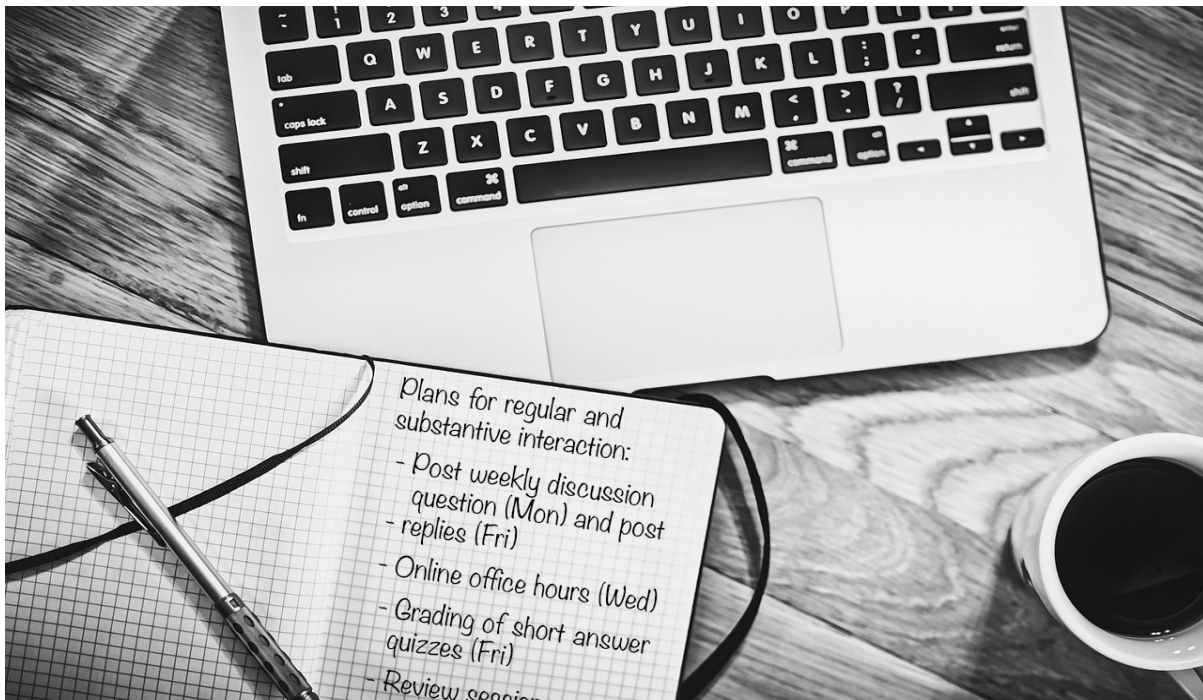


Suffolk County Community College
Distance Education Committee
Distance Education
Policies
&
Procedures



Introduction

The Distance Education Committee (DEC) has developed this Policies & Procedures Guide to help faculty and administrators understand some general guidelines as well as policies and procedures pertaining to distance education (DE) courses at Suffolk County Community College.

Some of the policies and procedures described here come directly from provisions in the [Faculty Association contract \(Appendix J\)](#). Others have been developed by DEC and approved by administration.

While we've made every attempt to be thorough in addressing the most common issues relating to distance education at SCCC, this guide is not intended to be exhaustive. Questions about particular issues should be directed to the Center for Innovative Pedagogy, your campus governance rep to DEC, or to the FA rep to DEC (see contact info on page 21).

last update 28 March 2023
pending DEC approval

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DE Modalities

Faculty have different preferences, strengths, and needs when it comes to how they teach best—just like students regarding how they learn best—so we have five course modalities at SCCC, four of which are distance education modalities, which differ based on two factors:

1. **Time requirements:** Are there any specific days and times when instructors and students are mandated to be present in person (in a physical classroom, lab, or other location) or from a distance (by videoconferencing software like Zoom or Teams)? E.g., do I have to be in a classroom every Mon/Wed from 9:30-10:45 am? Or do I have to be logged into a Zoom meeting every Mon from 6-8:45 pm?
2. **Location requirements:** Are there any specific days and times when instructors and students are mandated to be physically present on campus or other college-designated site? E.g., do I have to be at Ammerman in a specific classroom every Tue/Thu from 1-2:15 pm? Or at a nursing clinical at a local hospital at specific times?

The chart below depicts the five SCCC course modalities, with courses that always meet in person on the left and courses that never meet in person on the right. Select the best modality that suits your teaching strengths as well as each course’s learning outcomes, type, and level.

Fully In Person (Traditional)	Blended	Sufflex	Real Time Online	Fully Online
Fully in person (traditional) classes meet on campus or on site on specific days & times, like MW 9:30-10:45 or TR 2-3:15. You may use Brightspace to provide materials to students and for them to submit assignments.	Blended classes meet on campus/on site on designated days & times and students do the rest of their coursework remotely. The online portion may be done in Brightspace or, for some classes, via video-conference (such as Zoom).	Sufflex means students register to meet for the duration of the semester <i>either</i> on campus <i>or</i> via videoconfer-ence. Course-work happens in Brightspace. Faculty and on-campus students meet in the classroom at all designated days & times.	Real-time online classes meet on specific days & times like MW 9:30-10:45 or TR 2-3:15—but not on campus. They require you to meet with your class virtually via videoconfer-ence (such as Zoom), and you’ll use Brightspace for all coursework.	Fully online classes don’t meet on site or at any specific times. Course-work happens in Brightspace on a regular, frequent schedule, with deadlines, but there are no live lectures or times when you meet with your class virtually or on campus.

College Distance Education Committee (DEC)

The FA contract delineates the membership of the college Distance Education Committee (DEC), and the current membership is on page 22 of this guide.

- Two elected faculty representatives from each campus, at least one of whom has experience with or involvement in DE delivery
- One Faculty Association representative
- The Associate Dean of Instructional Technology*
- One College Executive Dean/Campus CEO**
- One Multimedia Instructional Designer (MID) appointed by the College
- One representative of the Continuing Education Office selected by the President of the College.

** Current title is Dean of Distance Ed*

*** Executive dean or designee*

In addition, the FA contract identifies DEC's charge:

1. Establish guidelines to determine the level of technological proficiency required by a faculty member to teach in DE formats
2. Make recommendations as to which courses/programs are academically appropriate for online delivery
3. Ensure that established DE procedures (e.g., course proposals) are followed properly and fairly
4. Develop support services, professional development and training opportunities for faculty
5. Make recommendations to the College concerning changes in available technology, support services and training opportunities
6. Recommend policies regarding privacy, security and surveillance of electronic work activities as they affect DE, such as email, Internet access, usage, etc.
7. Recommend policies regarding workload issues.

