “work made for hire” jointly owned by SUNY and the faculty course developer. The Work for Hire agreement be signed and notarized before submitting to the Office of Distance Learning. The Work for Hire agreement is generally supported by incentives offered by the College and details will be provided by the Office of Distance Learning. The complete Work for Hire agreement can be found in Appendix 11.5.

Please note that the Work for Hire agreement does not guarantee that the faculty developer will teach the developed course. This decision is at the discretion of the pertinent academic department Chair.

6.7 Axiom
An online or hybrid course can be developed at FSC through the Office of Distance Learning, which may or may not be part of an incentive program. In all cases, the faculty member interested in developing an online or hybrid course must submit an application in Axiom, which is then approved by the Office of Distance Learning and their academic Chair and Dean. Upon approval of the course development, the faculty will work with the Office of Distance Learning to design and develop the course. The course must be approved by the Chair and instructional designer from the Office of Distance Learning to be eligible for scheduling. This is to ensure course quality in design as well as course alignment with the curriculum.
6.8 **Online & Hybrid Course Development Pathways**

The Office of Distance Learning provides professional development and training programs for faculty to develop quality online and hybrid courses.

**New Online & Hybrid Course Development Pathway (Figure 1)**

This applies to incentive and non-incentive courses being developed in the online and/or hybrid format for the first time. This pathway enables faculty developers of new online or hybrid courses to work one-on-one with an instructional designer to design and develop their course. The steps below and in Figure 1 provide an overview of the process as well as options for faculty who are already trained to use and design courses within Blackboard.

<table>
<thead>
<tr>
<th>STEP 1: Faculty will submit an application via Axiom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Axiom application requires approval by the department Chair &amp; Dean before development can begin.</td>
</tr>
</tbody>
</table>

| STEP 2: If trained at another institution, the faculty member must submit proof of experience or proof of training in online teaching/development to the Office of Distance Learning |

<table>
<thead>
<tr>
<th>STEP 3: Faculty will attend an orientation facilitated by the Office of Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This is required of all new faculty to FSC and orients them to FSC-specific policies and guidelines to teach online and hybrid courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP 4: Faculty member will work with an assigned instructional designer to develop their course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course development will be done in a Blackboard course development site and once completed, the content will be copied into the live course site for the semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP 5: During the development phase, faculty must schedule the following reviews with the instructional designer to assess progress of the development and ensure timely completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Review Check Point 1:</strong> Two-Module Review: this is optional for faculty who have completed prior FSC online training and/or have previously developed online/hybrid courses.</td>
</tr>
<tr>
<td>• <strong>Review Check Point 2:</strong> Midpoint Review: all faculty developers will schedule a midpoint review with an instructional designer</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• <strong>Review Check Point 3:</strong> Final Course Review: all faculty developers will schedule a final course review with an instructional designer</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| STEP 6: Final approvals are required by the instructional designer and the Department Chair in Axiom before the course can be offered and/or incentives are paid by the College. |
**Course Personalization Pathway (Figure 2)**
This pathway enables faculty teaching an online/hybrid course to work one-on-one with an instructional
designer to personalize and modify a course where the content has been developed and is available via
a Work for Hire or through written permission granted by the original faculty developer. The steps
below and in Figure 2 provide an overview of the process as well as options for faculty who are already
trained to use and design courses within Blackboard or a comparable LMS.

<table>
<thead>
<tr>
<th>STEP 1: Faculty will submit an application via Axiom</th>
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</thead>
<tbody>
<tr>
<td>• The Axiom application requires approval by the department Chair &amp; Dean</td>
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</table>

<table>
<thead>
<tr>
<th>STEP 4: During the personalization phase, faculty must schedule the following reviews with the instructional designer to assess progress of the development and ensure timely completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Check Point 1:</strong> Midpoint Review: instructional designer will check the progress of personalization</td>
</tr>
<tr>
<td>• Upon review by instructional designer, the respective chair-person will be provided a progress report for all developments for review and further action as needed</td>
</tr>
<tr>
<td>• Faculty member can also conduct an optional self-evaluation using the OSCQR Rubric</td>
</tr>
</tbody>
</table>
FIGURE 1: NEW COURSE DEVELOPMENT PATHWAY (ONLINE & HYBRID)

Axiom Application for Course

Application Approvals

Trained/Prior Experience

YES

Submit Proof of Training & Attend Orientation

NO

Complete Orientation & FAR 201/FAR202

Develop New Course with OSCQR Rubric

Schedule 2 Reviews: Module 2, Midpoint & Final

Schedule 3 Reviews: Module 2, Midpoint & Final

Complete OSCQR Self-Assessment Rubric

Final Course Approvals
FIGURE 2: COURSE PERSONALIZATION PATHWAY (ONLINE & HYBRID)

Axiom Application for Course

Application Approvals

Trained/Prior Experience

YES
Submit Proof of Training & Attend Orientation

NO
Complete Orientation & FAR 201/FAR202

Modify/Personalize Course

Mid-Point Review by ID

Review findings sent to Chair for Final Assessment
6.9 Copyright Laws Compliance
This section addresses the use of copyrighted materials for distance learning instruction as well as the intellectual property rights of instructors with regard to the creation of courses and accompanying educational materials for distance learning. It is the responsibility of the instructor to maintain compliance with applicable local, state, and federal copyright regulations when designing distance education courses. Faculty should therefore be familiar with Farmingdale State College’s Copyright Policies and title 17 of the United States Code, and keep these policies in mind when selecting and distributing content through the learning management system. Faculty are responsible for determining whether their use of copyrighted materials within a course is protected under sections §107 through §112, §117, §119, and/or §121 through §122 of title 17 of the United States Code. For uses which fall outside the scope of the aforementioned sections, faculty members are responsible for securing and documenting the procurement of permissions. Faculty who require assistance in assessing copyright compliance in their courses should email questions to fairuse@farmingdale.edu.

As per Title J, § 2 of the State University of New York Policies of the Board of Trustees, “Generally the members of the staff of the University shall retain all rights to copyright and publish written works produced by them. However, in cases where persons are employed or directed within the scope of their employment to produce specific work subject to copyright the University shall have the right to publish such work without copyright or to copyright it in its own name. The copyright will also be subject to any contractual arrangements by the University for work in the course of which the writing was done. Staff members will be expected not to allow the privilege to write and retain the right to their work to interfere with their University duties. In those cases where an author desires the help of University facilities, arrangements should be made through the administrative staff of the author’s institution in advance with respect to the assistance which may be appropriately given and the equity of the University in the finished work.”

6.10 ADA Compliance
It is the responsibility of the instructor to maintain compliance with applicable local, state, and federal accessibility regulations when designing distance education courses. Faculty should therefore be familiar with the provisions outlined in the Americans with Disabilities Act (ADA) and §504 and §508 of the Rehabilitation Act. For guidance in designing an ADA-compliant courses, faculty are advised to review ADA Compliance for Online Course Design at https://er.educause.edu/articles/2017/1/ada-compliance-for-online-course-design. Faculty who require assistance in assessing ADA compliance in their courses should email questions to distancelearning@farmingdale.edu.

