Distance Learning

Policies and Procedures

2020

Distance Learning Policies and Procedures
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Upstate Medical University's Mission:

The mission of SUNY Upstate Medical University is to improve the health of the communities we serve through education, biomedical research and health care.

Distance Learning Vision Statement:

Distance Learning (DL) is an alternative set of delivery mediums and a deliberate set of strategies for instruction and support of students. DL increases student access to Upstate Medical University, enhances the overall effectiveness and quality of our educational programs, and improves student time to degree completion.

Purpose

Distance Learning increases access to educational programs and courses that students might not otherwise pursue due to family, work, location or disability constraints. Concomitantly, the mediums utilized in distance education allow for 'best practices' in education, and assist the institution in maximizing physical plant space.

These DL policies and procedures were written to put an infrastructure in place for the university. All DL courses will be designed and taught with a high degree of integrity, quality, and selected theoretical and research based methodologies and educational technologies that support student achievement. Excellence in course design and delivery ensures student success not only in meeting course objectives and programmatic learning outcomes, but instills and reinforces the tools needed for lifelong learning. The eLearning Office, which oversees DL, serves multiple constituencies (faculty, students and administration), and is responsible for bi-annual updates of these policies and procedures.

Definitions

Distance Education is "education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously: (i) the internet; (ii) one-way or two-way transmissions through open broadcast, closed circuit, cable, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audio and/or videoconferencing; or (iiii) video cassettes, DVDs, etc. in conjunction with the previous technologies." (Adapted from MSCHE)

Online Learning refers to delivery methods where the instructor and learner are connected via the Internet. Policies are 'blind' to the learning management system(s) [LMS] and technology employed to flex with constantly evolving technologies. **Online courses** (OL) are asynchronous. OL courses are comparable to face-to-face courses in learning objectives and outcomes, content covered, and student achievement of the planned outcomes. While learning activities may vary from face-to-face sections to fit online pedagogy, ongoing teaching presence and social presence are paramount. No more than two required synchronous sessions (in-person or via conferencing) will occur in an online course. Dates and times will be available at the time of registration (in MyUpstate and the course syllabus).

Blended Courses include both asynchronous (typically using the LMS) and synchronous meetings (either face-to-face or conferencing). Three or more synchronous meetings make the course a blended course. **Interactive Conferencing** is synchronous, and allows faculty and students to meet via conferencing software. See abbreviations, next page.

Abbreviations used by the Registrar's Office for course sections taught via DL are:
OL = Course and interaction is online and asynchronous; faculty & learners are separated. An online course may have no more than 2 synchronous sessions, or it will be a BL course.
BL = Blended Learning replaces SOME face-to-face instruction with online instruction. Any course with 3 or more synchronous sessions (meetings, exams, etc.) is a blended course.
IC = Interactive Conferencing; this is a synchronous (real time) delivery medium.

NOTE 1 - Use of technology (recorded lectures, Blackboard use, etc.) does not connote DL
NOTE 2 - If 50% or more of a degree program will be taught via DL, the DL delivery mode must be approved by SUNY, State Education, and Middle States (MSCHE).

Distance Learning Advisory Committee

In an effort to ensure that present and future distance learning programs and courses meet MSCHE criteria, Upstate Medical University has a Distance Learning Office (housed in eLearning), complete with designated leadership for DL, DL policies and procedures, and an oversight committee. The DL Advisory Committee (DLAC) is comprised of 9-11 faculty, staff and administrators. At least one shall be a department chair, one a dean and half of the members will have teaching responsibilities. This body reports to the eLearning Office, and advises Educational Communications, the Chief Information Officer (CIO) and the Chief Academic Officer (CAO) in matters related to DL operations.

Office of Distance Learning

1. **Personnel:**
   1. DL is housed in eLearning, which is in IMT/Educational Communications.
   2. The Director of eLearning chairs the DLAC, and serves the university as a whole: faculty, staff, students and administration.
   3. eLearning provides support in course design, instructional strategies, online pedagogy and multimedia choices, and also serves on the team that oversees the Learning Management System (LMS) used in the delivery of online courses.
   4. The eLearning Office cooperates with the Faculty Affairs Office in order to maximize opportunities for faculty development.
   5. Due to rapid changes in the field, participation in national conferences and professional development activities related to one's duties is expected.
   6. Distance Learning courses do not happen without the work and commitment of the faculty. The eLearning Office supports the faculty governance and curriculum processes at Upstate Medical University.

2. **Resources:** In addition to the eLearning staff who support the faculty, students and university community, DL stakeholders are served through other resources.
   1. Educational Communications contracts with the Open SUNY Helpdesk in order to provide technical support for DL learners and faculty 7 days/week.
   2. Webinar licenses are available for OL faculty to better serve students with just-in-time help when questions/problems occur. This allows faculty to teach, tutor and hold office hours via webinar. Contact eLearning for details.
   3. Professional development for faculty or the campus community in order to best serve our online learners and online educators is provided year round. When new needs emerge, eLearning will strive to link the target audience up with the training or professional development information/experiences.
   4. Instructional Technology resource needs identified for distance learning will be investigated and acquired based on a prioritization of university needs and

dollars available. The Advisory Committee on Technology (ACT) and the DLAC will be engaged in this vetting/selection process.