Thus, DEC is an advisory body focused on recommending DE policies and procedures to the VP for Academic Affairs. The committee meets once a month, typically on the first Thursday, during the fall and spring academic semesters.

Another role of DEC is managing requests to develop new courses to be taught at the college in one of the DE modalities as well as to oversee requests for assignment to existing DE courses. DEC is concerned with helping to ensure that SCCC offers DE courses of the highest academic quality.

Departmental Distance Education Committees (dDEC)

Each department or area at SCCC should have its own distance education committee.

Each dDEC may be a committee of the whole, with all members of the department serving, or it may consist of a proportion of department members (s)elected by the department. Either way, the academic chair must be a voting member.

Each dDEC is charged with reviewing and voting on the following DE course proposals:

- All Course Development Forms by new and provisionally certified as well as certified DE faculty
- Course Assignment Forms by new DE faculty only

When reviewing DE course proposals, the dDEC should consider the following:

- Department or area need for the course based on student demand
- How the course will affect on-campus enrollment
- Department or area decisions regarding whether the course is appropriate for the DE format
- Merits of the proposal: This includes the attached course outline; the dDEC should look to ensure that it adheres to the basic expectations for any course outline. College policy mandates the following information is included on all course outlines—see the official SCCC Course Syllabus Policy on pages 23-26 of this guide.
 1. Instructor name
 2. SCCC email address
 3. Office hours and other contact info (as appropriate)
 4. Official course name and CRN
 5. [Official course catalog description and learning outcomes](#)
 6. Required textbooks and supplementary materials
 7. Grading policy
 8. Weekly topics and assignment schedule
 9. Attendance policy and religious observance policy
 10. Academic integrity/plagiarism policy
 11. Services for students with disabilities

Departments and areas also have the right to make other determinations specific to distance education, as explained on the next page (Course Development), and these determinations may be delegated to the dDEC.

Course Development

The following rules apply to the development of DE courses. Course development is recognized as either creating a new course or as converting or adapting an existing course to a DE format.

As per the FA contract, departments do the following:

- Determine which existing courses are appropriate to be offered in a DE format
- Initiate the approval process for new DE courses within the discipline
- Determine how many DE courses can be offered each semester.

Such determinations are to follow existing college course offerings, development, and approval processes. Therefore, as noted previously, we strongly encourage each department to establish its own DE committee (dDEC). This can be a separate committee or it can be a committee of the whole.

New as of spring 2023, faculty and departments have the option to propose DE courses on a one-year pilot basis. This is to give departments an opportunity to try specific courses in a specific DE modality, such as blended or fully online, and do some internal analysis of its effectiveness. After the two-semester pilot, the department can then decide if they wish to propose that course to be certified for a DE modality on a permanent basis (at which time the course would then need to go through the existing DE Course Development process).

During the Course Development proposal process, academic chairs are required to notify their counterpart chairs on the other two campuses that a new course is being proposed for DE delivery. To better ensure that the Distance Education Committee has a collegewide perspective on newly proposed DE courses before their vote, the other two chairs may choose—but will not be required—to send any feedback about the proposal to the Distance Education Committee.

Course Assignment

The following rules apply to DE courses with regards to the assignment.

This language was negotiated in the FA contract to keep academic faculty at the center of our DE program and to ensure that all faculty have equal opportunity to develop and teach DE courses at SCCC.

1. No faculty member can be required to teach a DE format course.
2. Assignment to teach a DE format course is based on a faculty member's request, proficiency that is either demonstrated or certified, and seniority.
3. For the purposes of assignment and seniority, DE courses are treated as special topics courses and follow the existing college procedures for the assignment and duration of such assignments.

This means that if more than one faculty member in a discipline new to DE requests to teach an existing course in a specific DE modality, the most senior faculty member making the request will initially be assigned the course for a period not to exceed two semesters.

At the end of these two semesters, the next most senior faculty member making the request will be given the assignment. When all faculty members in a discipline have been given the opportunity to use a DE format, the future assignments for DE formats will be based on seniority.

This assignment process applies to both full-time and adjunct faculty equally.

4. Synchronous and asynchronous DE courses will not be rebroadcast without the expressed written approval of the faculty member who taught the course.

The college will not sponsor a DE course offered by any other institution or provide a reception site for any course that would compete with a course currently being taught and/or listed in the college catalog.

The college previously had a policy stating that a faculty member must have taught a course on campus before it could be taught online; this policy is no longer in effect.

Procedures for Requesting a DE Course

for all faculty requesting to teach a course that is NOT currently offered via their chosen DE modality at SCCC

Note: If you wish to develop and teach an entirely new course (i.e., one that isn't currently in the college catalog, including special topics courses), you must first propose the new course through [existing college governance procedures](#), then propose it as a DE course following the Course Development process described below.

1. The faculty member submits a Course Development Form and a syllabus (revised for the desired DE modality) to the department or area DE committee (dDEC). Faculty may only submit one Course Development Form per semester.
2. The proposal is reviewed by the dDEC in consideration of the following:
 - Department need for the course based on student demand
 - How the course will affect on-campus enrollment
 - Department or area decision regarding whether the course is appropriate for the DE format
 - Merits of the proposal: This includes an attached syllabus revised for the DE modality. The dDEC should look to ensure that it adheres to the basic expectations for any syllabus as established by the VP for Academic Affairs (see pages 23-26), including [current SCCC course description and student learning outcomes for the course](#), an attendance policy appropriate for the DE modality, and the mandatory SCCC syllabus policies: attendance and for religious observance, academic integrity, and services for students with disabilities.
3. The dDEC holds a vote. The faculty member is notified in writing by the dDEC of the acceptance or rejection of the proposal. If rejected, the chair will provide the faculty member with a written response explaining the reasons for rejection. If it is rejected on the basis of merit, the faculty member has the right to revise and resubmit in a future semester.
4. If approved, the academic chair or area supervisor signs the form.
5. The Course Development Form is forwarded to the campus technology administrator and the campus executive dean for approval review, signatures, and filing. If approved it goes to DEC for a vote by the established semester deadline then, if approved, DEC submits the proposal to the Vice President for Academic Affairs.
6. If approved by the VP for Academic Affairs, CIP contacts the faculty member. If they are new to DE, they will enroll in the eLearning Academy and the faculty member is guaranteed the course for two semesters (these do not have to be consecutive).
 - Provisional DE faculty may not submit a new Course Development Form until the completion of those two semesters.
 - DE faculty may submit a new Course Development Form during the second semester.