6.11 Quality Standards in Course Design
Farmingdale has adopted the Open SUNY Course Quality Review (OSCQR) Rubric for course design, review, course refresher, and learning review processes to continuously improve upon online and hybrid course quality. To help campuses ensure that their online courses are learner centered and well designed, a team of Open SUNY staff and campus stakeholders has designed the OSCQR rubric, a customizable and flexible tool for online course quality review. The OSCQR rubric specifically targets online course design. The OSCQR rubric is unique and differs from other online course quality rubrics in
several ways. It is not restricted to mature online courses. The rubric can be used formatively with new online faculty to help guide, inform, and influence the design of their new online courses, and, it is non-evaluative. Conceptually, the rubric and the online course review and refresh process are implemented as a professional development exercise designed to guide online faculty to use research-based effective practices and standards to improve the quality, effectiveness, and efficiency of their online course design, rather than as an online course evaluation, or quality assurance procedure.

6.12 BEST PRACTICES & EXPECTATIONS FOR DISTANCE EDUCATION INSTRUCTORS
As a course instructor teaching an online/hybrid course, it is anticipated that you will at a minimum meet the following best practices and expectations. Please note, there may be more guideline and best practices indicated within the academic departments for distance education instructors.

- **Follow the established course start and end dates.**
  When students register for your course, they expect that it will start and end as stated in the Academic Calendar. One week prior to the start of term be sure that your Blackboard course has the following posted: Welcome Message/Announcement, Syllabus, Course Information, Professor Information, Icebreaker Activities, Introduce Yourself Discussion Board, and Ask a Question forum.

- **Monitor assignment submissions, communicate and remind students of missed and/or upcoming deadlines.**
  You can help ensure a successful learning experience by practicing proactive course management strategies. While you are likely to make such announcements during class sessions, we suggest posting a note in your Blackboard course site at least once a week, telling students what you will be covering in the coming week and reminding them of any due dates.

- **Establish and communicate to students, early in the course, a regular schedule for when you will be logging in to the course.**
  Normally, this is at least once every 24 hours.

- **Give prior notice to your students and to the relevant program Chair in the event that you will be absent for a class session or unable to log into the course for several days or more** (e.g., during professional travel).
  This will help to forestall many student inquiries! In cases of personal emergency, you are asked to notify students and the relevant Chair as soon as possible if you will be away from the course.

- **Provide feedback to student inquiries within 24 hours and no more than two days.**
  Because online learners must manage their time carefully, timely instructor feedback is especially important to them. If you cannot provide a detailed response within two days, we suggest that you respond to the student within 24 hours to simply let them know when a more detailed response will be provided.

- **Provide meaningful feedback on student work using clear and concise language.**
  When providing feedback on student work submitted online, you have an ideal "teachable moment"! Simply telling a student "good job" or "needs work" doesn't give them the information they need to succeed. They need (and want!) more specifics. What was it that made the work good? What needs work and how can they improve?
- Communicate to your students, in advance, about assignments and corresponding due date, expectations and available rubrics used for grading.
  Set and manage student expectations about when they will receive grades and comments on their assignments. This should be no more than one week after the assignment due date.

- Communicate to your students what sort of participation and what kind of participation they should expect from you in the discussion forums.
  Will you reply to each student, or only make posts to facilitate better discussion? Will you make a post summarizing the discussion at its conclusion? It is recommended that you respond to each student’s introductory post in the first week of class. Set and model discussion responses to students.

- Meet administrative deadlines.
  Post final grades within 72 hours after the final exam.

- Make sure you have immediate and predictable access to the same technology that is required for students in your course.

- Encourage your students to complete the course evaluation survey.

6.13 Policy for Course Access Due to Faculty Leave
If it is determined by the Department Chair and Dean that a course in progress must be reassigned to another faculty member the following steps must be taken by the Department:

- Email the Registrar’s Office and include the following information:
  1. Instructor to be removed from the course in Banner
  2. Instructor to be assigned to the course in Banner
  3. Effective dates for the change of the instructor assignment

- Contact Human Resources Office concerning the faculty leave
- Notify the Office of Distance Learning helpdesk so they are aware of the change

PLEASE NOTE:

1. This Blackboard course instructor change will only be implemented once the Registrar’s Office makes the change in Banner.
2. Since an instructor is being assigned to teach the course in the primary instructor’s absence, the new instructor must be assigned as the primary instructor in Banner. This will remove the primary instructor’s access until the date specified.
3. In the event that the original primary instructor returns, the Registrar’s Office will reassign the primary instructor to the course. The Registrar’s Office will then remove the instructor that was temporarily assigned.
6.14 Policy for Late Addition of New Instructor Teaching Online/Hybrid Course
This policy applies in a situation where a new instructor is hired and assigned to an online and/or hybrid course with less than four weeks until the start of the semester. The following will then occur:

- The department chair must notify the Office of Distance Learning immediately.
- The faculty member must submit a new course development application in Axiom for either online or hybrid.
- The faculty member must either complete the new faculty online course development training or provide proof of online training/experience to the Office of Distance Learning if trained outside of Farmingdale.
- Upon course development/personalization, the final approval must be given by the department chair in Axiom to certify course content is aligned with curriculum standards.
- Late addition of new instructors with no prior experience/training in online will not be accepted past 5 weeks prior to start of the semester. Instructors must have all FSC login credentials at this point for training and access to Blackboard.

PLEASE NOTE:

1. If course content that was developed previously is being utilized, a request to copy the content must be provided in writing to the Office of Distance Learning by the original faculty developer. (This is not needed for Work for Hire course content).
2. The assigned new faculty member must have all FSC login credentials (email, access to Bb) from IT prior to beginning any course development/personalization work.
3. The department chairperson will be the final approval upon course content development/personalization completion.
7 STUDENT SUPPORT

The mandate of learner services in a college environment is to respond to students’ individual needs and support their personal and professional goals, as well as enabling success in their program of studies. While these goals are the same for all learners regardless of instructional modality, FSC recognizes the need to provide equitable services for online learners in light of the unique challenges they experience. In an online environment, effective instructional delivery and student support requires a collaborative approach coordinated with the academic division and the Office of Distance Learning focusing on student learning, satisfaction, and retention.

7.1 DEPARTMENT CHAIR RESPONSIBILITIES

Department Chairs will ensure and be responsible for the following related to distance learning courses and programs that are offered in their respective schools:

- Ensure that all distance learning 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.
- Ensure that all distance learning program materials clearly and accurately define any specific student background, knowledge, or technical skills needed to undertake and successfully complete the distance learning program, and describe in layman’s terms any program-specific technical equipment and/or software required or recommended.
- Ensure that all distance learning program materials clearly outline the availability of student support services and resources, including online tutoring services, testing accommodations, writing center and virtual career advisement through the Nexus Center.
- For any programs that are fully online, students will be able to obtain academic advisement by phone, e-mail or in-person.
- Program materials clearly describe how students obtain support services, including tutoring and technical support for their classes.
- Ensure that students are restricted to 4-credits for the winter session and no more than 14 credits in the summer for distance learning courses.

