

CCTL Guidelines for New Course Development and Evaluation

ONLINE INSTRUCTION GUIDELINES

MP: red

KD: Blue

I Definition

The Callas Center for Teaching and Learning (CCTL), 3rd floor Bush Hall, supports virtual learning design and development at SUNY Delhi, including (but not limited to): fully online, blended, and flipped learning courses, formal and non-formal education, non-traditional uses of the LMS, COIL courses in the MOOC, and faculty support and training.

Online (asynchronous) Instruction includes courses which can be taken by a student and given by an instructor from any location with a broadband internet connection and which do not require the student to be online at a certain time of day, with no requirement for face-to-face contact. An exception may be made for proctored testing or special instances due to course content and design. The design, development, and delivery of online courses involves pedagogy, strategies and technologies which may vary drastically from traditional classrooms.

II Procedures for New Online Course Development

Faculty members (adjunct or full-time) who wish to develop and/or teach an online course must follow the following procedures:

1. A written proposal may be submitted for approval by the program faculty and Division Dean according to the Curriculum Committee Guidelines. Courses proposed for online delivery will also require approval of the Curriculum Committee or approval of a pilot course by the Provost, before the course is taught.
2. Faculty members may consult with members of the eLearning support team in the Callas Center for Teaching and Learning (CCTL), 3rd floor, Bush Hall [Probably need a comment here on a general phone/mail for remote folks](#) . These members include two instructional technologists and one instructional designer, who can all review proposed online course content with a faculty member and make suggestions for technology use and design considerations. (Deadlines for new courses: January 15 for Fall courses, April 15 for J-Term courses, August 15 for Spring courses, December 15 for Summer courses)
3. The instructor will contact the [Coordinator \(this is unclear - Coordinator of OL learning?\)](#) upon approval [\(of the course?\)](#) by the Curriculum Committee (Timeline: within 2 weeks of receiving the approval) or Provost.
4. Upon notification [\(do you mean approval?\)](#) by the Curriculum Committee or Provost, the the faculty member may contact the CCTL team about information on course development and training. (Timeline: recommended within 2 weeks of receiving approval)
5. [I think 3 and 4 might be combined or stated differently](#)
6. If this is the first online course proposed by the faculty member, it is recommended that he/she complete the required training described below. Training can be taken in conjunction with the development of the online course.
7. The faculty member ~~will~~ [may choose to collaborate](#) ~~work in conjunction~~ with the CCTL team for ~~all~~ online course development and agreed upon design revisions until the course is ready for delivery. It is recommended that a first draft of the course should be prepared and shared with the CCTL Instructional Designer a minimum of 1 month prior to the start of the semester in which the course will be taught online, and revisions should be ready a minimum of 2 weeks prior to the semester in which students will begin taking the course online.
8. All course development must be [the original work of](#) ~~with~~ the faculty member [who is designing the course](#). The College does not wish to, nor will it, defend copyright infringements. Faculty can obtain permission from original authors and artists for media, text, and videos used in the course. The CCTL team can aid the faculty member in learning this process.
9. Course developers who wish to use the public access MOOC should contact CCTL staff for assistance. Such instances would include marketing demonstration courses, Collaborative Online International Learning (COIL) courses, and professional development trainings.

III Training Requirements for New Instructors

Prior to teaching online for the first time, ~~the faculty member~~ it is recommended that the ~~faculty member~~ [faculty member](#) ~~to~~ attends training sessions on virtual learning design and delivery. Training is online and asynchronous. This training will provide faculty with pedagogical [approaches for online teaching](#) ~~training~~ and will familiarize them with Moodle/Vancko Hall (or any other approved college platform). Training sessions can also be conducted in-person [or via Zoom](#) upon request. It is recommended that all training sessions be completed during the term prior to the first semester teaching online.

IV Training for Experienced Instructors

Active online instructors are strongly encouraged to attend at least one professional development seminar or staff development workshop, conducted or sanctioned by CCTL. These seminars will focus on pedagogy and the [learning management](#) platform, rather than [being](#) discipline focused.

For courses in which students and/or the faculty member are experiencing difficulty (e.g. low retention rates), the Manager of Online Education will work with the instructor to enhance ~~the~~ aspects of the course that need improvement.

V Ownership of Course Content

When an instructor is paid to develop an online course, SUNY Delhi reserves the right to future use of the archived course, as well as ~~to~~ [having](#) other instructors teach using the online course materials. The original Course Developer shall retain the right to access and utilize any of the material included in the online format at any time in the future, regardless of whether they are currently teaching the course. until they separate from the College.