Procedures for Requesting a DE Course

for new and provisionally certified DE faculty requesting to teach a course that has been offered via their chosen DE modality at SCCC

1. The faculty member submits a Course Assignment Form and a syllabus revised for the desired modality to the department DE committee. New and provisionally certified DE faculty may only submit one Course Assignment Form per semester.
2. The Course Assignment Form and course outline are reviewed by the department or area DE committee (dDEC). The dDEC will consider the following:
 - Merits of the proposal: This includes an attached syllabus revised for the DE modality. The dDEC should look to ensure that it adheres to the basic expectations for any syllabus as established by the VP for Academic Affairs, including [current SCCC course description and student learning outcomes for the course](#), an attendance policy appropriate for the DE modality, and the mandatory SCCC syllabus policies: attendance and for religious observance, academic integrity, and services for students with disabilities.
3. The dDEC holds a vote. The faculty member is notified in writing by the dDEC of the acceptance or rejection of the proposal. If rejected, the chair will provide the faculty member with a written response explaining the reasons for rejection. If it is rejected on the basis of merit, the faculty member has the right to revise and resubmit in a future semester.
4. If the chair approves and signs, the Course Assignment Form is forwarded to the campus technology administrator and the campus executive dean for approval review, signatures, and filing. If approved it goes to DEC for a vote by the established semester deadline then, if approved, DEC submits the proposal to the Vice President for Academic Affairs.
5. If approved by the VP for Academic Affairs, CIP contacts the faculty member the faculty member regarding enrollment in the eLearning Academy. The faculty member is guaranteed the course for two semesters (these do not have to be consecutive).
 - The faculty member may not submit a new Course Development Form until the completion of those two semesters.

Procedures for Requesting a DE Course

for currently DE certified faculty (i.e., previously certified faculty who have taught online for at least two semesters*) requesting to teach a course currently offered via their chosen DE modality at SCCC

1. No forms are necessary. Currently DE certified faculty request courses via the current preference sheet, adjunct preference sheet, and/or overload system.
2. Courses are assigned on the basis of seniority, except or unless the course is being taught by a new or provisionally certified DE faculty member.

** This includes faculty who have prior experience teaching DE courses at another institution, if they have been officially certified by CIP.*

First-time Development Compensation

The following rules apply to DE courses with regards to compensation for developing a DE course.

The first time a faculty member is selected to teach an online or hybrid course, they will receive three (3) credit hours of either release time or overload compensation the semester prior to the DE assignment for the purposes of training and/or course modification. Such training includes proficiency training for the DE format of the course.

Faculty should indicate preference for either overload or release time on the Course Development Form or Course Assignment Form.

Under the Faculty Association contract article V.D.5, up to \$10,000 per year of the total amount allotted to Faculty Development and Retraining Leaves is set aside for faculty members to take courses pursuant to each applicant's plan to teach or develop DE courses. Tuition for courses taken for this approved purpose will be reimbursed at the 100% level.

Course Load

The following rules apply to DE courses with regards to how many classes a faculty member may teach fully online or hybrid in any given semester.

- Faculty can teach up to 40% of their normal load (typically 2 sections for a total of no more than 8 credits).
- There are no restrictions on overload or adjunct load.
- In extraordinary circumstances, and only with the approval of the campus executive dean and the Faculty Association, a waiver may be granted for a given semester.

Online Office Hours

Faculty are allowed to substitute one of their weekly on-campus office hours to be held virtually.

Faculty who do so should make themselves available to their on-campus students via email, videoconference software, or other technological means as well as to their distance ed students.

Faculty may not hold their online office hours at the same time as one of their on-campus office hours.

Intellectual Property Protections for Faculty

The following rules apply to DE courses with regards to intellectual property. Faculty (individually or as a team) who convert or develop alternative delivery instructional materials for a course, part of a course or other instructional materials into an alternative instructional delivery mode retain ownership of such materials and exclusive use thereof (except as provided in the FA contract), provided, however, that neither the college nor college students will have to pay a licensing fee for the use of such materials in connection with a course taught at the college.

If the college initiates or provides unusual or extraordinary support not accessible to all faculty, then the college will enter into an ownership agreement with the faculty member using guidelines developed by a joint labor/management committee. Such guidelines may be similar to the provisions negotiated for learning objects created as part of the [2010 Title III grant](#).

Bumping Procedures

The teaching loads of full-time and adjunct faculty are occasionally affected by last-minute course cancellations. When this occurs, faculty are placed in a situation in which they may “bump” an assignment from another faculty member. The [bumping procedure](#) of the FA contract was developed in the late 1970s to address faculty-related issues that arise from such course cancellations, and they’ve been adapted as appropriate for DE courses.

DE courses generally adhere to the [same contractual rules regarding bumping](#) as for on-campus courses but with a few modifications as explained below.

A faculty member who has lost either an on-campus or an online course may only bump another faculty member teaching an online course under the following circumstances:

- The faculty member who wishes to bump into an online course must be certified and have already developed that course.
- A faculty member may not be bumped during the first two semesters they are teaching an online course or teaching an online course that has not been previously developed in the DE format.

Finally, faculty should be aware that if bumped from an already developed online course, they should export all of their course content out of that section and put in the request to have their name removed from the section (from [SCCC Help](#), click Online Education Services, then Remove Instructor from a Course).

Begin, End, and Other Semester Dates for DE Courses

Faculty should check their MySCCC rosters carefully for the exact begin and end dates for each section. When planning the schedule of assignments for the semester, DE faculty should adhere to the same academic calendar as for on-campus courses. For example, if there are no classes being held on campus due to a federal holiday, DE faculty should not make student assignments due on that date. Similarly, assignments should not be scheduled during breaks such as Thanksgiving Break or Spring Recess.

Although it may be useful to allow students to access class materials before a semester begins, no assignments can be required before the official start date of classes.

Federal Regulations on Regular & Substantive Interaction (RSI)

Effective July 1, 2021, the US Department of Education put into effect updated regulatory guidelines for DE courses designed to distinguish them from correspondence courses, which is critical for institutions that receive federal financial aid.

The most significant part of this update is how the federal government defines distance education, academic engagement, and regular and substantive interaction—and the federal language is below.

New Definitions Effective July 1, 2021

sources: [Federal Register, vol 85, no 171, 9/2/20](#) (or [Federal Register](#) and scroll down to Part 600—Institutional Eligibility Under the Higher Education Act of 1965 As Amended) or [Cornell University Legal Information Institute](#)

Distance education:

(1) Education that uses one or more of the technologies listed in paragraphs (2) (i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

(2) The technologies that may be used to offer distance education include: (i) The internet; (ii) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) Audio conference; or (iv) Other media used in a course in conjunction with any of the technologies listed in paragraphs (2) (i) through (iii) of this definition.

(3) For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.