7.2 SUPPORT SERVICES

For any programs that are fully online, the College or FSC provides orientation opportunities and resources for online students that are appropriate to the technologies used, the content, and the learners. FSC will continue to develop and provide necessary information and student support systems to assist learners in carrying out their learning activities and using the available resources.

7.3 LIBRARY

The institution will provide adequate library and information resources, services, and support for academic programs, including training in information literacy. Through FSC’s Thomas D. Greenley 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 learning students via the
web page allowing them 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.

7.4 ADMISIONS/REGISTRATION/BURSAR
Administrative processes such as admissions and registration will be readily accessible to distance learning students. Students will be provided with email account and access to Blackboard. Students can register online and access course schedules, grades, degree audits, financial aid and billing information through the OASIS system. Tuition payments can be made online. Additionally, the bookstore is available via the web, and all books and course materials can be purchased online. The online program materials will clearly describe how access to the bookstore is obtained.

7.5 DISABILITY SERVICES CENTER (DSC)
FSC is fully committed to providing reasonable accommodations (including appropriate auxiliary aids) to qualified individuals with disabilities. DSC is dedicated to the principle that equal opportunity be afforded each student to realize his/her fullest potential. The goal is to assist students with disabilities to function as independently as possible, and to ensure a comprehensively accessible college experience where individuals with disabilities have the same access to programs, opportunities, and activities as all other students at the college. DSC offers its services to all students in face-to-face, hybrid, online courses and programs.

7.6 TUTORING SERVICES
Students will have access to tutoring services, both online and in-person. Please note that tutoring is dependent on the availability of a tutors. Currently available options for fully online tutoring include NetTutor and RamTutor.

NetTutor:

NetTutor provides tutoring for most general education courses available at the College. To view a current listing of subjects offered by NetTutor, please visit https://www.nettutor.com/

RamTutor Online Tutoring:

This is a free service for currently enrolled FSC students, offering individual appointment-based tutoring sessions for select Dental Hygiene and Nursing courses. Students are required to schedule an appointment for a RamTutor session.

For all tutoring services students should be referred to the FSC Tutoring Center by contacting 631-420-2066|2475|2476 or email them at tutoringctr@farmingdale.edu.

7.7 TECHNICAL HELP
For technical support Monday-Friday between the hours of 9:00 AM and 5:00 PM, the FSC Distance Learning HelpDesk is available at distancelearning@farmingdale.edu
For afterhours assistance (available 7 days a week), please call the Open SUNY Help Desk at 844-OPENSUNY (844-673-6786), or by email at OpenSUNYHelp@suny.edu

7.8 Proctoring/Authentication Services
ProctorU is a live online proctoring service and provides instructors with options for online proctoring of exams and assignments. Instructors may utilize live proctoring or Auth authentication services. ProctorU is available 24/7. Students will create their ProctorU/Auth profile at the beginning of the semester. Once completed, students will use this profile to schedule their exams as instructors make the exams available.

Faculty who would like to require students to utilize proctored online exams and/or online authentication services should state the following on their syllabus:

Authentication:
This course will require students to verify their identity utilizing the ProctorU online authentication service “Auth”. The “Auth” authentication checks may occur at any time during the course to authenticate students’ identity to ensure academic integrity.

Proctored Exams:
This course requires students to register and take proctored exams with ProctorU. Scheduling and or ProctorU are the responsibility of students and is covered by FSC. The exams should be scheduled at least 72 hours in advance. In the event that a student schedules to take an exam giving less than 72-hours’ notice, they will be responsible for any on-demand scheduling fees.

7.9 Complaints Resolution: NC-SARA
New York State and specifically SUNY institutions are part of the National Council for State Authorization Reciprocity Agreements (NC-SARA) program. As a NC-SARA member institution, FSC will ensure the following is in place in accordance with NC-SARA guidelines:

- Acknowledges the traditional roles within higher education’s “accountability triad”: federal government, states, and accrediting bodies recognized by the U.S. Department of Education.
- Lays out a framework for state-level reciprocity, including a governance structure, implementation by the four regional higher education compacts (MHEC, NEBHE, SREB, WICHE), a National Council for SARA to ensure comprehensive national coverage, and a financial plan to support operations.
- Requires states to approve their in-state institutions for SARA participation (based upon institutional accreditation and financial stability) and resolve student complaints.
- SARA states agree to impose no additional (non-SARA) requirements on institutions from other SARA states.
- Open to degree-granting postsecondary institutions from all sectors: public colleges and universities; independent institutions, both non-profit and for-profit.
- Participating institutions will agree to follow the Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning) for best practices in postsecondary distance
education developed by leading practitioners of distance education and adopted by the Council of Regional Accrediting Commissions (C-RAC).

- Sets forth a reasonable, uniform set of triggers of “physical presence.”
- Preserves state approval and oversight of on-the-ground campuses.
- Shifts principal oversight responsibilities from the state in which the distance education is being received to the “home state” of the institution offering the instruction. The host state (where the student resides) can also work to resolve problems.

FSC will provide students or prospective students with contact information for filing complaints with the State approval or licensing entity in the student’s State of residency and any other relevant State official or agency that would appropriately handle a student’s complaint. SUNY students should first attempt to resolve complaints with the SUNY campus. The FSC Student Handbook describes the appropriate complaint procedures.
8 Distance Learning Assessment Guidelines

Distance education programs organize learning activities around demonstrable outcomes (often expressed in learning objectives), assist the learner to achieve these outcomes, and assess learner progress by reference to these outcomes. All distance learning courses are expected to produce the same learning outcomes as courses that are taught in a traditional face-to-face classroom. Course level learning outcomes, as approved by the Curriculum Committee and listed on the course syllabus, are addressed in all sections of a course regardless of modality. The procedures for assessing and evaluating these outcomes for distance learning courses are similar to those used in traditional face-to-face classes and are conducted as part of FSC’s departmental/program annual assessment and General Education assessment.