3. **Compliance/Observance**: eLearning will seek to remain current, and to communicate regularly with the offices that oversee various elements that impact learning.
    1. Americans with Disabilities Act, Northeast ADA and SUNY.
    2. NY State Education Dept. – oversight of online courses/changes in delivery
    3. SUNY – approval of changes in delivery methods
    4. MSCHE – approval of changes in program delivery methods, accreditation.
    5. Open SUNY – collaboration in faculty development, publicity of online courses and programs, and partnership with the SUNY Helpdesk.
    6. Discipline specific or profession specific accreditation will be the responsibility of the department/college in which the program is housed.
    7. eLearning will assist with the university's compliance with Student Identity Verification procedures and any accreditation needs regarding DL.
    8. eLearning will provide leadership for attendance reports required by Upstate's Financial Aid Office.

Policies and Procedures

I. Student Support and Services

A. *Upstate Medical University strives to serve distance learning students with the same level of services as residential students.*
 1. **Admissions**: Applications for *admissions*, *financial aid and ID card* are online.
 2. **Registration:** All students are able to register for courses online. Distance learners may contact the registrar by phone or by email to resolve questions.
 3. **Advisement**: Advisors for distance learners may use phone, webinar, and email.
 4. **Orientation**: An orientation that covers the salient information and the resources needed by DL students is available online in materials managed by Student Affairs.
 5. **Disability Services**: Students with disabilities may, in some instances, be better served online than in face-to-face courses. Requests for accommodations are handled through Student Affairs. Please email stuserve@upstate.edu for details.
 6. **Bookstore Services**: Students may purchase and/or rent textbooks online.
 7. **Library**: Students may access electronic resources 24/7. Students may consult with a Reference Librarian by phone or email for assistance. See website for hours: http://library.upstate.edu/about/hours/
 8. **Writing Skills:** The Writing Skills lab provides support face-to-face, and through email and webinars for off campus students; daytime and evening hours available.
 9. **Academic Support**: Requests from DL students for tutoring, counseling, etc. are reviewed as received, and help determine priorities for moving services to alternative delivery mediums.

B. **Accessibility***: eLearning promotes Universal Design and ADA requirements*. eLearning staff communicate regularly with online faculty to ensure that online sections are accessible and meet Universal Design and ADA requirements.

C. **Student Complaints:** *If a student expresses concern about online or distance learning courses, appropriate referrals will be made as outlined below*.
1. Complaints (email, phone, in person or messages) received by eLearning related to technology issues will be shared with the professor. If the faculty needs assistance in resolving the problem, eLearning staff will provide help.
2. Students with general complaints (i.e. course issues not related to technology) will be referred to Upstate's Student Handbook.

3. Students from outside of New York State will be referred to the Student Handbook and to the DL website for State Higher Education Executive Officers (SHEEO) and SUNY links.

D. Student Access to Online Courses: *Students will have access to online courses one week prior to the official start of the term.*

1. Online courses (OL) open one week early ("go live") to allow students to get acclimated to the online environment prior to tuition liability, and to allow faculty to troubleshoot technology concerns. No graded work is due during "go live week."

2. The steps (URL, username and password protocols) involved in getting into one's online course will be communicated to DL students via email by the lead instructor of an OL course. These steps will also be shared with administrative assistants in the departments offering online courses, and with Student Affairs.

3. Online faculty will be kept apprised of the "go live" date by eLearning (i.e. when to make OL courses available to students) for each term.

4. Information regarding "go live" is available on the DL website.

5. Instructors teaching DL courses are expected to be available to students via electronic means (email, virtual office hours, webinars, etc.) and to respond to student inquiries within 3 business days (72 business hours).

II. Distance Learning Operations

A. Planning and Development of DL Degrees. When a degree program or certificate program is targeted for distance learning delivery, the university will compose and file the appropriate documents with SUNY, State Education, MSCHE and any accrediting body for that discipline. Approval from said bodies must be received before the program is advertised for DL, and before 50% of the courses are delivered via DL.

1. The appropriate department, college, Chief Academic Officer, and the eLearning Office collaborate in compiling the required documentation. The timeline between submission of a request for approval to final approval by the State Education Department can take a year or more, and must be planned well in advance. The department/program faculty prepare the proposal, with input from the Director of eLearning. The Chief Academic Officer submits the proposal to SUNY and MSCHE, and the faculty work with the eLearning Director on development and delivery as described below.

2. As departments identify the courses needed for a distance/online degree program and the sequence in which they are needed, this sequence and assigned faculty will be discussed with the eLearning Director, along with a list of any electives. The course list and sequence is reviewed twice a year.

3. Faculty course developers will participate in course development workshops (some online, some face-to-face) for their first online course, and will be paired with an instructional designer.

4. Faculty who completed the online learning training do not need to attend "New to OL" workshops, and are encouraged to attend the Annual Updates workshops, and must still participate in the course development and review process with an instructional designer. See section II.F.2. Course Development.

5. A Course Development Plan [Appendix C] for all new online courses covers responsibilities and milestones for developing and teaching an online course. This is reviewed and signed by the faculty, the eLearning Director, and the department chair and/or dean. The plan and work is to commence 6-12 months prior to course delivery.

B. Planned Growth Model for Distance Learning (PGM)
The Planned Growth Model (PGM) provides a prioritization process for identifying and building DL degrees and courses with a high level of attention to the quality of the learning environment in order to serve students well.

