

Online Teaching Academy @ NCCC



Design / Enhance / Optimize

Niagara County Community College Online Teaching Academy Faculty Guide & FAQ's

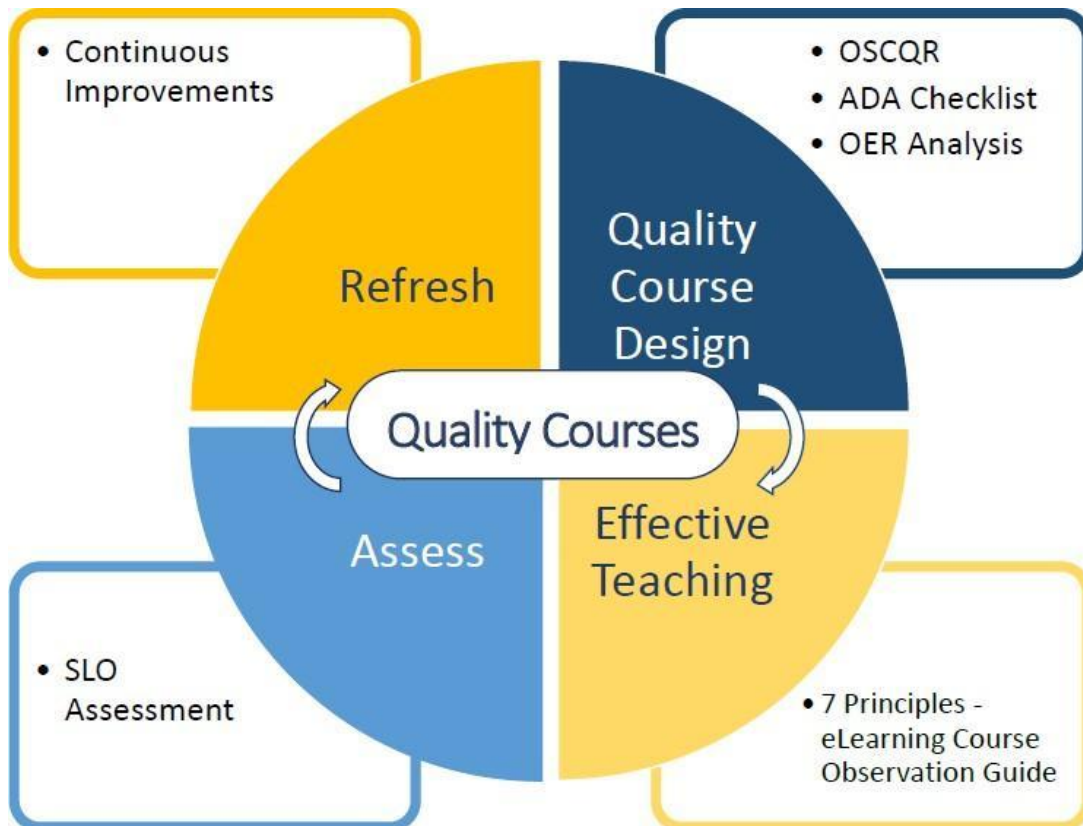


Table of Contents

Welcome to the Online Teaching Academy at NCCC.....	1
About this Guide.....	1
About Online Learning.....	1
Online Learning Department Vision:.....	1
Online Learning Department Mission:.....	1
Online Offerings.....	1
Definitions of Online Learning Instructional Modes.....	1
Online:.....	1
Hybrid/Blended:.....	2
HyFlex:.....	2
There are three ways that students can choose to participate:.....	2
Web-enhanced:.....	2
Course Technology.....	3
Teaching and Learning Online.....	3
Role of the Online Faculty.....	3
Working with Virtual Students.....	3
New to Online Instruction.....	4
Are you ready?.....	4
Course Approval Process.....	4
Misconceptions of Online teaching.....	5
Online Teaching Expectations.....	6
Online Teaching is NOT.....	6
Required Contents for Online Courses and the Online portion of a Hybrid, Blended or Hyflex courses.....	6
Timeline for Development and Training.....	7
Required Training for Course Development and Course Refresh.....	8
Tools for Planning, Course Development, and Course Refresh.....	9
Design-Enhance-Optimize: An Iterative Process of Online Course Design.....	9
Middle States Requirements.....	10
Time on Task in Online Courses.....	10
Assessment.....	11

Continuous Enhancements and Improvements.....	11
Preparing Your Course(s) For a New Semester.....	11
Common Questions/FAQ's	11
Merging Courses.....	11
I Grades: Giving Students Access to a Course in Brightspace to Finish the Incomplete Grade.....	11
What Services does the Online Teaching Academy Provide to Faculty?.....	12
What Services does the Online Learning Department Provide to Students?.....	12
Getting Started for Students & Building Our Students' Success.....	13
Online Student Support Specialist.....	13
What Type of Learning Commons, Tutoring, and Library Services Exist for Online.....	14
Learning Students?.....	14
What is SUNY Online?.....	14
Can I Copy Content from an Instructor Who Previously Taught the Course?.....	14
How are Grades and Attendance Addressed?.....	15
How Many Online, Blended, Hybrid or HyFlex Courses Can I Teach per Semester?...	15
Resources.....	16