8.1 Academic Assessment

FSC assessment processes that involve academic outcomes include Annual Academic assessment, General Education assessment, Curriculum Review (five-year self-studies), and program accreditations. Distance learning courses should be included in the sampling of all academic outcomes assessment processes. Specifically, departmental Annual Academic assessment plans and General Education sampling plans should include representative sampling that includes distance learning classes. Distance learning course outcomes will then be analyzed and reported as part of the department’s regular assessment reporting processes. Assessment resources are found at https://www.farmingdale.edu/administration/provost/assessment/

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

8.2 Operational Criteria

- All aspects of the distance learning courses taught at Farmingdale are be consistent with and created to achieve demonstrable 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 or college goals and objectives (such as Writing in the Disciplines). 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.
9 PROGRAM QUALITY ASSURANCE & EVALUATION

FSC has developed processes in place to monitor and evaluate the effectiveness and quality of all aspects of academic programs, including distance learning 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 learning at FSC include surveys of current and former students, electronic portfolios, and standardized tests (in-house or externally administered). Periodic program reviews examine all programs, including distance learning programs, for their effectiveness. Student learning in the distance learning programs and shall demonstrate equivalent student learning outcomes to those in campus-based programs and courses. Documentation of outcomes shall be maintained in the academic area offerings the course/program and be available for review.

9.1 RECOMMENDED STUDENT COURSE FEEDBACK METHOD

The protocol for the recommended student course feedback surveys is as follows:

- The faculty member sends an email invitation through the Axiom Mentor system to the class section that they would like to survey.
- The faculty member makes an announcement in class or online assuring students that the survey is anonymous.
- Students complete the survey on their own time. Alternatively, faculty members can book a computer lab and have students respond to the survey during class time. In such cases, the faculty member is not permitted in the room while students respond to the survey.
- Faculty may give the survey as an assignment, but cannot include participation as criteria for students’ final grades.
- The survey should be administered after mid-semester but prior to finals week. Surveys administered during finals week typically have lower response rates.
- It is highly recommended that the faculty member monitor the response rate(s) of the survey(s) on Axiom and send out reminder notifications as necessary.
- Insufficient response rates will not be granted consideration.
- All surveys will be closed just prior to the release of results.
- Aggregate results will be available on Axiom after grades have been submitted for that semester. No exceptions will be made.
- Results will not be available to anyone other than the faculty member administering it, unless the faculty member chooses to grant access to their supervisor to view their results or add it to their portfolio, which can both be done by the faculty member through Axiom.
- The Provost’s office shall be the administrators of the survey software, and as such, will set the dates that the surveys are closed, and results can be viewed.
9.2 **Assessment of Distance Learning at FSC**

An overall evaluation of distance learning procedures include a determination that distance learning programs result in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded. All programs (traditional and online) demonstrate that students achieve deep learning. Program evaluation surveys will be administered apart from student evaluation surveys. This is part of the Office of Distance Learning’s Functional Area Assessment plan. Every 4 years, the Office of Distance Learning will conduct a program review to evaluate the overall quality of distance education at the college. The review will assess the program on an institutional level. Topics will include, but are not limited to, the following:

- Completion Rates
- Technology Needs
- Faculty Training and Professional Development
- Student Preparation
- Institutional Support
- Counseling and Advising
- Governance and Policy Making

9.3 **Internal Distance Learning Quality Assurance (DLQA) Review Process**

The internal quality assurance review process will ensure that the distance learning courses meet the quality standards and criterion set forth in the Open SUNY Course Quality Review (OSCQR) program. The official OSCQR rubric will be utilized by the reviewers and courses that meet the requirements will be deemed “Quality Assurance” reviewed.

**Pre-Review Checklist:**

- **Faculty representative (usually the developer of the course) reviews the OSCQR rubric**
  - If the original faculty developer for the course is not available, the department will assign a faculty member who will revise/refresh the course.

- **Course objectives are stated and are measurable and there are measurable module objectives for each of the course modules**
  - Course objectives are approved by the curriculum committee and cannot be changed by faculty member without proper review by department curriculum committees, the Chair, the Dean and the campus-wide curriculum committee.
  - This is essential, as the review process cannot commence with the absence of measurable objectives.

- **All discussion board questions or topics are posted for review**
  - Student responses (stripped of identifying information) and faculty responses/feedback are not necessary to provide as the DLQA review does not evaluate delivery of the course.

- **All course activities, including all audio-visual component are available to the review team**
Sometimes instructors make assignments "not available" after a specified "due date." All such assignments will need to be available to the review team.

- All assessment tools are available for review by the team
  - The review team will have access to quizzes, exams, and tests, and the Grade Center

9.4 **DISTANCE LEARNING QUALITY ASSURANCE WITH THE OSCQR COURSE DESIGN REVIEW SCORECARD**

In accordance with the Specially Designated Course Policy, the quality delivery of specially designated courses, including distance learning format courses, must be reviewed every four years. The following are guidelines provided by Open SUNY based on the OSCQR review process for course reviews.

The OSCQR (Open SUNY Course Quality Review) Process is a collaborative approach to improving the instructional design and accessibility of an online or hybrid course. The process is campus-driven, focused on continuous improvement, and is **not** an evaluation of teaching and **not** an evaluation of a live course that is in progress. To ensure quality, it is important that online and hybrid courses go through a process of review and refresh on a regular basis. Through the OSCQR Review Process a fresh set of eyes or a fresh idea can lead to a better experience for students and faculty alike.

In the process, courses are reviewed using the OSCQR Rubric, and viewed from three different perspectives:

- The **online faculty** perspective (a review by the course author).
- The **online instructional design** perspective (a review by the instructional designer).
- The **peer reviewer** perspective (a review by the Distance Learning Quality Assurance Team member, an experience online faculty).

**The Distance Learning Quality Assurance course review process must meet the following criteria:**

- Use of current OSQCR standards and rubric
- Review of online or hybrid courses
- Three-person DLQA Team
- All reviewers are familiar with the OSQCR standards and rubric
- At least one reviewer is designated as subject matter expert.

The OSCQR Rubric and Process are designed to be flexible and responsive to individual campus needs. Before beginning the review process, a campus Distance Learning Quality Assurance Team has several decisions to make:

**What standards are included in the rubric?** The OSCQR Rubric contains 50 quality and accessibility standards that have undergone an extensive vetting and review by members of the SUNY online community. We recognize that no rubric can capture all the elements of good online course design, and that there may be campus-, or discipline-specific standards that may be required. The flexibility to author and add additional standards to the rubric is a distinguishing feature of OSCQR that gives the review team the ability to customize and differentiate their reviews based on campus or program needs.
**How are standards prioritized?** Standards have been categorized as either ‘Important’ or ‘Essential’ based on research-based effective practices known to support student success in typical online courses. This information is provided as feedback to assist the review team in the prioritization of refresh options. Campuses and programs may have different priorities depending on various initiatives, goals, or on-campus cultures. The versatility to customize and adjust the priorities of the various standards is another distinctive feature of OSCQR that gives the DLQA Team the ability to align the review with their specific campus or program needs.

**Which courses will be reviewed first?** The OSCQR process can be time consuming for an instructor or instructional designer (ID). To review and refresh an entire degree program may take multiple semesters, or even years. The OSCQR Team Lead will map out the priority order and timeline so that the entire program is reviewed and refreshed on a reasonable schedule.