1. New online courses will be developed according to these priorities:
    a. Course is appropriate for online delivery.
    b. Course is required for an online degree program.
    c. Gen Ed/Arts & Science course required for more than one DL degree .
    d. Gen Ed/Arts & Science course required for one DL degree.
    e. Courses that provide students with elective choices for a DL degree.
    f. Other courses may be built as priorities are met or as DL staff time allows.
    g. Courses and faculty developers should be identified for the development process at least 6 months ahead of delivery, preferably 12 months.
2. Courses to be delivered via interactive teleconferencing (IC) are also to be planned 6 months ahead in order to map out the course design, discuss instructional technology options, and test out the technology.
3. Capacity for supporting new and experienced DL faculty is a limited resource. An eLearning staff member with online/DL duties can support no more than 10-12 new OL/BL courses per term, and no more than 6-8 faculty new to online teaching per term. PGM sets priorities for course development and resources.
4. Redundancy – a department or program may need more than one faculty member to teach multiple sections of a DL course.
    a. Course ownership and sharing of content is determined by the UUP contract and university policies. (See Section III B.)
    b. Faculty new to OL will be taught online pedagogy and technology competencies required to teach online when inheriting an OL or BL course.
5. Course Refresh – online courses are to be reviewed by eLearning for clear navigation, technology performance and functionality every 3-4 years.

C. Online Quality, Best Practices: *Research and best practices will be conveyed to faculty via a number of mediums to ensure that faculty and courses are current in effective distance education methods.*

1. Research in online pedagogy demonstrates that online courses which are complete prior to delivery, that provide a structure that coaches students to be active learners, and offer frequent instances (3-5 times per week) of teaching presence and social presence (an infusion of personality/evidence of interaction) result in higher student achievement, student persistence, and increased interest in remaining an online student.
2. Instructional Designers promote research-based best practices in online education and are available for ongoing consultation with faculty to provide assistance in supporting high quality learning environments.
3. OL course section enrollments will have a maximum of 30 students, or will have a 1:30 ratio if multiple sections are merged. Depending on the discipline and course outcomes, the maximum may be modified by the chair or the dean.

D. Educational Technology Support
Teaching solely via educational technology requires evolving instructional strategies and appropriate technology. The eLearning Office coordinates the resources to offer as much support as possible to faculty in the creation, management and improvement of distance learning offerings.

1. The university provides and maintains the necessary hardware/software for the development and delivery of online courses (i.e. learning management software, audio/video software as multimedia efforts grow, etc).

2. eLearning works cooperatively with Upstate partners (DLAC, ACT, IMT, Registrar, Student Affairs, etc.) and Open SUNY to maximize opportunities in teaching and learning excellence, online orientation, and DL administration.
3. Technical support for faculty and students will be available through eLearning, Ed Comm and the Open SUNY Helpdesk (the latter is available 7 days/week).
4. Faculty teaching IC courses (Interactive Conferencing across multiple sites) must coordinate technology requests with eLearning at least two months prior to the start of the term to ensure that rooms, technology and staff are available.

E. **Assessment and Evaluation of Distance Learning Courses**
Evaluation of courses rests with the department/college in which they are taught. Evaluation of the curriculum encompassed within a degree program rests with the department/college offering the course(s) and the program(s) utilizing the course(s).
1. The Evaluation, Assessment and Research Office and the eLearning Office will work with departments offering distance learning courses to establish standard DL questions within course evaluations in order to assess the quality and efficacy of student success (completion of the course with a passing grade) and student satisfaction (satisfied with the distance learning tools and delivery). DL questions will be directed at technology (use and functionality), course navigation, and student access to faculty. This feedback will be shared with the faculty, course director, chair of the department, and the appropriate dean. Only responses to the DL questions will go to the eLearning Office for continuous quality improvement. A mid-term course survey will be utilized in all OL/IC courses in the LMS to solicit feedback on strengths, insights, improvements.
2. Persistence and retention in online courses will be tracked (see H.1-4 below).

F. **Procedural Issues**
All courses go through the traditional college curriculum approval process. Development of online courses involves planning for faculty development, course development, and the allocation of educational technology tools.
1. **Course Planning Procedures:**
   a. To ensure that DL faculty receive the appropriate development, support and resources, the department and/or college will plan with the eLearning Office what new sections will be taught via DL in the coming year, and which faculty will be developing and teaching those courses.
   b. A new DL course will be entered by the Registrar into the Master Schedule once the consultation between the department chair or dean and the eLearning Director is complete.
   c. Proper coding of DL course sections ensures that students are informed about the delivery method (truth in advertising), that the appropriate university resources are available (training, software, interactive equipment, etc.), and that data on enrollments is accurate. These codes must be included when courses are submitted to the Registrar's office.
   d. Online course sections that are developed for online delivery are to be reviewed by the eLearning Office according to the agreed upon timeline and milestones in the Course Development Plan signed by the faculty and department chair for each online course. [Appendix C].

2. **Course Development: Courses developed by faculty for online delivery (including the online portion of interactive conferencing courses) will abide by the following procedures to ensure best practices are in place.**

a. A Course Development Plan [Appendix C] for all new online courses covers responsibilities and milestones for developing and teaching an online course. This is reviewed and signed by the faculty developer, the Director of eLearning, and the department chair and/or dean. The plan and work is to commence 6-12 months prior to course delivery.

b. New courses not currently offered but needed for the degree program are approved through the college's or program's governance process, and then are scheduled for development for online delivery.

c. Courses being "redesigned' for online delivery are first approved by the college's governance process/curriculum committee, including modifications to the syllabus (outcomes, assessment, etc.). Delivery medium changes are then communicated with the Registrar and the Director of eLearning.

d. A new online course should be developed and reviewed at least two months prior to the start of the term in which it is to be taught.

e. The course will be reviewed using the Open SUNY OSCQR rubric and must meet Open SUNY standards.

f. The eLearning Director will keep department chairs and deans informed as progress is made on course development. If deadlines are missed repeatedly, the eLearning Director will update the dean.

g. All Online and Blended courses at Upstate will be developed and delivered using the Learning Management System chosen by the campus. The majority of instruction and student work must be found in the database of the LMS Shell for that course.