(4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following —

(i) Providing direct instruction;

(ii) Assessing or providing feedback on a student's coursework;

(iii) Providing information or responding to questions about the content of a course or competency;

(iv) Facilitating a group discussion regarding the content of a course or competency; or

(v) Other instructional activities approved by the institution's or program's accrediting agency

(5) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency:

(i) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

(ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

* * *

Active participation by a student in an instructional activity related to the student's course of study that

(1) Is defined by the institution in accordance with any applicable requirements of its State or accrediting agency;

(2) Includes, but is not limited to:

(i) Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;

(ii) Submitting an academic assignment;

(iii) Taking an assessment or an exam;

(iv) Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;

(v) Participating in a study group, group project, or an online discussion that is assigned by the institution; or

(vi) Interacting with an instructor about academic matters; and

(3) Does not include, for example (i) Living in institutional housing; (ii) Participating in the institution's meal plan; (iii) Logging into an online class or tutorial without any further participation; or (iv) Participating in academic counseling or advisement.

Several aspects of the July 2021 updated guidelines merit special attention. These have long been considered good practice in DE but are now required for institutions to be eligible for federal financial assistance.

Substantive interaction

Substantive means referring to the substance, or subject matter, of the course being taught. Thus, as noted in the 2021 federal regulations, the active engagement of students through teaching, learning, or assessment must be characterized by at least two of the following activities:

1. Providing direct instruction
2. Assessing or providing feedback on a student's coursework
3. Providing information or responding to questions about the content of a course or competency
4. Facilitating a group discussion regarding the content of a course or competency
5. Other instructional activities approved by the institution's or program's accrediting agency.

Instructor-student interaction being explicitly connected to the course content means that merely posting an announcement reminding students of an assignment deadline or reminding students about your participation policy do not qualify. Those deal with course policies, not course content. Substantive interaction explicitly aims to help students achieve the learning outcomes of the course.

This might include providing feedback on individual student assignments, actively facilitating online discussions, posting announcements or emailing the class about academic aspects of the course, or creating and posting an interactive tutorial or video about the week's content (a video may not qualify if students aren't required to interact with the video content and instructor after viewing).

Regular interaction

As noted in the federal regulations, to ensure regular instructor-student interaction, the college needs to be able to document that faculty are engaging in frequent, consistent, scheduled, and predictable interactions with students by

- Providing the opportunity for substantive interactions with students on a predictable and scheduled basis appropriate for the duration, content, and level of the course
- Monitoring students' academic engagement and success
- Promptly and proactively engaging in substantive interaction with students as needed or as requested by students.

This might include actively facilitating group discussions, providing individualized feedback on student work, and emailing students regarding their academic progress in your course.

Instructor-initiated interaction

It should be clear here too that faculty need to be initiating these substantive and regular—frequent, consistent, predictable—interactions with students.

SUNY indicates that in a typical 15-week semester, instructor-student interaction needs to happen weekly. This might include posting weekly announcements regarding the substance of assignments to be completed that week, assessing student work (automatically graded materials quizzes and exams do not count, unless you’re also responding individually to short answer/essay portions of those), actively facilitating a conversation in the discussion board, or holding a weekly online review session.

Merely notifying students how to contact you if they have questions does not qualify.

[SUNY Online offers this useful graphic](#) on regular and substantive interaction to illustrate how the 2021 federal guidelines make a distinction between correspondence courses and effective distance education courses.



RSI Dashboard Illustration**

Student attendance

The 2021 federal regulations indicate that attendance in distance education courses must be measured by submission of student work, not simply logging in, reading materials, or practicing course-related skills. While the full, official SCCC attendance/absences policy establishes the importance of attendance, students also need to know how attendance is taken in DE courses.

Fully online

Syllabi for all DE courses with online components should include a clear explanation for how attendance is assessed, which in spring and fall 15-week semesters is taken weekly (and pro-rated as appropriate for shorter terms). The statement can be as simple as the following:

- In online classes, attendance is based on your submission of the required assignment(s) by the designated due dates and times.

Hybrid

In hybrid courses, you will need to specify that attendance is mandatory in both the online and on-campus component, as students perennially get confused about this. Thus, the above online statement still applies in hybrid classes due to the online component.

In addition, you should indicate for students how many absences are allowed in the on-campus component of your hybrid course as well.

Sufflex and real-time online

For these DE modalities attendance may be taken by student presence in the synchronous component.

Be sure to clarify any policies you may have regarding cameras being on, e.g., while completing quizzes and exams or participating in speeches.

To better ensure that students are actively participating via Zoom or other videoconferencing software, faculty sometimes prefer to take attendance based on student participation. For example, faculty can prepare and post content-based questions to students at the start, middle, and end of class via the chat or polling feature in Zoom and base class attendance on their responses to all three questions.

However you take attendance, make it clear in your syllabus.

Observations and Evaluations

Online observations and evaluations have been structured so that they follow—to the extent possible—the same policies and procedures used in on-campus classroom observations and evaluations.

The B1 Online Faculty Form should be used.

While observations in online classes are to follow, as closely as possible, the same policies and procedures as for on-campus courses, due to the difference in modalities observations in online classes must be modified as appropriate. This means:

1. Observations may be initiated either by the faculty member or by the administration and, as per the FA contract, are limited to a reasonable number per year.
2. All observations are to be done with the full knowledge of the faculty member being observed.
3. Observation of online classes must be performed by a DE trained administrator with appropriate knowledge of the subject area and technology and with the faculty member present.
4. Upon request, the administrator and peer observer will be provided with a 24-hour password for access to the course.
5. The students in the online course being observed will be notified of both observers' email addresses (admin and peer) with the option to share their experiences with the observers. Any information shared with the administrative observer must be shared with the peer observer and vice versa.

To conduct an observation of an online faculty member, administrators and faculty peers are to complete the B1 Online Faculty Form, which is designed to be as similar as possible to the B1 Form used in on-campus courses.

When completing the B1 Online Faculty Form, administrators and peer observers should

1. Evaluate the faculty member's effectiveness in response to each of the questions on the form, keeping in mind that in online courses there is a need for higher levels of organization, clarity of communication, and regular, frequent interaction with students.
2. Ask the faculty member, during the in-person meeting noted in #3 above, to review their class website and course communications with the observers; faculty might choose to share a few emails or discussion forum postings, not necessarily for the specific content of the messages but more for the timeliness of faculty responses.

Professional Development

To receive training for DE courses, faculty must first submit a Course Development Form or Course Assignment Form and have received all of the necessary approvals: department, academic chair, campus technology dean, campus executive dean, and the college Distance Education Committee (DEC), and finally the VP for Academic Affairs.

Once the VPAA approves the course, the Center for Teaching and Learning (CTL) contacts the proposer to arrange for training. Once the faculty member completes the training successfully, he or she is provisionally DE certified. Upon completion of two semesters teaching DE, including a positive evaluation by a DE-trained administrator, the faculty member when becomes DE certified rather than provisional.

Only faculty who are provisionally or fully DE certified by the college may teach DE courses.

Training is currently handled by CTL's eLearning Academy, which covers not only how to use Brightspace but, more importantly, strategies for teaching high quality, pedagogically innovative courses.