**What is the time frame for this review?** Campuses each have unique cadences and calendars. It is up to the OSCQR Team Lead to determine what works for his/her specific campus. Some campuses may conduct complete reviews in one day, a week, or over the course of several weeks. This process is designed to accommodate whatever time frame works best for the individual campus.

Once the DLQA Team has finalized the initial decisions, the course review process can begin:

**Identify who will be part of the review team** – Individual campuses can select reviewers from their own faculty or from Open SUNY COTE’s Campus Resource Network of expert and exemplary online Fellows. The Campus Resource Network consists of online instructional designers, librarians, graphic designers, technologists, or online faculty members from across SUNY who have expertise as online practitioners, have been certified in the application of the rubric, and have expressed a willingness to contribute to the OSCQR Process. The OSCQR Team Lead will select the members of the review team, verify their availability, and work with each individual to ensure that the reviews are completed according to the established project plan timeline.

**Provide access to the course** – The review team should have access to a copy of the course that is free of any student data or identifying student information. This preserves the privacy of students and prevents the review from inadvertently interfering with a live course. The OSCQR Team Lead will copy the course, enroll members of the review team, and create temporary accounts for any external reviewers.

**Provide access to the OSCQR Rubric** – Open SUNY COTE will provide a copy of the OSCQR Rubric for each course being reviewed. Each member of the review team will complete the review on a different tab within the rubric document. There is a unique URL that is needed to access each rubric.

**Have the course developer complete the profile** – The first page of the rubric document is a short survey to be filled out by the course developer. The survey questions are designed to provide context and background information that may be useful to reviewers. These questions should be answered before the reviews take place.

**Review the course** – The three reviews are conducted independently and asynchronously. The review does not need to be completed in one session, but rather progress can be saved and continued at any point. The ID should also complete an additional rubric that addresses ADA accessibility standards.
Monitor the review progress — The OSCQR Team Lead will work with the members of the review team to address any concerns and ensure completion in a timely manner.

Discuss the suggestions proposed by the review team — The OSCQR rubric will aggregate the suggestions of the review team and create a preliminary refresh plan for the course. The instructor and the ID should meet to discuss the findings of the review team and plan the refresh.

Create a ‘refresh plan’ — The instructor and ID will create a refresh plan to guide the course refresh process. The refresh plan will outline the priority of items to be addressed, a proposed timeline, and a survey of available resources. Open SUNY COTE will provide a refresh plan template to guide this process.

Refresh the course — The instructor leads the course refresh process, but will receive assistance from the ID, multimedia developer, librarian, technologist, and other resources.

Provide reports on progress — Open SUNY COTE will regularly meet with the members of the campus team to discuss progress and suggest resources. Periodically throughout the process the Team Lead will be asked to provide information and complete reports necessary to track progress across the system of campuses engaged in the Open SUNY+ course review and refresh process.

Conduct a ‘Learning Review’ to inform future reviews — After the delivery of the refreshed course, the OSCQR Team Lead will meet with the instructor to review their accomplishments and plan future enhancements. This formal session is an opportunity to go over the experience with the ID, collect feedback, and codify any lessons learned for continuous improvement. A version of the rubric will be provided as an option to be placed in the refreshed course to anonymously collect descriptive feedback from students to add the online student perspective to the Learning Review discussions.

The complete overview of the OSCQR process can be found in Appendix 11.6
10 Learning Management System: Blackboard

FSC currently uses the Blackboard (Bb) Learning Management System (LMS) to support online and hybrid courses for distance learning, and as a course 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. Open SUNY 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. The FSC Office of Distance Learning Helpdesk provides local faculty and student support on campus.

10.1 What is Blackboard (Bb)?
Blackboard (Bb) is a product and LMS used to present course content to students. Bb is utilized by faculty in their online, hybrid, and web-enhanced face-to-face courses.

10.2 How to Get Access to Blackboard (Bb)
- Online and Hybrid courses: Faculty members that plan to design, develop, and teach either an online or hybrid course at FSC, must complete the respective and corresponding application in Axiom for approvals and training. There are training and course development requirements that are provided in further detail in this document.
- Face-to-Face/Web-Enhanced course: When using Bb in a face-to-face course as a way to provide course content to students (web-enhanced course), a faculty member does not need permission from their Chair or Dean. All faculty teaching at Farmingdale are encouraged to utilize the course management to enhance their courses.

10.3 How to Login To Blackboard
Your username and password will be the same one you use to log into your FSC email or onto one of the campus computers. Go to farmingdale.open.suny.edu and click on the “Bb FSC Login” and you will be prompted to enter your username and password.

10.4 Where to Get Help for Blackboard Courses
The Office of Distance Learning at FSC provides support services including instructional design and support of the Blackboard Learning Management system. The Distance Learning team can guide and help faculty with course development to teach online, hybrid, and/or web-enhanced courses. You can contact the Distance Learning Department at Farmingdale by contacting at:

Email: distancelearning@farmingdale.edu or calling Phone: 631-794-6300.

For after-hours assistance (available 7 days a week), please call the Open SUNY Help Desk
Phone: 844-OPENSUNY
10.5 When are Classes Available to Students in Blackboard?
Faculty members who are using the LMS as a course management system to support classroom-based courses must enable their own course shells. Hybrid and online courses will be available to students one week prior to the start of class. Instructors using the LMS for instruction are responsible for making their course(s) available to students prior to the first day of class. Directions for enabling course shells are located on the BLACKBOARD Homepage, under Tutorials for Faculty, (Course Management).

10.6 Student Access to Classes in Blackboard
Twice each business day, updates are conducted on the BLACKBOARD system to add students who are enrolling in classes. Therefore, newly enrolled student’s names will appear on a class page roster after an update has been completed.

10.7 Course Content in Blackboard
All courses taught through the LMS are held on the LMS for 15 months, at which time they will be removed. Instructors are responsible for exporting any of the course materials they wish to archive. Instructions for archiving courses through the Learning Object Repository are located in the Blackboard Faculty area, under the Content Tab. FSC is not responsible for archiving courses or including course statistics.

10.8 Communicating via Course Mail in Blackboard
The LMS utilizes Course Mail, an internal messaging system, accessible via the LMS. FSC considers Course Mail to be the exclusive vehicle for official communication related to online courses. All users are expected to regularly check their Course Mail and to acknowledge messages in a timely manner. Any course related electronic business conducted with the College must be done via Course Mail or an official FSC e-mail account.