3. **Course Design Reviews**
   A course design review occurs prior to the course being taught, and provides faculty with feedback on the course design, ease of navigation, and the functionality of the tools selected to help students achieve the stated learning outcomes. [These reviews do NOT address content.]
   a. The eLearning Office reviews each new online course for functionality, academic integrity, course navigation, ADA compliance, and teaching and social presence. Reviews examine the course documents (syllabus and schedule), navigation, and the selected tools with an eye on instructional design and technical functionality. [See Appendices.]
   b. Initial reviews (33-50% of the course) will be done at least three months prior to the start of the term in which the course will be taught and final reviews not less than one month prior to the start of the term.
   c. In the event that the course is incomplete or there are serious concerns regarding the course, the faculty member will be informed. If this does not resolve the concern, the department chair or dean will be informed.

4. **A "go live" window of one week prior to the official start of the course will be utilized across the university.**
   a. "Go live" allows students to view and test drive the course and educational technology, gaining confidence and competence in the LMS.
   b. Faculty are able to take corrective action if there are technology issues.
   c. Students are able to drop the DL section before tuition liability occurs.

5. **Registration, payments, adding/dropping, administrative withdrawals, etc. mirror the procedures used for traditional face-to-face (F2F) courses**.

G. **Student Identity Verification and Protection**
   All credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education

course or program is the same student who participates in and completes the course or program and receives academic credit.

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

2. Students receive unique login credentials for initial access to our secure learning management system. Students must reset their password to one which is entirely confidential upon initial use of the system. Data transmission of login information is secured using appropriate encryption technology. Personally identifiable information collected by the university may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting password reset will be asked for two or more pieces of information for comparison with data in our records.

3. Because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, Upstate faculty design courses that employ assignments and assessments unique to the course and that support academic integrity. DL students sign an acknowledgement about academic integrity. Papers and projects are often completed in increments to discourage the use of paper mills. Faculty may use TurnItIn (checks for originality in written assignments) and Respondus (lock down browser for tests) in courses. Proctor guidelines for examinations are provided to DL faculty in order to verify student identity, protect student privacy, and to protect the academic integrity of the course and degree. See Appendix F.

4. Students in online sections are briefed on academic integrity at the beginning of each course and are required to submit an assignment that verifies they understand a) Upstate's policies on academic integrity, and b) there are consequences for violating those policies.

H. Attendance in Online Courses
Based on federal regulations, Upstate Medical University's Financial Aid office requires attendance reports be collected from all online courses.

1. Attendance reports will be run four times: at the close of the first week of classes, on census date, 60% through the course, and at the end of the term.
2. Attendance reports list the names of enrolled students, and each person's most recent date of attendance (last date the student entered the course).
3. The eLearning Office runs these reports for each online course, each term so that they are consistent across the university in format and date.
4. The reports will be housed in the Financial Aid Office.

I. Guidelines for Synchronous or face-to-face Meetings/Assessments (OL Courses)
The asynchronous environment allows students to pursue courses at times and from locations convenient to them. When a course is taught online, the course delivery and assessment of student work is to be conducted online.

1. Students in an OL course cannot be required to come to campus. Faculty may invite students to campus as one option, but alternatives must be available.
2. OL degree programs with courses that have required synchronous sessions will state this requirement in the program of study, and in any publications or websites describing the program (truth in advertising).

3. When faculty believe a F2F assessment or meeting is important for the integrity of the course, or to meet course outcomes, no more than two synchronous sessions (classes or assessments) may occur in an OL course.
4. An OL course with synchronous assessments or meetings will state this in the syllabus, in Banner with the course registration information and comment section, and in the course schedule (dates and times will be available at the time of registration).
5. Three or more F2F sessions will classify the course as Blended (BL).
6. An assessment on campus can be given, but other proctored F2F choices must be available. Faculty may invite students to campus, and will also offer the opportunity for students to complete the assessment in a proctored environment. This can be with an approved proctor (identified by the student, approved by the instructor) or with the proctor software that the campus owns.
7. Proctor guidelines are available for faculty beginning with course design steps.
8. Guidelines for recruiting a proctor will be made available to students at the start of the term (during the first two weeks) to allow for proctor recruitment, faculty approval of the proctor, and transfer of assessment material.
9. It is the student's responsibility to recruit 1-3 potential proctors and to submit the required forms to the faculty 2-3 weeks prior to the assessment.
10. Faculty reserve the right to approve or disapprove the proctor. See Appendix F.