VI Online Course Evaluations

Administration of anonymous student evaluations for each class and instructor will follow the current policy for evaluations as approved by the Provost in conjunction with current labor/management agreements.

Deans and/or their designee will also evaluate the class by logging on and observing the class. When possible, evaluators should be faculty who have online teaching experience. Class evaluation by dean and/or designee will normally be scheduled for every other year. **with exceptions in divisions /department that adhere to accreditation standards and outcomes.**

VII Online Development Standards

PURPOSE: The purpose of the Online Development Standards for online course design at Delhi is to provide a set of guiding principles for instructors who teach online. The standards focus on learning outcomes, elements that comprise guidelines for quality online instruction.

GOAL: The goal of distance education is to provide instruction, resources, and technical support to enhance learning and improve student outcomes. The shared use of a common technical infrastructure and course delivery will enable students to complete all or part of the requirements for a degree or certificate program, or to achieve specific learning objectives in a learner-centered environment supported by distance learning technologies.

To ensure that all distance education learning activities meet the stated goal and to maintain quality and consistency among online courses, the elements of an online course and instructional quality guidelines for instructors who develop and/or teach online courses are provided below:

- The majority (if not all) of the course requirements and instructor-student communications are completed using the Internet.
- Activities normally described as on-campus are limited or not required as pertains to the class. However, student support services are provided to online students as they are to face-to-face students, such as library services, help desk, and the Learning Center support.
- It is recommended that the course utilize a template approved by the CCTL instructional designer. This template will provide the basic underlying structure of a course to establish a consistency among courses. Instructors can then edit the course content to fit their needs. The template would include an orientation to the tools used in online courses.
- Courses should contain course name, number, start/end dates, and instructor's contact information and office hours, which could be in a "START HERE: Course and Instructor Information" area, with syllabus, course information, instructor contact information, and policies - as required by the Quality Matters rubric.
- Unused tools should be hidden or deleted.
- Courses should contain an Orientation:** A tour of the online learning environment which goes over each tool that will be used in the course, showing navigation and how to get around in the Learning Management System. Faculty are welcome to use the Student Orientation to Moodle course created and managed by CCTL. It is found on the main page of Vancko Hall and all students and staff may self-enroll into it. **Mention program required orientation here**
- All courses will use the SUNY Delhi Uniform Course Syllabus which must be included within the course, and includes:** Course objectives and the measurement criteria for each course objective
 - Minimum requirements such as attendance at on-campus sessions, written assignments, examinations, grading criteria, etc.
 - Technical requirements such as Internet access, browser, plugins, computer capabilities, etc.
 - Required texts/readings.
 - Detailed information concerning assignments and due dates.
 - Dates of required examinations.
 - Detailed information on how to contact the instructor (e-mail, fax, telephone, instant messaging, etc.). **We do not add this to the syllabus, it is posted in a start here tab in the course.**
- All downloadable documents will be in a file format accessible to all types of computer users (RTF, PDF, etc. as opposed to DOC)

Interactivity: Students should be involved in a variety of activities that involve the student in interactive exchanges between other students and between the student and the teacher. Interactive involvement should constitute a significant portion of the course structure. Student interactivity in a three-credit online course should be equivalent to at least 45 hours of face-to-face classroom discussion. For example, having the students post and reply in the discussion forums on at least 3 days of the week can match the attendance to 3 1-hour lectures they would have done on campus. Interactivity in an online course can be accomplished in one or more of the following ways: **these would be examples, there are others**

- Threaded Discussion. A discussion is started around a topic and the participants respond to the topic and to comments made by the others.
- Instant Messaging - either within an LMS or using a common instant messenger
- Learning Management System internal mail - such as an internal mail messaging
- E-mail. A critical component for private communications between students and faculty and for delivery of written assignments, critiques and testing.
- Chat Room. (A synchronous activity): students are required to join and participate together at a fixed time.
- Other. Audio message board, blogs, wikis, recorded lectures, podcasts, voice mail, telephone, interactive whiteboard, collaborative group activities using any previously mentioned technologies.