Welcome to the Online Teaching Academy at NCCC

About this Guide

This guide will provide information on the planning, development, and delivery of Online Teaching Academy courses and will introduce the pedagogy of online, hybrid, blended and hyflex instruction at Niagara County Community College. This guide was developed using a variety of resources from SUNY Online, SUNY institutions, OLC, NCCC Online Learning and Teaching Advisory Council (OLTAC), and other resources, all supporting best practices in online education.

This guide is separate from NCCC Academic Faculty Handbook, which can be [accessed here](#).

About Online Learning

Online Learning Department Vision:

Support faculty to create accessible, student-centered, dynamic, innovative, high-quality Online Learning courses and programs and support students to succeed in their Online Learning experiences.

Online Learning Department Mission:

To advance the hallmarks of student-centeredness and accessibility in the mission of NCCC, the Online Learning Department enhances and supports the planning, development, and continuous improvement of online, hyflex, blended, and hybrid courses and programs, and teaching following standards set forth through national quality standards. We are committed to providing faculty with training, professional development, and support and to providing students with support services that lead to retention and success.

Online Offerings

NCCC offers online and blended degree and certificate programs as well as courses within numerous academic disciplines. Visit the [Online Learning Department](#) on the college website for more information.

Definitions of Online Learning Instructional Modes

Online:

This type of course is delivered 100% online in an asynchronous format. Students will not be required to visit the campus or engage in synchronous activities. You can invite them to campus, hold online web or video conferencing sessions, or have them complete a proctored exam. However, these activities must be optional, not required. Coding in Banner: All course sections have a “W” in the course section field. (More Info: <https://tinyurl.com/ncccconline>)

Hybrid/Blended:

This type of course is partially delivered online. Typically, a hybrid/blended course has a 50/50 ratio: approximately 50% of the course material is delivered on campus and 50% is delivered online. The purpose is to utilize the best features of both face-to-face (F2F) and online learning. Blended courses mix live synchronous zoom class with online learning activities through Brightspace. Coding in Banner: All course sections have a “Y” in the course section field and list either hybrid or blended in front of the course title. (More Info: <https://tinyurl.com/nccchybridblended>)

HyFlex:

In a HyFlex course, students can choose between a variety of delivery modes, adapting their approach to learning to suit their needs and preferences at any time, changing their mode from one class meeting to the next as needed. (More Info: <https://tinyurl.com/nccchyflex>)

There are three ways that students can choose to participate:

1. **In-person:** This participation method looks similar to traditional classroom learning, in that students arrive to a classroom on a specific day and time, and meet with an educator who is physically present in the classroom. However, in-person attendees may interact with classmates who are attending class virtually. Technological solutions allow the in-person and online attendees to communicate with one another and the course instructor, to collaborate on course activities and assignments, and to complete course assessments.
2. **Synchronous Online:** Students attend class virtually, in real-time. Live chat, video conferencing solutions, and collaborative technologies allow virtual students to be active participants in the learning experience, despite not being physically present in the classroom.
3. **Asynchronous Online:** Students can engage in learning on their own time, completing coursework online either before or after the in-person learning has taken place. Students will interact with their peers and with the course instructor using asynchronous technologies which allow for reflection, collaboration and student-to-student interactions that are dispersed over a period of time.

Web-enhanced:

This type of course is a traditional class where course content is delivered by an instructor on regularly-scheduled days and times. Seat time is not replaced by online learning. However, components of the course will be accessible through Brightspace or other technologies and websites. Coding in Banner: There is no special code designation for a web-enhanced course.

Course Technology

Brightspace is the NCCC Digital Learning Environment (DLE), which is used to deliver course content at NCCC. Other technologies may be used, but you can learn more about Brightspace from the following link: [Brightspace Resources & Help/Support](#).

In addition to using the DLE other tech tools can be used for supporting interaction and communication in online courses; [Remind](#) texting, [Zoom](#) web conferencing tool, just to name a few.

Teaching and Learning Online

Role of the Online Faculty

Teaching online requires a paradigm shift for instructors. Teaching online is different from teaching face-to-face (F2F). Instead of lecturing to students, instructors engage in an interactive exchange of information. The online courses at Niagara County Community College are delivered via a digital learning environment (DLE) which offers students many opportunities for engagement and interactivity. This type of interactivity would otherwise be experienced in a F2F classroom. Instructors should avoid posting pages of lectures for students to read and instead focus on delivering the main objectives through these interactive elements. View our Online Teaching Academy “Optimizing Digital Learning (ODL)” course in Brightspace and Online [Faculty Resource Center](#) for more information and resources. The course is located in the “no term” assigned section in the course module.