III. Faculty Development and Support

A. *All faculty new to teaching online and/or new to the LMS software will be provided with a high level of support in their first semester building an online course, and in their first semester teaching an online course.*

1. The faculty developer and eLearning Director meet 6-12 months prior to delivery of the course to discuss and sign the Course Development Plan that outlines the development steps and deadline dates (dates are mutually agreed upon).
2. Faculty will participate in the required workshops to learn: online instructional strategies, how to utilize the LMS to achieve the course outcomes and conduct student assessment activities, and to manage the course.
3. During the course development period, and during the first semester of teaching online, staff will provide support as needed to assist faculty in effective and efficient uses of the technology, and to enable the use of best practices.
4. For each new OL course, a course development plan with completion dates for specific milestones will be established jointly with the faculty developer and eLearning Director.
5. A course design review process (See Appendix D) will be utilized and feedback provided at 33-50% course completion, and again at 100% course completion. This is utilized for ALL new OL courses.
6. Course designs may be recommended for faculty in particular programs and/or departments to improve navigation and transparency for DL students.
7. Faculty will be provided with professional development and support in:
   a. conceptualizing the online learning course;
   b. selecting appropriate learning strategies/tools for the course objectives;
   c. developing confidence in the tools/skills for course delivery and management, and
   d. continuously evaluating and improving course design and delivery.
8. Feedback from the DL questions in course evaluations will be shared with the Director of eLearning for continuous improvement of faculty development.

B. *Ongoing faculty development opportunities will be provided to faculty as research shapes 'best practices in distance learning' and as educational technology continues to evolve.*

1. Faculty who have successfully taught an online course are not required to attend course development workshops in the LMS or in online teaching. They are encouraged to attend updates and refresher sessions offered each term.
2. Faculty with existing online courses may request a course review anytime, or as needed during an LMS migration or course redesign process. The campus will plan course refresh reviews every 3-4 years on each course.
3. Best practices in an online course include scholarly content, research, evidence-based practice, and active learning strategies. Students should interact with the content, with the instructor, and with each other. These activities will be modeled in the online portion of the OL faculty development.
4. Faculty who complete their first semester teaching online will be encouraged to attend a session to reflect and review on course improvements, enhancements, and advanced skills. This session is offered by eLearning.
5. Development of an online course will be recognized as part of the academic workload of the faculty member.

C. Ownership of Course Content and Compensation: *Ownership is subject to the terms contained in The Policies of the SUNY Board of Trustees, Article XI, Title J.*

1. Course ownership is based on the language in The Policies of the SUNY Board of Trustees.
2. A faculty developer may "opt-out" of sole ownership rights. If the faculty member agrees to this arrangement and is paid a stipend, the online course built as "work for hire" will be jointly owned by the faculty developer and Upstate Medical University. See Appendix H.
3. Online content and instructional activities developed for a program within the university is a contribution to that program's curriculum and may continue to be used by the university with permission of the faculty developer, and attribution as appropriate to the author(s) by the instructor who "inherits" the course. The faculty developer may use the online content and instructional activities if s/he delivers a similar course at another institution.

D. Availability to Students
Instructors teaching DL courses are expected to be available to students via electronic means (email, virtual office hours, conferencing, etc.) during the term, and to respond to students within 72 business hours (3 days).

E. Instructional Design and Multimedia Support
Faculty engaged in online course delivery have instructional design and multimedia support 12 months a year.
1. Support is available through the eLearning Office; an instructional designer will partner with the faculty member during the course development process.
2. Workshops, online resources and one-on-one support are available, as is telephone, email and webinar support. Additionally, the Open SUNY Helpdesk also provides some technical support for faculty.

Appendix

A. Distance Learning Partnerships

B. Distance Learning Advisory Committee

C. OL/BL Course Development Plan

D. Standards Checklist for Course Reviews

E. Expectations of OL Faculty

F. Proctor Guidelines

G. Distance Learning Programs

H. Memorandum of Understanding for Course Development and Course Ownership

A. Distance Learning Partnerships

1. Director and DL Committee
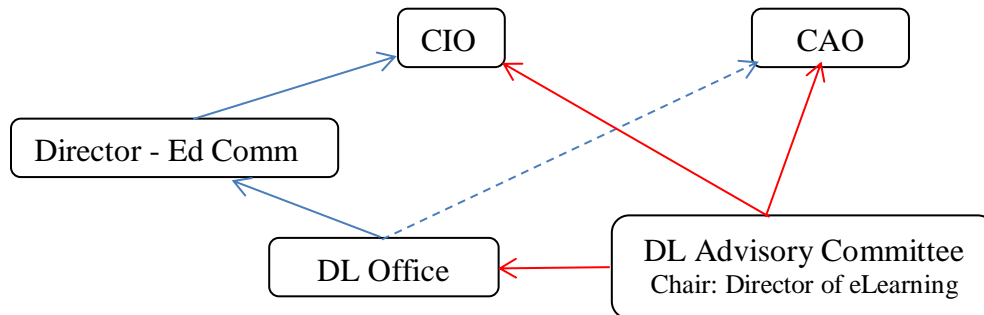
2. DL Partnerships at Upstate and with SUNY

Online & Distance Learning Staff Work With:	Academic Affairs
	Academic Deans
	Faculty Governance
	Faculty
	IMT Departments
	Library
	Student Affairs
	Students
	SUNY ITEC and SUNY Online

B. Distance Learning Advisory Committee (DLAC)

2019-2020 Members

College/Office	Member	Notes
Ed Comm, eLearning Dir. Ed Comm, Conferencing	Dr. Pam Youngs-Maher* Rachael Kim	20 Years of OL exp in SUNY 15+ Yrs Exp with Video Conf
College Of Nursing	Dr. Tammy Austin-Ketch Dr. Jennifer Vaughn	Dean, College of Nursing CON Faculty Member
College of Health Professions	Susan Graham*	Assoc. Dean of Distance Learning
College of Medicine		
College of Graduate Studies	Dr. Eric Olson*	Teaches GS DL Courses
Academic Affairs Office	Dr. Lauren Germain	Dir. Eval, Assmnt & Res.
Faculty Council, Academic Affairs Comm.	Virginia Young** Dr. Dale Avers	Library Faculty Chair, Fac Co Acad Aff Cm.
Finance Office	Dave Anthony	Represents CFO
Health Sciences Library	Wendi Ackerman*	Web/Online Resources
Student Affairs	Maryann Grandinetta	Academic Support

*Member since 2013 when the DLAC was formed.