Presentation Strategies: online courses need to be multi-modal by design and should contain more than one of the following instructional methods:

- Text lessons with supporting images and/or charts, tables, graphs as well as corresponding audio.
- Videotaped Elements. Video elements may be produced to support a course or copyrights secured to allow the use of commercial materials. Videotaped materials can be distributed to students via the internet as part of the course package. Video elements need to be captioned and copyright restrictions must be observed and followed. Instructors can create their own videotaped elements or screencasts using screen-recording software.
- Interactive Elements. Activities that involve computer-assisted instructional elements or multi-media presentations can be included; however, both delivery and development must be considered. Size should not be too large and the presentation must be in a format that is accessible to all.
- Text presentations (such as PowerPoint) should include audio narration.
- Audio Materials.
- External Links - including guided learning activities and assessments
- Textbooks and Study Guides. Texts with a unifying study guide, either electronic or printed, can be a core part of any distance education course. Electronic publishing or text information is an alternative to hard copy distribution. Copyright restrictions must be observed and followed.
- Courses are designed to require students to engage in analysis, syntheses, and evaluation as part of course and program requirements.
- Learning activities are designed to fit teaching/learning requirements and clearly defined learning outcomes.
- Course content, instructional methods, technologies and context complement each other.
- Outcomes address content mastery and increased learning skills.
- Students with skills in subject matter, instructional methods, and technologies work collaboratively to create learning opportunities. **not sure what this means**
- Instructional offerings are evaluated on a regular basis for effectiveness; evaluation results are utilized for improvement. **assessment**
- Classroom materials developed by third parties, such as publishers or course cartridges, will be evaluated by the same standards as materials developed by system instructors.

Teaching/Learning:

- Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways including voice-mail and /or email.
- Feedback to student assignments and questions is constructive and provided in a timely manner.
- Students are instructed in the proper methods of effective research, including assessment of the validity of resources.
- Students understand expectations of learner activities.
- Assessment **replace with Evaluation** methods used are appropriate to the course and learning methods employed.
- The learning experience is designed and organized to increase the learner's control over the time, place, and pace of instruction.
- Learning activities and modes of assessment are responsive to the needs of individual learners.
- Learners have easy access to up-to-date grade info using an online gradebook.
- General education courses must have assignments that can be used to assess the extent to which students have satisfied gen ed outcomes.
- Instructor must send a "Welcome Letter" to all enrolled students containing information about logging on and required course materials at least two weeks prior to the start of the course. A sample welcome letter will be located on the **DOE (What is DOE?)** web site. **New students receive this along with a phone call from advisor but I do not believe we do this other than a welcome that students view when course is opened.**

Accessibility: The college will be responsible for acting in a timely manner to make curriculum, materials, or other resources used in an online course available to students with disabilities, unless doing so would significantly alter the nature of the instructional activity.

- Print Material. Provide alternatives to print material including Braille, large print, audiotape, digital sound files and e-text.
- World Wide Web. Content developers should make content understandable and navigable. This includes making the language clear and simple as well as providing understandable mechanisms for navigating within and between pages. Providing navigation tools and orientation information in pages will maximize accessibility and usability. Not all users can make use of visual clues such as image maps, proportional scroll bars, side-by-side frames, or graphics that guide sighted users of graphical desktop browsers. Users also lose contextual information when they can only view a portion of a page, either because they are accessing the page one word at a time (speech synthesis or Braille display), or one section at a time (small or magnified display). Without orientation information, users may not be able to understand very large tables, lists, menus, etc.
- All courses should be designed for compliance with Section 508 accessibility regulations
- Videos should have transcripts and/or subtitles.

Institutional Support

How Online Education is supported at SUNY Delhi:

An overall plan of institutional support must be in place, with separate responsibilities carried by the eLearning support team in the Callas Center for Teaching and Learning. Technology, course development, course structure, student support, faculty support, and program evaluation are all critical parts of the online instructional environment that must be addressed and supported by:

Institutional Support

- SUNY Delhi has a documented technology plan - including current and future plans for infrastructure, networking, wireless access, email and communications, Learning Management Systems, telecommunications, student information services, servers, classroom technologies, etc.
- The technology delivery system is as fail-safe as possible.
- A centralized system provides support for building and maintaining the distance education infrastructure.

CCTL Technology

- CCTL will ensure that coordination of online learning activities is consistent with the overall mission of the college, and that policies regarding online education are integrated into the college's overall policy framework.
- CCTL will, in collaboration with the college, develop a plan that ensures the financial and administrative commitment to maintain online learning programs through completion, and to support faculty and learner services necessary to ensure a successful learning environment.
- CCTL will work in collaboration with other college services to ensure that administrative and student support systems such as registration, advising and assessment, are compatible with learning delivery systems that provide a successful learning environment.
- CCTL will facilitate research and development of online education and will maintain a systematic evaluation of the content, process, and support systems involved in distance learning activities.
- CCTL will work with the college to ensure that every effort is made to utilize the best available resources for supporting online education professional development for faculty and support staff.
- CCTL will continue to ensure that policies, management practices, learning design processes, and operational procedures for distance learning are regularly evaluated for effectiveness and currency.