Working with Virtual Students

The paradigm shift in online education is not only for instructors, but for students as well. Students need to become accustomed to working in the online environment and with the technology at their fingertips. They must learn to be self-managed and observant. You will find that not all students easily adapt to learning online, so that is one reason why online instructors must develop a course that is consistent and engaging.

Online instructors should create a supportive community for students to learn. All successful online courses provide an orientation, varied activities to address different learning styles, and empower students to take responsibility for their learning. As instructors, you must be constantly aware of student needs and participation levels, and the DLE makes this a relatively easy process.

All online and the online portions of hybrid, blended, and hyflex courses are required to meet the quality standards and compliance requirements as set forth through [SUNY OSCQR Quality Standards and MSCHE requirements for regular and substantive interaction “RSI.”](#)

New to Online Instruction

NCCC is committed to offering quality online, hybrid, blended, or hyflex courses by instructors who are dedicated to learning new technologies, offer courses that meet quality standards, use strategies to be an effective online educator, and who will assess and refresh their courses on a continuous basis. All online courses must be developed to meet [Quality Design Standards](#) and will be assessed according to the [Course Observation Guide](#), a tool used to measure effective online instruction.

Are you ready?

Before you start, it is recommended that you understand the skills needed to teach online and make sure you are equipped to meet the demands of online teaching. Complete the [Faculty Self-Assessment](#) developed by Penn State to determine if online teaching is a mode that works for you. This evaluation will provide feedback and resources to improve your skills for online teaching. In addition, before starting the planning phase of the online course, you should review the common misconceptions of faculty about teaching online and the definitions of online courses.

Course Approval Process (for online, hybrid, blended and hyflex courses)

All online, hybrid, blended, or hyflex courses must complete an online proposal: [Download form.](#)

You must submit a proposal for each new online, hybrid, blended or hyflex course that you want to develop, or if you are planning to teach an already existing online, hybrid, blended or hyflex course. The request for proposals is communicated via the *NCCC Today*, the college system message, in September and January.

Courses will be approved by the Program or Department Coordinator (if applicable) and Division Chair prior to submission to the Online Learning Department. Subsequently, course proposals are reviewed by the Online Learning Coordinator and Academic Vice President. Course approval will be based on need or to support existing or planned online or blended degree programs. You will be notified as to whether your course proposal has been approved or denied. The Online Learning Department recommends that only one course is developed at a time. A maximum of two (2) courses may be developed at the same time, but only with approval by the Academic Affairs Vice President, Division Chair, and Online Learning Coordinator. This is assessed on an individual basis. If you already teach online, the course(s) must meet NCCC Quality Standards before you are permitted to develop a new Online Learning course. See the Quality Standards section of this document for more information.

Once the course is approved, the division secretary will add it to the master schedule for the semester in which you will teach it for the first time. The course will also be listed in the [SUNY Online course navigator](#). If the course proposal process is not followed and an online, hybrid, blended, or hyflex course is listed in the master schedule without approval, it will be removed.

Misconceptions of Online Teaching

See also [Common Faculty Misconceptions about Online Learning](#).

- Myth 1: Online courses are easier to teach.

Online courses can be more convenient for faculty, just as they are for students. However, many instructors find teaching online courses to be more challenging than face-to-face courses, particularly the first few times. While online instructors do not need to come to a classroom at scheduled times, their active engagement in the online course is critical to students' success. For the instructor, this will mean frequent log-ins to the course, quick response time to student questions (typically within 24 hours), timely participation in discussion boards (when appropriate), and regular, prompt feedback via comments and grades. In addition, online courses typically require a greater investment in time before the course starts. Course content, structure, and assignments should all be in place prior to the course start date, even if modules open to students progressively during the term. This supports good course design and also allows the instructor to dedicate the time necessary for interaction and feedback during the course implementation.

- Myth 2: To make one of my face-to-face courses an online course, I will simply upload my PowerPoint slides and quizzes.

While content that might typically be delivered in a face-to-face course by lecture, accompanied by a PowerPoint presentation, can be conveyed in an online course in a similar fashion, it is important for content delivery to be engaging and interactive. Research on student learning has demonstrated that attention spans are short (possibly seven minutes) and individuals do not retain information presented by lecture for very long. Online courses present an opportunity for multiple methods of content delivery, interspersed with learning activities. Students might be asked to watch a short video by the instructor introducing concepts, followed by a reading assignment, followed by a discussion board posting to process the reading. Quizzes or short response assessments can serve as knowledge checks and provide students with valuable feedback. Further engagement with content, such as asking students themselves to research information and present it to the class, provides an opportunity for students to learn better and move beyond knowledge acquisition to higher levels of learning in Bloom's taxonomy.