** Left Upstate in 2019

c. Course Development Plan – Online Courses
Upstate Medical University (2020)

Faculty Member: _____   Course: _____

Meetings and Workshops/Content and Goals	Target Date
1. eLearning Director (eLrn Dir) meets with Faculty Developer Overview of course conceptualization and development Introduce development process (workshops, course reviews, etc.) Homework – Examine current syllabus including outcomes, assessment plan, etc. Cluster content into modules (titles, content) and draft course schedule.	

2. Introduction to Bb and Online Learning Workshop [as needed]
    Community of Inquiry, Research base for online courses
    3 Tiers of Course Development
    OSQCR – Rubric for Course Reviews
    Toolbox of technology for teaching online
Homework –
Work on Course Information (Syll, Sched., Rubrics, Exp.) and first 2-3 modules
Draft calendar, modules, learning activities, assessment items.	

3. Faculty member completes Modules 1, 2 and 3 in OL123.
   (course design, using interactive tools, Teams/Groups, Agents, media)
    Faculty member completes Course Info and M1 – Mx	

4. eLrn Dir provides instructional design feedback on: Course Information (Syllabus, Schedule, Rubrics, Expectations…) and Modules 1- Module X of the course	
5. Faculty and eLrn Dir meet (in person, phone or webinar) to discuss progress and any questions or areas where assistance is needed.	
6. Faculty completes development of Online Course (all modules, final Course Info docs, gradebook set up, graded activities built)	
7. Instructional Design partner completes Final Review of new/redesigned OL course (OSQCR from Open SUNY will be used)	
8. Course is deemed ready by eLearning and Chair/Dean for delivery. (If the course is not ready, faculty and chair will be informed)	
9. Online Course Management Workshop (as needed) (Bb management tools for discussions, assignments, grading, etc.)	
10. Final Count Down: - 1 week prior to go live, OL emails faculty and offers overview of support for new course while course is running; faculty member asked to email response - 5 Business Days prior to official start of term, course goes live - **eLrn Dir** communicates frequently with faculty during 1st term course is taught - **eLrn Dir** to hold review/feedback meeting with faculty at end of term.	

Signatures:

Date: Faculty:

Date: eLearning Director:

Date: Chair/Dean:

D. Standards Checklist for OL Course Reviews (2020)

Mechanics (scale = 1, Needs More Work; 5 = Exemplary)
Course review will offer observations from role of ID, student preview, "cheerleader"
Course review looks at course in LMS and as student, faculty encouraged to do same
The review will observe for - teaching presence   - academic honesty - social presence   - active learning
Professor Introduction – present, complete
Dated, welcome announcement/table of contents is in place
Check for font consistency on web, spacing of text on pages
Test hotlinks and attachments; provide link for Acrobat Reader if needed
Ensure that items function as appropriate - Discussion explains Question and process, links to Forum - Assignments, Journals, TurnItIn all function, appear in Grade Center - Groups, if used, are explained and limited tools are chosen
Foundation Elements
Welcome is welcoming, speaks to the online environment
Overview and outcomes are clear at the course level, and at the module level
Any document using info from other sources cites source and/or 'used w/ perm'
Syllabus and activities give clear picture of work, weight
My Expectations speaks to course, computer, response time (48-72 hrs), etc.
If course requires a lot of writing, reference to Writing Skills Center is clear
Req'd Material doc or section includes hotlink to college store if a text is required
Course Schedule is clear on activities, due dates, easy to read
Each Mod has "Your Responsibilities in Module X" in the title; Link to Schedule (In Course Info area) is available in mid to later modules
Directions for learning activities are clear, consistent with rubrics, Syllabus info
Module menu is consistent with schedule and course outline
Synthesis of Online Pedagogy
Active Learning – Students are told they are responsible for learning, invited to engage in activity Students are encouraged to read materials and then engage with content, others, etc.
Academic Integrity – Lesson is visible, with link to University policy on consequences in working condition Assignment on reading the policy/consequences is present, working Reference is made to policy or intellectual integrity when graded assignments are due
Teaching Presence – Expectations and directions are clear and help guide students through the course Faculty and/or students give overview of content, examine material in depth and share Learning activities allow students to teach each other (interact in discussions, peer grps)
Social Presence – Professor's personality is present in each module The Intro module invites/expects students to get acquainted with their classmates Discussions are part of the course, and weighted so that students participate Small group activities are used as appropriate
Value Added components – Course builds in multimedia, use of the internet, visually appealing, engages the learner

E. Expectations of Online Faculty

1. Faculty developer will meet with the Director of eLearning to map out a course development plan, listing steps involved (See Appendix C) and target dates for completion. The process is best started six months prior to delivery (i.e. teaching) the online course.

2. Faculty new to OL teaching will participate in a combination of face-to-face and online professional development experiences focused on teaching online in Bb (about 10 - 12 hours over 3 - 4 months).

3. Faculty member will complete at least 50% of the development of the course 3 months prior to the start of the course, allowing time for a course design review, and adjustments as needed.