College Support Systems

- CCTL initiatives are backed by a system-wide commitment to quality and effectiveness in all aspects of the learning environment.
- Technologies and learning systems employed assure the integrity and validity of the information shared in the learning activities and ease of use by the learners.
- Technology systems are fully accessible, understandable to learners, and can support the learning goals.
- The technologies used for learning, through training, assist learners as well as faculty and staff to understand their etiquette, as well as to acquire the knowledge and skills to manipulate and interact with them and to understand the objectives and outcomes that the technologies are intended to support.
- The technology meets the needs of the learners and learning facilitators for presenting information, interacting within the learning community, and gaining access to learning resources.
- Participating divisions will work to ensure that the realization of learning outcomes will be consistent for both distant learners and on-campus students.

Course Structure

- Students are advised about online learning so they can determine if they
 - Possess self-motivation and commitment to learn at a distance
 - Have access to minimal technology required by course design
- Students are provided with supplemental course information that outlines course objectives, concepts and ideas. Learning outcomes for each course are summarized in a clearly written, straightforward statement.
- Students have access to sufficient library resources that may include a virtual library accessible through the Internet.
- Faculty and students agree upon expectations regarding time for student assignment completion and faculty response.

Student Support **Some items here that address effectiveness of other department, this goes beyond course development**

- Students receive information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services. **Students access via website**
- Students are provided with hands-on training and information to aid them in securing material through electronic databases, interlibrary loans, government archives, news services, and other sources.
- Throughout the duration of the course/program, students have access to technical assistance, including detailed instructions regarding the electronic media used, practice sessions prior to the beginning of the course, and convenient access to technical support staff.
- Questions directed to student service personnel are answered accurately and quickly, with a structure system in place to address student complaints.
- Support systems are reviewed regularly to ensure their currency and effectiveness.
- Distance learning opportunities are available to learners through a variety of fully accessible modes of delivery and resources.
- A learner support system to assist the learner in using the resources is provided. This system includes technology and technical support, site facilitation, library and information resources, advising, counseling, and problem-solving assistance.
- Course development models and support services consider the needs of the learner in relation to the learning mode(s) used and make provision for delivery of appropriate resources based on the design of the learning activities, the technology involved, and the needs of the learner.
- Access to support services, such as scheduling, registration and library resources, is convenient, efficient, and responsive to learner needs as well as consistent with the aim of providing learning at a distance.
- Distance learning activities provide to the learner all information pertinent to the learning opportunity, such as course prerequisites, modes of study, evaluation criteria and technical needs.

Faculty Support

- Technical assistance in course development is available to faculty, who are encouraged to use it.
- Faculty members are assisted in the transition from on-campus classroom teaching to online instruction, and are assessed during the process.
- Instructor training and assistance continues through the progression of the online course.
- Faculty members are provided with written resources to deal with issues arising from student use of electronically accessed data.

Evaluation and Assessment **I agree good design should lead to good outcomes but the assessment process is driven by the department /division and guided by the assessment committee. Accreditation bodies are however are looking for institutional effectiveness, so a question that may be posed to CCTL as a unit (middles states, others) is how do you measure your effectiveness/outcomes (metrics)? Not necessarily directly related to this documents but those questions will come up in the future.**

- The program's **I am not sure what program means** educational effectiveness and teaching/learning process is assessed through an evaluation process that uses several methods and applies specific standards.
- Data on enrollment, costs, and successful or innovative use of technology are used to evaluate program effectiveness.
- Intended learning outcomes are reviewed regularly to ensure clarity, utility and appropriateness.
- Distance learning programs organize learning around demonstrable learning outcomes, assist the learner to achieve those outcomes, and assess learner progress by reference to those outcomes.
- Course design enables individual learners to help shape learning outcomes and how they are achieved.
- Learning outcomes are described in observable, measurable, and achievable terms.
- Instructional design is consistent with and shaped to achieve the intended learning outcomes.
- Online learning technologies and delivery systems are used in a way that facilitates the achievement of intended learning outcomes.
- Learning outcomes are assessed in a way that is relevant to the content, the learner's situation, and the distance learning systems employed.
- Assessment of learning is timely, appropriate, and responsive to the needs of the learner.

Sources:

Quality Matters Rubric - <https://www.qualitymatters.org/>

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