10.9 Where to Get Blackboard Training
The Distance Learning office will strive to provide relevant and timely support and training opportunities. Interested faculty should either visit the Distance Learning website for workshops and topics or send an email to distancelearning@farmingdale.edu
## 11 APPENDICES

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## 11.1 Farmingdale 2022: Strategic Plan Goals and Objectives

### Goal 1: Be recognized as a center of excellence in teaching and applied learning

**Objective 1** Create a distinctive identity in preparing students as highly qualified professionals through expanding mentoring, research, service, and experiential learning

**Objective 2** Deliver high quality academic support services and programming to enhance retention, graduation, and student success

**Objective 3** Seek specialized accreditation for eligible programs

**Objective 4** Provide highly skilled graduates equipped with the critical thinking and technical competencies necessary to successfully enter the workforce

### Goal 2: Generate external resources to support the advancement of Farmingdale State College

**Objective 1** Develop a data-driven, multi-faceted fundraising program to support the mission of the College

**Objective 2** Build a culture of philanthropy through strategic outreach to alumni, donors, friends, and corporate partners

**Objective 3** Encourage and support faculty, staff, and students in seeking, applying, and managing grant funding/sponsored research for programs, research, and other creative activities

### Goal 3: Broaden the academic foundation to promote enrollment stability

**Objective 1** Develop unique, mission-consistent, graduate and undergraduate programs that support the needs of the region and enable graduates to be successful within the globalized economy

**Objective 2** Ensure the delivery of outstanding academic programs while further improving retention and graduation rates

**Objective 3** Support and expand training to enhance traditional, hybrid and online teaching, course design, and the use of new and emerging technologies for teaching and learning

### Goal 4: Strengthen relationships with the Long Island community and surrounding areas

**Objective 1** Develop internships and service learning experiences that provide opportunities to connect students with community and industry partners

**Objective 2** Engage in public outreach activities to the community, industry, and alumni highlighting our strengths and seeking opportunities for collaboration

**Objective 3** Continue to develop and support scholarly lectures, and artistic and cultural programs for the campus and surrounding community

### Goal 5: Increase the prominence of Farmingdale State College as a center of technological innovation

**Objective 1** Create pathways for faculty and graduates to contribute to new industries

**Objective 2** Support opportunities for professional development and research activity as well as the publication, licensing, and/or commercialization of any findings

### Goal 6: Promote civic engagement and sustain an environment that is inclusive of all learners and embraces the diversity of culture, thought, and perspectives

**Objective 1** Increase co-curricular activities to support initiatives around diversity, equity, inclusion, civic responsibility, and student engagement

**Objective 2** Utilize universal design protocols to ensure that all courses are accessible to people of diverse backgrounds and needs

**Objective 3** Promote and implement the College’s Diversity, Equity, and Inclusion Plan

**Objective 4** Provide academic and co-curricular experiences designed to develop a global perspective
Objective 5  Educate students to become engaged citizens who are prepared to contribute to the public good

Goal 7: Upgrade and expand buildings, grounds and facilities to accommodate program innovation, expansion, and student engagement

Objective 1  Support the design and upgrading of campus buildings and infrastructure to meet high standards in performance, energy, and environmental concerns

Objective 2  Promote the inclusion and placement of public art in campus buildings and on campus grounds to enhance the aesthetic setting in which teaching and learning take place

Objective 3  Promote the use of green and sustainable practices in the maintenance and development of campus grounds and facilities

Objective 4  Maintain and update research and teaching facilities to remain at the cutting edge of new technology
11.2 OPEN SUNY STRATEGIC PLAN GOALS & STRATEGIES

Goal #1: Build supports and resources for students, faculty and campuses to promote individualized education with online learning opportunities to assist students in achieving their academic goals.

Strategies
- Improve the capability to attract, enroll, and retain post-traditional online learners across all sectors and online delivery models.
- Promote individualized and non-traditional educational opportunities to assist students in meeting their educational goals.
- Expand collaborative models with student service and enrollment initiatives.
- Expand faculty and staff access to effective online teaching practices and other resources to support online faculty.
- Promote OER initiatives/services and other curricular innovations that help students with financial, academic, and life-management challenges.

Goal #2: Facilitate innovation to enable the strategic growth of online learning throughout SUNY.

Strategies
- Promote Open SUNY, the work of the Communities of Practice, and effective practices in online education to broad audiences.
- Leverage funding through IITG and SUNY Investment Fund to promote innovation for the advancement of online learning across SUNY.
- Work with online campus leaders to conduct or promote participation in research, inform best practices across sectors, and provides guidance for Open SUNY goals and strategies.

Goal #3: Promote sustainability of campus online learning initiatives through strategic planning, effective use of data, change management, and allocation of resources.

Strategies
- Promote blended and cross campus models to support integrated space planning and cost effective delivery systems.
- Focus on degrees and credentials that transfer or provide an iterative pathway to workforce development and support continuing education needs of NYS employers.
- Facilitate research related to flexible learning environments (including virtual) spaces, OER implementation, and non-traditional delivery models.
- Work with campuses to identify and promote technology related green initiatives for the creation and delivery of online content.
- Facilitate strategic change management through campus consulting engagements and building a change management CoP for campus leaders and thought leadership stakeholders.

Goal #4: Foster strategic business partnerships to expand online learning opportunities to regional, national and global learners.

Strategies
- Evaluate vendor relationships to maximize buying power for SUNY campuses.
- Work with SUNY System Administration offices responsible for workforce and economic development to establish a partnership model and process for the inclusion of online learning in SUNY partnership opportunities.
- Maintain and grow relationships with organizations supporting the scaling and continuous improvement of competency development as well as innovations in online teaching and learning.
- Support entrepreneurial partnerships with non-SUNY institutions/systems and organizations to promote and benefit SUNY.
11.3 COUNCIL OF REGIONAL ACCREDITING COMMISSIONS (C-RAC) (2011)
Interregional Guidelines for the Evaluation of Distance Education

1. Online learning is appropriate to the institution’s mission and purposes.

*Analysis/Evidence:*  
- The mission statement explains the role of online learning within the range of the institution’s programs and services;  
- Institutional and program statements of vision and values inform how the online learning environment is created and supported;  
- As appropriate, the institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution;  
- The recruitment and admissions programs supporting the online learning courses and programs appropriately target the student populations to be served;  
- The students enrolled in the institution’s online learning courses and programs fit the admissions requirements for the students the institution intends to serve;  
- Senior administrators and staff can articulate how online learning is consonant with the institution’s mission and goals.

2. The institution’s plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

*Analysis/Evidence:*  
- Development and ownership of plans for online learning extend beyond the administrators directly responsible for it and the programs directly using it;  
- Planning documents are explicit about any goals to increase numbers of programs provided through online learning courses and programs and/or numbers of students to be enrolled in them;  
- Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings;  
- Plans for expanding online learning demonstrate the institution’s capacity to assure an appropriate level of quality;  
- The institution and its online learning programs have a track record of conducting needs analysis and of supporting programs.

3. Online learning is incorporated into the institution’s systems of governance and academic oversight.

*Analysis/Evidence:*  
- The institution’s faculty have a designated role in the design and implementation of its online learning offerings;  
- The institution ensures the rigor of the offerings and the quality of the instruction;  
- Approval of online courses and programs follows standard processes used in the college or university;  
- Online learning courses and programs are evaluated on a periodic basis;  
- Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.

4. Curricula for the institution’s online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

*Analysis/Evidence:*  
- The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings.