Contact CTL (see next page) for information about the eLearning Academy.

Resources and Contacts

Center for Teaching and Learning (CTL)

CIP is located on the Ammerman Campus in the Huntington Library (451-4656), and personnel associated with distance education are listed below.

Title	Name	Email
Assistant Dean for CTL	Carol Hernandez	hernanca@sunysuffolk.edu
Coordinator for Instructional Design	Robin Hill	hillro@sunysuffolk.edu
Specialist II	Catherine Wynne	wynnec@sunysuffolk.edu
Specialist I	Alexandra Belanich	belania@sunysuffolk.edu
Principal Office Assistant	Karen DuBicki	dubickk@sunysuffolk.edu

Distance Education Committee (DEC)

In accordance with the Faculty Association contract, DEC consists of the titles indicated below. The governance-elected faculty representatives are expected to regularly provide reports to and receive input about distance education issues from their respective governance bodies. These are the members of the 2023-24 DEC:

DEC Co-Chairs	Name	Email
Dean of the Center for Teaching and Learning	Carol Hernandez	hernanca@sunysuffolk.edu
Faculty Association Representative	Cynthia Eaton	eatonc@sunysuffolk.edu

DEC Members	Name	Email
Ammerman Senate	Danna Prather Davis	prathed@sunysuffolk.edu
Ammerman Senate	Vera Hu	huv@sunysuffolk.edu
Eastern Congress	Trudy Christ	christt@sunysuffolk.edu
Eastern Congress	Laurey Buckley	buckleyl@sunysuffolk.edu
Grant Assembly	Scott Votke	votkes@sunysuffolk.edu
Campus Dean Representative	Liz Spagnola	spagnol@sunysuffolk.edu
CIP Representative (MID rep)	Robin Hill	hillro@sunysuffolk.edu
Continuing Ed Representative	Jeanne Durso	dursoj@sunysuffolk.edu

Appendix A: Course Syllabus Policy



as of February 2021

The Suffolk County Community College course syllabus serves as a contract between the student and the professor regarding course expectations. Accordingly, a clear, detailed course syllabus provides a framework for student academic success in the course.

The Suffolk County Community College Course Syllabus Policy is aligned with New York State [regulations](#), New York State Education Department [guidelines](#) and the Middle States Commission on Higher Education [expectations](#). It sets forth the minimum course syllabus requirements. Faculty should include additional information that will provide students with the necessary information for success in the course.

A course syllabus at SCCC outlines the general requirements for a course, including the course description and course learning outcomes which may not be changed by the instructor and must appear verbatim in all course syllabi of the same course. A **course syllabus must be created for each section of a course** and reference the course learning outcomes including required and supplementary materials, tests and other resources, assignments, grading methodology and a weekly outline of topics to be covered.

Up-to-date course descriptions and course learning outcomes may be found at [Course Descriptions](#).

I. Procedural requirements for all course syllabi:

- ❖ Faculty must prepare a full and complete **course syllabus** for each course section taught.
- ❖ Faculty are required to provide the **course syllabus** to all students enrolled in each course section assigned on the first day of class.
- ❖ Faculty are required to provide a copy of the **course syllabus** to the Academic Department Chair by the first day of class.

II. Minimum content requirements for all course syllabi:

- **Instructor name**
- **Instructor contact information** (e.g. office/department location, office/department telephone number, SCCC email address, office hours)
- The **semester** the course is offered
- The approved **course learning outcomes** for the course
- The **SUNY General Education category/categories** the course meets and the associated **SUNY General Education Learning Outcomes**, where applicable
- An accurate, up-to-date [course description](#) from the SCCC online catalog. The course description should include the following:
 - **Course Title** (e.g. Introduction to Psychology)
 - **Course Discipline Number** (e.g. PSY101)
 - **Section CRN**
 - **Meeting Times**
 - **Course Location (Building/Room)**
 - **Credits**
 - **Prerequisites and co-requisites**
- The **course grading policy**, including the weight assigned to evaluated assignments/exams and method of determining the final grade
- The course requirements (e.g. exams, quizzes, papers, etc.)
- Recommended **texts, resources and/or other materials including author, title, edition, ISBN, publisher, publication date**
- A **weekly course outline** referencing major topics and readings, exams, papers and assignments
- **SCCC policies** on Absences and Attendance, Attendance on Religious Observance, Services for Students with Disabilities and Academic Integrity (**see “Course Syllabus Template and Statements” document**)

Appendix B: Course Syllabus Mandatory SCCC Policies

Absences and Attendance Policy

The College expects that each student will exercise personal responsibility with regard to class attendance. All students are expected to attend every class session of each course for which they are registered. Students are responsible for all that transpires in class whether or not they are in attendance, even if absences are the result of late registration or add/drop activity at the beginning of a term as permitted by college policy. The College defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Excessive absence or lateness may lead to failure in, or removal from, the course. Absences due to religious observance will be deemed an excused absence with no negative consequences.

Any student who enters a class after the first meeting, regardless of reason, is accountable for all course requirements including assignments and attendance.

A student may be required to drop or withdraw from a course when, in the judgment of the instructor, absences have been excessive. A student may also be withdrawn from a course by the Associate Dean of Student Services or the Student Conduct Board following a disciplinary hearing for violating the Student Code of Conduct as described in the Student Handbook.

Attendance on Religious Observance

As provided for in New York State Education Law §224-a, student absences from class necessitated by religious observance will be deemed an excused absence, with no academic consequences. Students must notify their professor in advance of their religious observance, via their College email accounts or otherwise in writing, of their intention to be absent from a particular class due to a religious observance; notification should occur at least one week prior to the religious observance. Observing students shall be granted reasonable arrangements and/or be permitted a reasonable amount of time to make up missed quizzes, tests, assignments, and activities covered in their absence. Please refer to the College's Religious Observance Policy, which is available on the Office of Legal Affairs' website, for additional information.

Services for Students with Disabilities

Suffolk County Community College provides reasonable accommodations to registered students with disabilities who have self-identified and been approved by the Office of Disability Services. Once approved for reasonable accommodations, such students will be provided with an Accommodation Letter, describing the specific accommodations. Students must present this letter to each of their professors before accommodations can be provided. Students are encouraged to email this letter to their faculty member.

Students who have, or think they may have, a disability are invited to contact Disability Services for a confidential consultation. Students are encouraged to contact the office by email this semester.

Disability Services Contact Information:

- Ammerman Campus — Call the Disability Services Office at 631-451-4045 or email the office at disabilityA@sunysuffolk.edu
- Eastern Campus — Call the Disability Services Office at 631-548-2527 or email the office at disabilityE@sunysuffolk.edu
- Michael J. Grant Campus — Call the Disability Services Office at 631-851-6355 or email the office at disabilityG@sunysuffolk.edu.

Academic Integrity

Suffolk County Community College provides students with the opportunity to demonstrate their knowledge by submitting coursework that is uniquely theirs and giving proper attribution to the work of others. Participating honestly in the SCCC academic community ensures that students can take pride in their education and their contributions to scholarship. Without academic integrity, students gain unfair advantage over others and prevent their own intellectual progress. As a student in this class, you are expected to uphold the SCCC core value of Integrity and understand the Special Procedures for Academic Dishonesty in the relevant sections of the SCCC Student Code of Conduct.

The Code prohibits academic misconduct, which includes any action that results in students giving or receiving unauthorized assistance in an academic exercise, or receiving credit for work that is not their own. Academic exercise includes all forms of work submitted for credit.

Academic misconduct includes, but is not limited to, the following behaviors:

- cheating on exams
- plagiarizing - using another person's work or ideas without crediting them
- complicity - helping a student, or being helped, to engage in academic misconduct
- multiple submissions - submitting the same work for credit in more than one course without the instructor's permission
- falsification and forgery - inventing information or falsifying the identity of a student.

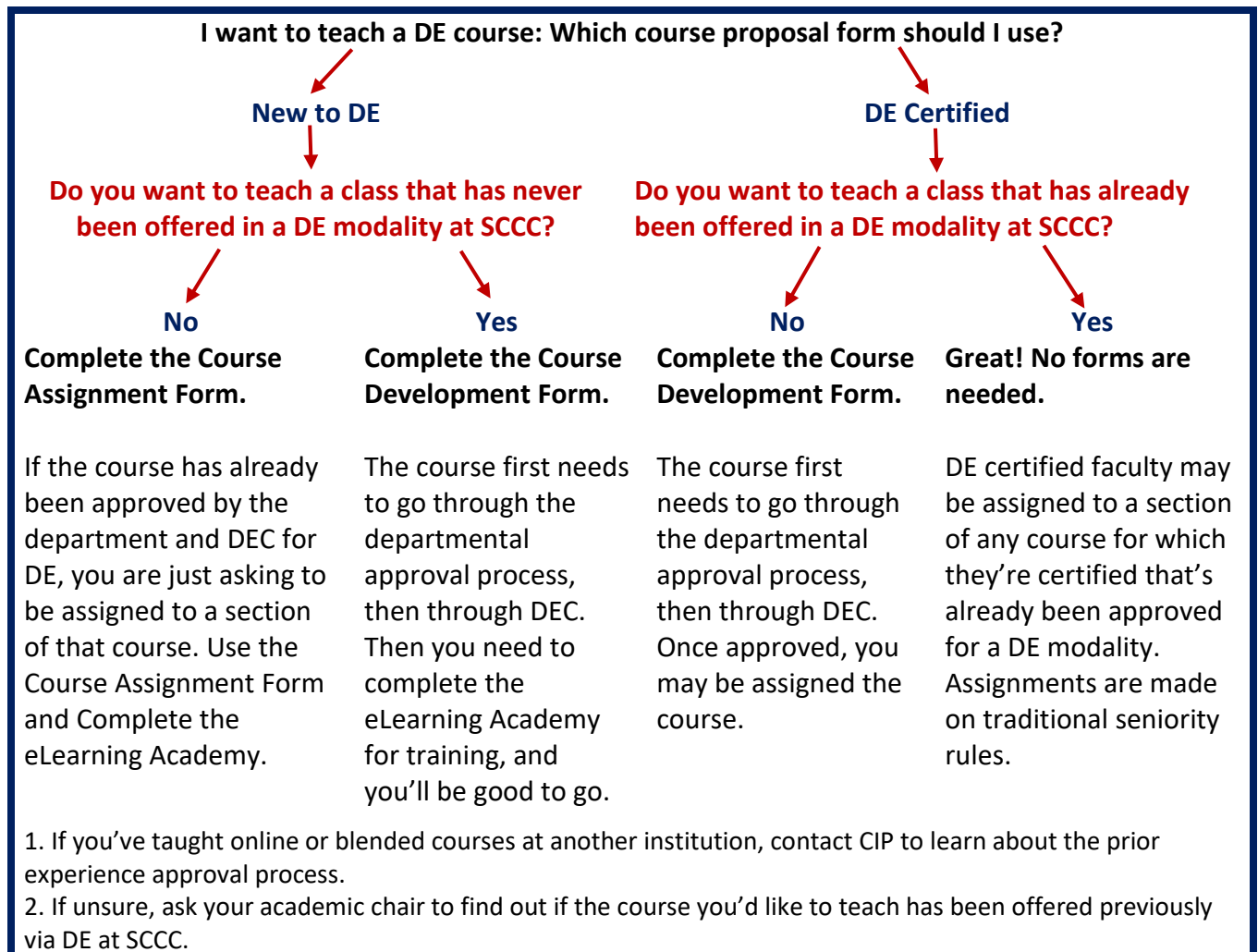
Information about the Student Code of Conduct, plagiarism and the citation process is in the Academic Integrity and Plagiarism Guide.

**Appendix C: Distance Education Course Proposals
Course Assignment Form**



Two factors are involved in proposing a distance education course at SCCC—and answering the following will help determine your proposal process. There’s a flowchart below as well.

1. **Are you a new or a currently certified DE faculty?** If you are new, you will need to complete the eLearning Academy. You are considered DE-certified after you’ve been completed the training and have taught DE for two semesters with a positive evaluation.
2. **Is the course you’d like to teach new to the DE modality?** If the course you’d like to teach has been taught in your chosen DE modality at SCCC, you are simply asking to be assigned to a section of that course and thus need to complete this **Course Assignment Form**. However, if the course you’d like to teach has never been approved, developed, and taught in your chosen DE modality at SCCC, you will need to complete the **Course Development Form**, which requires departmental approval.



DE Course Assignment Form

Notes

- If you wish to develop and teach an entirely new course—i.e., one that isn't in the current [SCCC College Catalog](#)—you must first propose the new course through existing [college governance procedures](#); this includes proposals for courses that you intend to be offered solely online.
- If the course you wish to teach isn't already listed as a regular offering on your campus, you first need to adopt it through [existing college governance procedures](#) (except for special topics courses).

Due Dates

For courses to be offered in **2023-24**:

Fall 2023 proposal to reach DEC: 11/14/22 (2nd Monday in November)

Spring 2024 proposal to reach DEC: 4/10/23 (2nd Monday in April)

Summer 2024 proposal to reach DEC: 9/11/23 (2nd Monday in September)

Faculty Information

Name

Date

Campus (Ammerman or Sayville, Eastern or Culinary, Grant)

Ammerman or Sayville

Eastern or Culinary

Grant

Employment Status

Adjunct

Full Time

DE Experience*

New to DE Instructor

Currently DE Certified Instructor

** See definitions on previous page*

Course Information

Course Code & Number (e.g. ENG101)

Course Name (from College Catalog)

Academic Department or Area

Proposed Semester and Year for Course to be offered

Proposed Modality for Course

Select one:

Fully Online

Blended

Real-time online *

Sufflex *

* Note that Sufflex and real-time online do not require eLearning Academy completion but do require other training.