4. The course will be reviewed for design, COI (Community of Inquiry standards) and functionality by the eLearning Office twice (see Appendix C). Suggestions will be shared for consideration by the faculty member; functionality issues will be flagged for changes prior to the start of the course.

5. A fully online course will open for students one week prior to the official start of the term (this is called the "go live" date). The students are invited to participate in ungraded activities in order to gain confidence and competence in the LMS tools chosen by the faculty member, prior to tuition liability dates.

6. BL, OL and IC faculty are expected to be available to DL students electronically (email, online, webinar) and to respond to DL student requests and questions within 72 business hours (3 days).

F. Upstate Proctor Guidelines and Forms

Any student enrolled in this course must have a proctor to supervise certain course activities or assessments (exam(s), lab(s), etc.). These guidelines and forms will be used by the student to assist him/her in securing an appropriate proctor. The proctor must be a person of good character with sound credentials. Possible proctors might include the head librarian at a public library, a minister or rabbi, a school counselor, a school/college administrator, or a representative from the military such as a testing officer. Unacceptable proctors include but are not limited to: family members, friends, direct supervisors, and other college students. The course instructor reserves the right to approve or disapprove all proposed proctors.

There are 3 forms to be completed for proctoring. The first is the **Proctorship Form**. It is for the student to complete and submit to the instructor. This form requires that the student give background information about the proctor candidate. The approval of this person as a proctor will be based on the information provided in this form. Please return this form to the instructor at least two weeks prior to the exam.

The second form outlines the **Proctor Guidelines**. This details all of the procedures a proctor must follow when administering the test and will be sent to the proctor with each course activity or assessment. If time allows, the guidelines can be sent by postal mail; if necessary, it can be emailed to the proctor.

The final form is the **Proctor Certification Sheet**. This form should be completed by the proctor when the activity or assessment is taken and mailed to the instructor along with the completed activity or assessment. This is simply to verify that the proctor was present during the administration of the activity or assessment.

You may wish to give a copy of the other two forms to your proctor so that s(he) is aware of our expectations. Appropriate forms will be sent to your proctor upon approval of the Proctorship Form.

Proctorship Form

Student Information:

Name:	Date:
Upstate Student ID Number:	
E-mail Address:	
Course(s) for which proctor will administer the activity or assessment:	

Proctor Information:

Name:	
Title/Position:	
Company/Organization Name:	
Company/Organization Address:	
Work Phone:	
Home Address:	
Home Phone:	
E-mail Address:	
Relationship to Student:	

To be a proctor, the above-named individual must meet at least one of the following criteria. Check all in the list below that apply to this person.

	Administrator of Educational Service -- School or District Org., (Public or Parochial)
	Dean, Academic Department Head, Extension or Correspondence Administrator, Registrar, or Official Testing Service of an Accredited University or College
	Education Officer (Armed Services Personnel Only)
	Full-time High School or College Instructor
	Librarian
	Member of the Clergy (i.e., Minister, Rabbi, Priest, etc.)
	Other (approved by instructor)

Please mail this form to:
Professor Name, Campus Address, Campus Phone = 315-464-xxxx

Proctor Guidelines

Important: The proctor function may not be delegated to another office, officer, or professional person without prior approval from the instructor of the course.

This form is to signify that you have been approved to proctor an activity or assessment [exam(s), lab(s), etc.] for [name of student] _____.

I appreciate your willingness to be of service to this student and to Upstate Medical University. The exam is in the sealed envelope that accompanies these guidelines. Please adhere to the following procedures when administering the learning activity or assessment:

1. If you do not personally know the student, please check his/her identity. Ask to see a driver's license or picture identification card.
   a. ___ Student Identity verified with following ID: _____
2. The questions are to remain under seal until the time appointed for the activity or assessment.
3. The activity or assessment should be conducted in accordance with the principles generally understood to be necessary for the convenience and comfort of the students taking an activity or assessment during an uninterrupted time period. X hours are needed.
4. The student should not be left alone while completing the activity or assessment.
5. The student must not have access to any books, notes, or reference materials, calculator or mobile device unless specified by me.
   a. Exceptions for this assessment: _____
6. Immediately upon completion of the activity or assessment, you should do the following:
   a. Confirm that the student has printed his/her name on the first page of the activity or assessment, and signed the Proctor Certification Sheet.
   b. Collect the activity or assessment from the student and place it in the postage-paid envelope provided by the student.
   c. Complete the Proctor's Certification Sheet and place it in the envelope. Seal it and mail promptly to:

<div align="center">

Professor Jane Doe
Name of Department
Upstate Medical University
750 East Adams Street
Syracuse, NY 13210

</div>

Proctor's Certification Sheet

Proctor's Name:	
Student's Name:	
Date of Test:	
Time Test Started:	
Time Test Finished:	

Student Verification Statement:

I, the above named student, hereby certify that I have completed this activity or assessment in complete accordance with the regulations stated in the Proctor Guidelines, and that no items such as books, notes, reference materials, or instruments, were utilized except those specifically authorized for use with the activity or assessment.

Student Signature	Date

Proctor Verification Statement:

I, the above named proctor, certify that the above named student did successfully complete the attached activity or assessment for Upstate Medical University under my supervision and in accordance with the regulations given on the Proctor Guidelines Form.