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1 These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements.
Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions;

The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions;

Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees;

The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students;

Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly;

Course design and delivery supports student-student and faculty-student interaction;

Curriculum design and the course management system enable active faculty contribution to the learning environment;

Course and program structures provide schedule and support known to be effective in helping online learning students persist and succeed.

5. **The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.**

**Analysis/Evidence:**

- Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods;
- Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements;
- Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning;
- The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement;
- The institution demonstrates the appropriate use of technology to support its assessment strategies;
- The institution documents its successes in implementing changes informed by its programs of assessment and evaluation;
- The institution provides examples of student work and student interactions among themselves and with faculty;
- The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement.

6. **Faculty responsible for delivering the online learning curricula and evaluating the students’ success in achieving the online learning goals are appropriately qualified and effectively supported.**

**Analysis/Evidence:**

- Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover;
- The institution’s training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution;
- Faculty are proficient and effectively supported in using the course management system;
- The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery;
- Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution;
- Students express satisfaction with the quality of the instruction provided by online learning faculty members.
7. The institution provides effective student and academic services to support students enrolled in online learning offerings.

Analysis/Evidence:
- The institution’s admissions program for online learning provides good web-based information to students about the nature of the online learning environment, and assists them in determining if they possess the skills important to success in online learning;
- The institution provides an online learning orientation program;
- The institution provides support services to students in formats appropriate to the delivery of the online learning program;
- Students in online learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling;
- Students in online learning programs have ready access to 24/7 tech support;
- Students using online learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems;
- Students using online learning demonstrate proficiency in the use of electronic forms of learning resources;
- Student complaint processes are clearly defined and can be used electronically;
- Publications and advertising for online learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty;
- Students are provided with reasonable and cost-effective ways to participate in the institution’s system of student authentication.

8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

Analysis/Evidence:
- The institution prepares a multi-year budget for online learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure;
- The institution provides evidence of a multi-year technology plan that addresses its goals for online learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its online offerings.

Analysis/Evidence:
- The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programs must demonstrate compliance with this requirement.);
- The institution’s policies on academic integrity include explicit references to online learning;
- Issues of academic integrity are discussed during the orientation for online students;
- Training for faculty members engaged in online learning includes consideration of issues of academic integrity, including ways to reduce cheating.
11.4 Copyright in the Learning Management System: Best Practices

The contents of this guide are intended to convey general information only and not to provide legal advice or opinions. The contents of this document should not be construed as, and should not be relied upon for, legal advice in any particular circumstance or fact situation. An attorney should be contacted for advice on specific legal issues related to copyright. The following guide has been adapted based upon provisions outlined in Circular 92 (2016), Copyright and Blackboard (Witchita State University Libraries, 2005), and the Code of Best Practices in Fair Use for Academic Research Librarians (Association of Research Libraries et al., 2012).

I want to share an article with my students.

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are the sole copyright holder of the article…</td>
<td>...share the work in any way you see fit.</td>
</tr>
<tr>
<td>If the article is available on the web…</td>
<td>...post a link to the article. Do not download the article and upload the article to Blackboard.</td>
</tr>
<tr>
<td>If the article is available via library databases…</td>
<td>...post a link to the article. Do not download the article and upload the article to Blackboard.</td>
</tr>
<tr>
<td>If the article is not available via the library databases or openly accessible on the web, and you are only using a single article from the journal in which it was published…</td>
<td>...complete the fair use checklist (see below). If you believe that your use falls within fair use, scan and post the article for a limited time. It is suggested that the article be made available during the module in which it is needed and then removed from Blackboard at the completion of the module. Include a fair-use statement (see example below) with copyright information with the item.</td>
</tr>
<tr>
<td>If the article is not available via the library databases or the web, and you are using two or more articles from the same journal…</td>
<td>...you may need to secure permission to post the articles to your course since they represent a significant portion of the journal. Contact the Scholarly Communication Librarian at <a href="mailto:fairuse@farmingdale.edu">fairuse@farmingdale.edu</a> for assistance.</td>
</tr>
</tbody>
</table>

I want to share a book/ebook with my students.

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Actions</th>
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</thead>
<tbody>
<tr>
<td>If you are the sole copyright holder of the book/ebook…</td>
<td>...share the work in any way you see fit.</td>
</tr>
<tr>
<td>If the ebook is available on the web…</td>
<td>...post a link to the ebook. Do not download the ebook and upload the ebook to Blackboard. EXCEPTION: Never link to a copy of a course text that you believe to have been posted without the consent of the copyright holder.</td>
</tr>
<tr>
<td>If the ebook is available via library databases…</td>
<td>...post a link to the ebook. Do not download the ebook and upload the ebook to Blackboard.</td>
</tr>
<tr>
<td>If the book is not available via the library databases or the web, and you are only using a single chapter or less than 10% of the total content of the book…</td>
<td>...complete the fair use checklist (see below). If you believe that your use falls within fair use, scan and post the chapter for a limited time. It is suggested that the chapter be made available during the module in which it is needed and then removed from Blackboard at the completion of the module. Include a fair-use statement (see example below) with copyright information with the item.</td>
</tr>
</tbody>
</table>
If the book is not available via the library databases or the web, and you are using multiple chapters from the same book... you may need to secure permission to post the chapters to your course since they represent a significant portion of the book. Contact the Scholarly Communication Librarian at fairuse@farmingdale.edu for assistance.

### I want to share an image file with my students.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are the sole copyright holder of the image...</td>
<td>...share the work in any way you see fit.</td>
</tr>
<tr>
<td>If the image is available on the web...</td>
<td>...post a link to the image.</td>
</tr>
<tr>
<td>If the image is available via library databases...</td>
<td>...post a link to the image. Do not download the image and upload the image to Blackboard.</td>
</tr>
<tr>
<td>If the image is not available via the library databases or the web, and you are using a small portion of a single image or a small portion of images from the same source (such as 5 photos from an exhibit or archival collection comprised of 100 photos)...</td>
<td>...complete the fair use checklist (see below). If you believe that your use falls within fair use, post the image(s) for a limited time. It is suggested that the image(s) be made available during the module in which it is needed and then removed from Blackboard at the completion of the module. Include a fair-use statement (see example below) with copyright information with the item.</td>
</tr>
<tr>
<td>If the image is not available via the library databases or the web, and you are using multiple images from the same source (such as several photos from the same exhibit or archival collection)...</td>
<td>...you may need to secure permission to post the images to your course since they represent a significant portion of the total work. Contact the Scholarly Communication Librarian at <a href="mailto:fairuse@farmingdale.edu">fairuse@farmingdale.edu</a> for assistance.</td>
</tr>
</tbody>
</table>

### I want to share an audio file with my students.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are the sole copyright holder of the audio file...</td>
<td>...share the work in any way you see fit.</td>
</tr>
<tr>
<td>If the audio file is available on the web...</td>
<td>...post a link to the audio file(s).</td>
</tr>
<tr>
<td>If the audio file is available via library databases...</td>
<td>...post a link to the audio file(s). Do not download the audio file(s) and upload the audio file(s) to Blackboard.</td>
</tr>
<tr>
<td>If the audio file is not available via the library databases or the web, and you are using a small portion of the total work (such as a single song from a CD, or a single chapter from an audiobook)...</td>
<td>...complete the fair use checklist (see below). If you believe that your use falls within fair use, post the audio file for a limited time. It is suggested that the audio file be made available during the module in which it is needed and then removed from Blackboard at the completion of the module. Include a fair-use statement (see example below) with copyright information with the item.</td>
</tr>
<tr>
<td>If the audio file is not available via the library databases or the web, and you are using multiple audio files from the same source or a significant portion of the...</td>
<td>...you may need to secure permission to post the audio file(s) to your course since it represents a significant portion of the total work. Contact the Scholarly Communication Librarian at <a href="mailto:fairuse@farmingdale.edu">fairuse@farmingdale.edu</a> for assistance.</td>
</tr>
</tbody>
</table>
source (such as multiple songs from the same CD, or multiple chapters from an audiobook)...

**I want to share a video file with my students.**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>If you are the sole copyright holder of the video file...</td>
<td>share the work in any way you see fit.</td>
</tr>
<tr>
<td>If the video file is available on the web...</td>
<td>post a link to the video file.</td>
</tr>
<tr>
<td>If the video file is available via library databases...</td>
<td>post a link to video file. Do not download the video file(s) and upload the video file(s) to Blackboard.</td>
</tr>
<tr>
<td>If the video file is not available via the library databases or the web, but only represents a small portion of the total work (such as a single scene in a documentary or motion picture)...</td>
<td>complete the fair use checklist (see below). If you believe that your use falls within fair use, post the video file for a limited time. It is suggested that the video file be made available during the module in which it is needed and then removed from Blackboard at the completion of the module. Include a fair-use statement (see example below) with copyright information with the item.</td>
</tr>
<tr>
<td>If the video file is not available via the library databases or the web, and you are using more than just a portion/clip from the complete work...</td>
<td>you may need to secure permission to post the video file(s) to your course since they represent a significant portion of the total work. Contact the Scholarly Communication Librarian at <a href="mailto:fairuse@farmingdale.edu">fairuse@farmingdale.edu</a> for assistance.</td>
</tr>
</tbody>
</table>

**Fair Use Checklist:**

To help you determine if your use of copyrighted materials for educational purposes is protected under fair-use, the Scholarly Communication Librarian suggests utilizing the Fair Use Checklist provided by the Harold and Wilma Good Library (Goshen College), which can be accessed at [https://library.goshen.edu/Fair_Use_Checklist-GC.pdf](https://library.goshen.edu/Fair_Use_Checklist-GC.pdf).

**Example Fair Use Statement:**

This item is copyright [insert copyright information for item]. In accordance with Section 107 of Title 17 United States Code, this item is presented for non-profit, instructional purposes only (for more information go to [https://www.copyright.gov/title17/](https://www.copyright.gov/title17/)). If you wish to use this copyrighted item for purposes beyond fair use, you must obtain permission from the copyright holder(s). This item may not be copied, retained, adapted, performed, or distributed in print or electronic format without permission from the copyright holder(s).
11.5 FSC Work for Hire Agreement

AUTHOR WORK MADE FOR HIRE

ACKNOWLEDGEMENT AND AGREEMENT

Author Name: ________________________________________________________________________

Author Address: _______________________________________________________________________

State University of New York and Farmingdale State College (hereinafter “SUNY”)

Employer: _______________________________________________________________________

Detailed Description of the Work: _________________________________________________________

______________________________________________________________________

By signing below, I acknowledge, understand and agree to the following:

(1) I have read and understand the SUNY copyright policy [http://system.suny.edu/academic-affairs/faculty/faculty-ownership/]

(2) SUNY has employed me, or directed me within the scope of my employment, to perform certain services, including the creation or development of copyrightable work(s) described above (the “Work”).

(3) The Work shall be a “work made for hire” jointly owned by SUNY and the faculty course developer. Each has the right to publish the Work (in whole or in part) without copyright or to copyright the Work in SUNY’s own name. Without limitation, SUNY may publish, distribute, store, broadcast, display, perform or otherwise use the Work (including derivative works), in whole or in part, in any form or format, tangible or intangible, known or unknown, for any purpose whatsoever.

(4) The services will be performed by me and any Work will be my original work and will not violate or infringe upon the intellectual property rights of any third party.

(5) SUNY is not required to publish the Work or offer any courses incorporating the Work.

(6) I have the right to teach the course created or developed from the Work at SUNY at the discretion of SUNY. SUNY has the right to hire or permit other faculty members to teach any course incorporating the Work, in whole or in part. Course teaching assignments continue to remain at the discretion of the institution.

(7) Without limitation, SUNY may edit, revise, shorten, lengthen, divide, create derivative works, or otherwise change the Work, in whole or in part, without my permission.

(8) [IF APPLICABLE] I will be compensated $______ for performance of the services (i.e., creation of the Work.) I understand that such compensation is contingent upon successful completion of
the services and delivery of the Work in accordance with agreed upon specifications and timelines dictated by the College.

(9) [IF APPLICABLE] These services are in addition to my regular professional responsibilities to SUNY and will be deemed “extra service” for which I have obtained prior written approval from my supervisor and SUNY institution (using the prescribed UC-8 form).

(10) [IF APPLICABLE] I irrevocably grant to SUNY permission and a non-exclusive, royalty-free, worldwide, perpetual right and license to use my name, image and likeness in or about the Work, in any form or format, tangible or intangible, known or unknown [provided, however, that the Work is not materially or substantively changed]. Nothing herein shall require SUNY to use my name, image or likeness in or about the Work or be deemed to limit SUNY’s rights with respect to the Work.

BY SIGNING BELOW, I ACKNOWLEDGE AND AGREE THAT I AM THE AUTHOR IDENTIFIED ABOVE, THAT I HAVE READ AND FULLY UNDERSTAND THE TERMS OF THIS AGREEMENT, AND INTEND TO BE LEGALLY BOUND.

____________________________________________  ___________________________________________
Date                                                Signature

[NOTARY BLOCK]

Sworn to before me this

_____ day of ______________

____________________________________________
11.6 OSCQR Process & Framework

The **OSCQR Process** provides a Framework and Dashboard that supports a campus-tailored and scalable approach to improving the instructional design of online or blended courses.

- The Framework includes:
  - A **Course Review** that results in an Action Plan to improve the design of the online course.
  - The Course Refresh prioritizes and targets specific improvements suggested in the *Action Plan* for improvements.
  - A Learning Review that identifies and determines the next set of improvements for continuous online course quality improvement.
References