Approvals

Process

- 1. As per the FA contract, each department determines which courses are to be offered in a DE format, initiates the approval process for new DE courses, and determines how many can be offered each semester. All course assignment proposals must receive the approval of your chair.

If your chair does not support your proposal, they must provide you with a reason in writing.

- 2. Your chair will then submit this form to the campus technology administrator for a signature, who will forward it to the campus executive dean, who submits the entire proposal to the Center for Innovative Pedagogy.

Campus	Campus Executive Dean	Campus Technology Administrator
Ammerman	Dr. Irene Rios (A200)	Dr. Sandra Sprows (A200F) Dr. Fara Afshar (A200J)
Eastern Grant	Dr. Mary Reese (P228) Dr. Donna Ciampa (H104)	Jennifer Browne (NFL 127E) Elizabeth Spagnola (H101)

- 3. CIP presents all completed proposals to the Distance Education Committee for a vote.

Academic Chair

Date

Tech Administrator

Date

Campus Exec Dean

Date

Distance Education Committee Vote

DEC Vote

Total votes for

Total votes against

Total abstentions

Date of vote

DE Compensation

The first time faculty are selected to teach an online or hybrid course, they will receive three contact hours of either reassigned time or overload compensation the semester prior to the DE assignment for the purposes of training and course modification. This compensation recognizes the time and effort needed to not only master the technological skills needed but also the intellectual work needed to develop high-quality DE course offerings.

Reassigned time

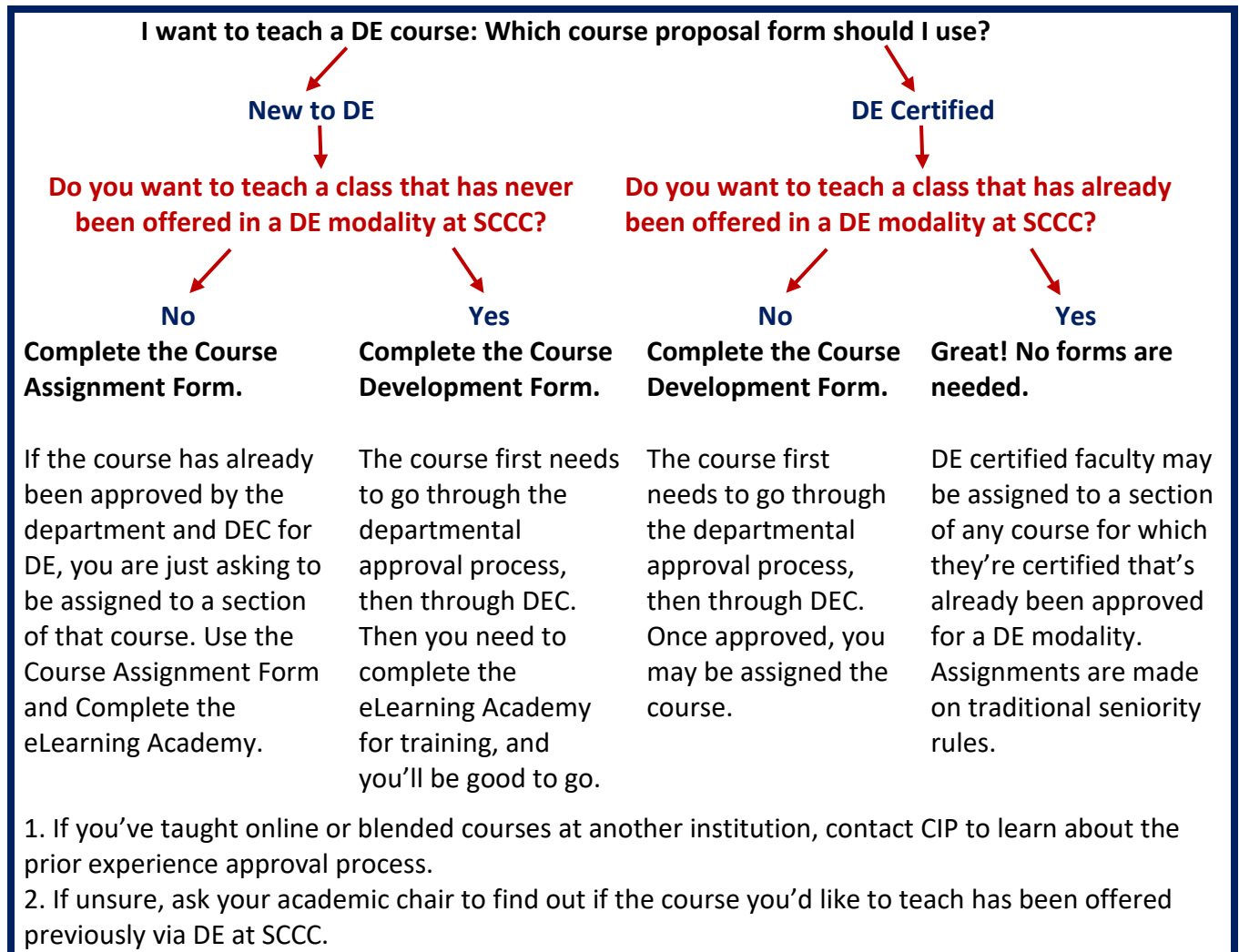
Overload compensation

**Appendix D: Distance Education Course Proposals
Course Development Form**



Two factors are involved in proposing a distance education course at SCCC—and answering the following will help determine your proposal process. There’s a flowchart below as well.

1. **Are you a new or a currently certified DE faculty?** If you are new, you will need to complete the eLearning Academy. You are considered DE-certified after you’ve been completed the training and have taught DE for two semesters with a positive evaluation.
2. **Is the course you’d like to teach new to the DE modality?** If the course you’d like to teach has been taught in your chosen DE modality at SCCC, you are simply asking to be assigned to a section of that course and thus need to complete this **Course Assignment Form**. However, if the course you’d like to teach has never been approved, developed, and taught in your chosen DE modality at SCCC, you will need to complete the **Course Development Form**, which requires departmental approval.



DE Course Development Form

Notes

- If you wish to develop and teach an entirely new course—i.e., one that isn't in the current [SCCC College Catalog](#)—you must first propose the new course through [existing college governance procedures](#); this includes proposals for courses that you intend to be offered solely online.
- If the course you wish to teach isn't already listed as a regular offering on your campus, you first need to adopt it through [existing college governance procedures](#) (except for special topics courses).

Due Dates

For courses to be offered in **2023-24**:

Fall 2023 proposal to reach DEC: 11/14/22 (2nd Monday in November)

Spring 2024 proposal to reach DEC: 4/10/23 (2nd Monday in April)

Summer 2024 proposal to reach DEC: 9/11/23 (2nd Monday in September)

Faculty Information

Name

Date

Campus (Ammerman or Sayville, Eastern or Culinary, Grant)

Ammerman or Sayville

Eastern or Culinary

Grant

Employment Status

Adjunct

Full Time

DE Experience*

New to DE Instructor

Currently DE Certified Instructor

** See definitions on previous page*

Course Information

Course Code & Number (e.g. ENG101)

Course Name (from College Catalog)

Academic Department or Area

Proposed Semester and Year for Course to be offered

Pilot or Full Proposal

Two Semester Pilot*

Full Proposal

Proposed Modality for Course

Select one:

Fully Online

Blended

Real-time online *

Sufflex*

* Note that Sufflex and real-time online do not require eLearning Academy completion but do require other training.

* As noted on page 9, faculty and departments may propose a new DE course on a temporary, one year (two semester) pilot basis.

Course Outline

DE course development proposals must include a sample syllabus. See MySCCC > Faculty > “Course Syllabus Template & Statements” or Appendices A and B in the DE Policies & Procedures Guide.

We know that, after participating in the eLearning Academy, faculty will likely revise and improve their syllabus—such as after learning that student attendance is measured on their weekly submission of assignments or other active participation (not just logging into the LMS) and after learning more ways to incorporate regular and substantive interaction in keeping with the 2021 federal DOE guidelines. However, your department and DEC will consider your syllabus seeking some awareness and recognition of how teaching your proposed course in your selected DE modality differs from teaching it in a traditional, non-DE modality.

Check to indicate that you’ve included a syllabus revised to some degree for your desired DE modality.

Rationale

Briefly explain in the space below your rationale for proposing this course in your chosen DE modality. Consider integrating answers to the following questions in your response.

- Why are you proposing this course as a DE course?
- What makes this particular course well suited for this specific DE modality? That is, what are some of the unique characteristics and requirements of this DE modality and how that differs—pedagogically, philosophically, strategically and organizationally—from the traditional on-campus environment?
- What methods are you considering for how the technology might be employed?
- What teaching and learning strategies might you use to ensure regular and substantive interaction the course, e.g., email, discussion, chat, videos, integration of web resources?

Approvals

Process

1. As per the FA contract, each department determines which courses are to be offered in a DE format, initiates the approval process for new DE courses, and determines how many can be offered each semester. All course development proposals must be put to a vote in your departmental distance education committee or—if no such committee exists—in your entire department or area. Your chair or supervisor must indicate the total votes for, against, and abstaining from your proposal.
2. Your chair must notify in writing the chairs on the other campuses of your proposal and attach a copy of the email/memo to this proposal.
3. Your chair will then submit this form to the campus technology administrator for a signature, who will forward it to the campus executive dean, who submits the entire proposal to the Center for Innovative Pedagogy.

Campus	Campus Executive Dean	Campus Technology Administrator
Ammerman	Dr. Irene Rios (A200)	Dr. Sandra Sprows (A200F) Dr. Fara Afshar (A200J)
Eastern Grant	Dr. Mary Reese (P228) Dr. Donna Ciampa (H104)	Jennifer Browne (NFL 127E) Elizabeth Spagnola (H101)

4. CIP presents all completed proposals to the Distance Education Committee for a vote.

Departmental Vote

Total votes for

Total votes against

Total abstentions

Date of vote

Academic Chair

Date

Date Other Campus Chairs Notified

Tech Administrator

Date

Campus Exec Dean

Date

Distance Education Committee Vote

DEC Vote

Total votes for

Total votes against

Total abstentions

Date of vote

DE Compensation

The first time faculty are selected to teach an online or hybrid course, they will receive three contact hours of either reassigned time or overload compensation the semester prior to the DE assignment for the purposes of training and course modification. This compensation recognizes the time and effort needed to not only master the technological skills needed but also the intellectual work needed to develop high-quality DE course offerings.

Reassigned time

Overload compensation

Appendix E: HTML Link Index

Page 2, Faculty Association contract (Appendix J)

<https://fascc.org/documents/contract>

Page 6, Official course catalog description and learning outcomes

<https://www.sunysuffolk.edu/explore-academics/courses/index.jsp>

Page 9, *existing college governance procedures*

<https://www.sunysuffolk.edu/governance/>

Pages 9 & 10, current SCCC course description and student learning outcomes for the course

<https://www.sunysuffolk.edu/explore-academics/courses/index.jsp>

Page 12, 2010 Title III grant

<http://fascc.org/docs/title3.pdf>

Page 13, bumping procedure

<https://fascc.org/documents/bumping-process>

Page 13, same contractual rules regarding bumping

<https://fascc.org/documents/bumping-process>

Page 13, SCCC Help

<http://www.sunysuffolk.edu/suffolkhelp>

Page 14, *Federal Register*, vol 85, no 171, 9/2/20

<https://www.govinfo.gov/content/pkg/FR-2020-09-02/pdf/2020-18636.pdf>

Page 14, *Federal Register*

<https://www.federalregister.gov/documents/2020/09/02/2020-18636/distance-education-and-innovation#sectno-citation-600.2>

Page 14, *Cornell University Legal Information Institute*

<https://www.law.cornell.edu/cfr/text/34/600.2>

Page 17, SUNY Online offers this useful graphic

<https://osqgr.suny.edu/rsi/>

Page 22, New York State regulations

[https://govt.westlaw.com/nycrr/Document/Ieca63dd8c22111dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/nycrr/Document/Ieca63dd8c22111dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1)

Page 22, New York State Education Department guidelines
<http://www.highered.nysed.gov/ocue/aipr/guidance/gpr11.html>

Page 22, Middle States Commission on Higher Education [expectations](https://www.msche.org/publications/RevisedStandardsFINAL.pdf)
<https://www.msche.org/publications/RevisedStandardsFINAL.pdf>

Pages 22 & 23, [Course Descriptions](https://www.sunysuffolk.edu/explore-academics/courses/index.jsp)
<https://www.sunysuffolk.edu/explore-academics/courses/index.jsp>

Pages 27 & 32, SCCC College Catalog
<https://www.sunysuffolk.edu/resources/webservice/output/catalog/catalog-master-final-web.html>

Pages 27 & 32, college governance procedures
<https://www.sunysuffolk.edu/governance/>

Pages 28 & 33, Course Code & Number (e.g. ENG101)
<https://www.sunysuffolk.edu/explore-academics/courses/index.jsp>

Pages 28 & 33, Course Name (from College Catalog)
<https://www.sunysuffolk.edu/resources/webservice/output/catalog/catalog-master-final-web.html>