Proctor Signature	Date

Please mail this form to:

Professor Jane Doe – Name of Department – 750 East Adams Street, Syracuse, NY 13210

G. Distance Learning Programs

Program	Proposed	MSCHE Approval	SUNY Approval	SED Approval
1. Family Nurse Practitioner, MS or Advanced Certificate	2009		2009	2009
2. Family Psych/Mental Health Nurse Practitioner, MS or Advanced Certificate	2009		2009	2009
3. Respiratory Care, B.S.	2010		2010	2010
4. Medical Technology, B. S.	2011		2011	2011
5. Doctorate in Nursing Practice	2013	2014	2014	2015
6. Bachelor of Sci., Nursing	2016	2018	2016	2018
7. Medical Imaging Sciences, BPS	2019		2019	2019

H. Memorandum of Understanding

The following two pages were approved by the Distance Learning Advisory Committee in 2019. They were reviewed by the Chief Academic Officer and the Deans in 2020. Both MOU's were approved by Upstate Medical University Faculty Council in 2020.

The first MOU is for use with full and part time faculty. The second MOU is for use when the online learning course is developed as a work-for-hire.

Memorandum of Understanding (MOU) for Developing an Online Course
Full or Part Time Faculty

Course ID: _____ **Faculty:** _____ **Target Semester:** _____

Online degrees and courses are evaluated by numerous accreditation bodies, SED, and SUNY. This MOU communicates a succinct framework for online course development that outlines responsibilities for course completion in order to meet the standards spelled out by MSCHE and SUNY. ***Course ownership is governed by The Policies of the SUNY Board of Trustees, Article XI, Title J.***

Faculty Responsibilities:

- Provide the syllabus and draft course schedule to the eLearning Director.
- Collaborate with the eLearning Director in charting the course development plan, professional development experiences, course review milestones, and course completion date.
- Meet regularly with an instructional designer to review progress according to the milestones in the course development plan and complete the course by the agreed upon deadline.

eLearning Responsibilities:

- Provide faculty development in online pedagogy and the Learning Management System (LMS).
- Jointly develop and manage the course development plan/schedule with the assigned faculty member that provides professional development and course development milestones.
- Meet regularly with the faculty to review development progress on the milestones agreed on in the course development plan. Inform department chair of changes to the delivery schedule.
- Provide ongoing assistance when needed during the first term teaching.

Development of courses that directly support the delivery of fully online degree programs (courses within a registered online degree program that are core, cognates, defined electives, and Gen Ed courses) are priorities. In the interest of program continuity/sustainability, the faculty developer is invited to opt-out of sole ownership of the Intellectual Property rights of the course, and to willingly share his/her IP/Copyright course and materials with colleagues at Upstate Medical University.

Faculty member maintains IP/copyright to the course s/he developed ***and*** has chosen:
___ **Yes**, I am willing to share the course with other colleagues at Upstate Medical University.

___ **No,** I am not willing to share my course with others.

The course offering will be approved upon the agreement of the faculty course developer, the eLearning Director, and the Chair and/or Dean as appropriate. If the course is not developed according to the timeline in the project plan, or does not meet the quality standards, the Director of Distance Learning will inform the faculty and the appropriate Chair or Dean. A decision on whether to run the course will be made by these parties after they review the course. At any time, the Chair or Dean or can be invited into the virtual classroom.

Date: Faculty Signature:

Date: Chair/Dean:

Date: Director of Distance Learning:

Memorandum of Understanding (MOU) for Developing an Online Course Work For Hire

Course ID: _____ **Faculty:** _____ **Target Semester:** _____

Online degrees and courses are evaluated by numerous accreditation bodies, SED, and SUNY. This MOU communicates a succinct framework for online course development that outlines responsibilities for course completion in order to meet the standards spelled out by MSCHE and SUNY. ***Course ownership is governed by The Policies of the SUNY Board of Trustees, Article XI, Title J.***

Faculty Responsibilities:

- Provide a syllabus and draft course schedule to the eLearning Director.
- Collaborate with the eLearning Director in charting out the course development plan, professional development experiences, course review milestones, and course completion date.
- Meet regularly with an instructional designer to review progress according to the milestones in the course development plan, and complete the course by the agreed upon deadline.

eLearning Responsibilities:

- Provide faculty development in online pedagogy and the Learning Management System (LMS).
- Jointly develop and manage the course development plan/schedule with the assigned faculty member that provides professional development and course development milestones.
- Meet regularly with the faculty to review development progress on the milestones agreed on in the course development plan. Inform department chair of changes to the delivery schedule.
- Provide ongoing assistance when needed during the first term teaching.

Courses that directly support the delivery of fully online degree programs (courses within a registered online degree program that are core, cognates, defined electives, and Gen Ed courses) are priorities. In the interest of program continuity/sustainability, the development of the course identified above is planned as a "**work-for-hire**." The faculty developer agrees to receive a stipend of $_____ for developing the course for online delivery, and agrees to willingly share his/her IP/Copyrighted course and materials with Upstate colleagues.

Faculty member maintains IP/copyright to the course s/he developed ***and*** agrees to share the course:
___ **Yes**, I am willing to share the course with other colleagues at Upstate Medical University.

Course Review and Course Access:

The course offering will be approved upon the agreement of the faculty course developer, the eLearning Director, and the Chair and/or Dean as appropriate.

If the course is not developed according to the timeline in the project plan, or does not meet the quality standards, the Director of Distance Learning will inform the faculty and the appropriate Chair or Dean. A decision on whether to run the course will be made by these parties after they review the course. At any time, the Chair or Dean or can be invited into the virtual classroom.

Date: Faculty Signature:

Date: Chair/Dean:

Date: Director of Distance Learning: