APPROVAL FORM
FACULTY CERTIFICATION FOR ONLINE AND HYBRID COURSE DEVELOPMENT

Statement of Purpose

In keeping with its long-standing reputation for academic excellence and exceptional teaching, SUNY New Paltz is committed to the development and delivery of high quality online and hybrid learning environments. Online and hybrid learning environments are different from more traditional face-to-face models, and many teaching faculty have limited experience as students or teachers in the online and/or hybrid environments. Moreover, evolving standards for accessibility in the online and hybrid environment are complex, and many faculty require assistance in developing and maintaining online/hybrid courses that meet legal requirements for accessibility. Therefore, the development of online and hybrid courses demands special consideration and attention, and appropriate faculty development, support, and compensation is warranted.

Policy Statement

The Central Committee on Educational Technology recommends the replacement of the current review process for online/hybrid courses from the current course-based process of Curriculum Committee/Graduate Council review for existing courses to a faculty-focused, verification process with the goal of assisting faculty in developing pedagogical and technical expertise to move courses to online/hybrid environment.

Priorities

Because the development of high quality online and hybrid courses requires significant institutional investment, development should be guided by recognized priorities:

Priority 1: Highest priority will be given to the development of faculty and courses that are part of an existing online and/or hybrid program (e.g. a degree or certificate).

Priority 2: The next highest priority will be given to the development of faculty and courses that are part of a program that is moving toward online and/or hybrid delivery.

Priority 3: The next level of priority will be given to the development of faculty and courses that are not part of a program that is currently online/hybrid and is not moving toward online/hybrid delivery, but where enrollments in the course are such that students in the program will be substantially benefited by the addition of online or hybrid options (ex: Fall and/or Spring face-to-face courses routinely fill and students would benefit from the addition of online or hybrid options in the Fall, Spring, Winter, or Summer session).

Priority 4: The lowest level of priority will be given to the development of faculty and courses where there is no existing or planned online or hybrid program and where there is no compelling case that a significant number of students will benefit from the availability of online or hybrid options.

Pathways

Pathway One: Full Development Both the course and the developing faculty member are new to the modality (online or hybrid).

Pathway Two: Course Development The faculty member has previously been certified in this modality (online or hybrid), but the course is a new course development.

Pathway Three: Modality Development The course has been previously developed for the modality (online or hybrid), but the faculty member who will be delivering the course is new to the modality.

Pathway 4: Continuing Education or Self-Assessment Faculty should, as a matter of routine maintenance, be continually updating and refreshing their online/hybrid courses. While the faculty member will be abreast of new research or content updates in his/her/their discipline, the faculty member may not be aware of rapidly changing instructional technologies or of updated standards for best practices in online/hybrid education. If they are actively developing new online/hybrid courses, then they will receive continuing education through pathways 1-3. If an interval of 3 - 5 years passes in which the faculty member has not undertaken any of the other pathways, then the faculty member should take one of their previously developed courses through a self-assessment process using the OSCQR rubric OR make a significant commitment to continuing education aimed at improving his/her/their online/hybrid teaching in general.

Application

Faculty Member Name: _____

Department: _____

Course number/name associated with development: _____

Pathway

Please indicate the pathway of your proposed course or faculty development.

- ☐ Pathway 1: Full Development
- ☐ Pathway 2: Course Development
- ☐ Pathway 3: Modality Development
- ☐ Pathway 4: Continuing Education or Self-Assessment

Priority

Please indicate the priority level of your proposed course or faculty development and include supporting information as applicable:

- ☐ Priority 1. The proposed development is part of _____, an existing online and/or hybrid program or the General Education program.
- ☐ Priority 2. The proposed development is part of _____ program that is moving toward online and/or hybrid delivery with an expected online/hybrid program launch date of _____.
- ☐ Priority 3. *Upload documentation indicating benefit to students (ex: enrollment numbers demonstrating student demand exceeds current seated capacity, documentation of requests by students for great flexibility through online options…).*
- ☐ Priority 4.

Timeline

For Pathway 1 or 2:

- ☐ For Fall Course: February 1. Submit application (Begin Development no later than April 1)
- ☐ For a Winter Course: May 1. Submit application (Begin Development no later than August 1)
- ☐ For Spring Course: May 1. Submit application (Begin Development no later than August 1)
- ☐ For a Summer Course: November 1. Submit Application (Begin Development no later than January 1)

For Pathways 3 or 4:

Please indicate preferred development timeframe: _____

If there are exigent circumstances that require expedited development, *please briefly explain the circumstances that require expedited development and the preferred time frame for completion.*

_____
_____
_____

Approvals

Role	Date	Signature
Proposing Faculty member		
Department Chair		
Dean		
AVP Graduate & Extended Learning		
Provost		