- Myth 3: I can log in to the course once per week to check the students' work.

Faculty in online courses should model for students the kind of frequent engagement that helps students be successful. Students should feel the instructor's presence throughout the course, whether it is through announcements, reminders, participation in

discussions, or feedback on assignments. Best practices indicate replies to communication should be given within 24 hours and feedback and grades within approximately two-three days. [Learn More](#)

Online Teaching Expectations

- Instructors should be in the course four to five days per week
- Instructors should grade and provide detailed feedback consistently each week so that students see their current grade.
- Instructors should check their college email frequently
- Instructors should post weekly announcements including course updates, assignment reminders, etc.
- Instructors should encourage engaging discussion or other options for student-to-student and student-to-faculty interaction These can include discussions, peer review, virtual group work, etc.
- An online course is well organized.
- An online course provides an interactive and engaging learning experience and learning activities to meet the substantive interaction compliance requirements.
- Online courses follow the same start and end dates as a face-to-face semester.
- Meet the same credit hour standards as set forth by the Middle States Standards and SUNY.

Online Teaching is NOT

- A correspondence course. Online courses are required to have interactive and engaging activities that build a class community.
- Self-paced. Courses should be highly engaging and interactive from student to instruction, instructor to student, and student to student.

Required Contents for Online Courses and the Online portion of a Hybrid, Blended or Hyflex courses

Getting Started documents are key to supporting student success in the online courses and the online portions for hybrid, blended and hyflex courses. Use the following [checklist for necessary materials](#).

Timeline for Development and Training

Meetings and Workshops/Content and Goals	Spring Development with Summer Delivery	Spring Development with Fall Delivery	Fall Development with Spring Delivery
1. Orientation meeting or Consultation with OL Department	February	February	Late September
2. Participate in the Online Teaching Academy (course development and course refresh training) and start working on the course	March/April	March/April or May/June	Oct/Nov
3. OL Course Development Partner completes an in- depth, final review of the new course using the OL course review checklist.	One week prior to the summer course start date	August 1 – 10	Jan 5 – 10
4. Sign up for a Quality OSCQR Review after teaching the course for one semester	Fall	Spring	Summer/Fall

Required Training for Course Development and Course Refresh

New Faculty: If you are new to teaching online, hybrid, blended or hyflex courses at NCCC, you will be required to attend a series of workshops/learning labs that may be delivered through the [SUNY DLE](#), [SUNY OTTER Institute](#), [SUNY Online Teaching Certificate](#) Program, or in-house through our [Online Teaching Academy Course: Optimizing Digital Learning](#), or other prescribed training. Training will be determined by the Online Learning Department during your orientation or consultation meeting. In the development of digital learning courses, we will make use of this faculty playbook created by the Online Learning Consortium titled "[Optimizing High-Quality Digital Learning Experiences](#)."

Experienced Faculty: If you have developed an online, hybrid, blended or hyflex course in the past, you will receive a custom training plan designed by the Coordinator of Online Learning and will work with a course development partner during the creation of the online, hybrid, blended or hyflex course. You will be required to complete the NCCC Quality Review Process and have one of your online courses meet the NCCC Quality Standards. We highly recommend the peer review because there is much to be learned from your colleagues and some state that it is the best form of professional development.

Continuous Improvement: All online, hybrid, blended, and hyflex faculty are expected to attend professional development workshops offered or recommended through the NCCC Online Teaching Academy. Many workshops are offered as webinars that are recorded and can be watched at your convenience. If the workshop is offered face-to-face, there will be printed materials made available on our [Online Learning Faculty Support Center - Presentation Recordings/Handouts Page](#). SUNY DLE session materials and recordings can be found here. [<dle.suny.edu/recordings.>](http://dle.suny.edu/recordings)

Planning: In preparation for course design, your first step would be to obtain a current master syllabus. This syllabus can be obtained from either your Division Office of Academic Affairs. All master syllabi contain a list of Student Learning Outcomes (SLO).

Tools for Planning, Course Development, and Course Refresh

This faculty playbook titled “[Optimizing High-Quality Digital Learning Experiences](#)”, which was created and distributed by the Online Learning Consortium, is the main resource we will use for planning, course development, and improving digital learning courses at NCCC. The playbook is organized to guide educators through the learning process to help operationalize best practices in online educators to build their courses and develop their online teaching practices in layers. Each section of the course provides tips to build or enhance your course at each of the three layers listed below.

Design-Enhance-Optimize: An Iterative Process of Online Course Design

Many topics covered in this playbook are organized according to these three different levels:

Design-Enhance-Optimize: An Iterative Process of Online Course Design

Figure 1.1. The Design-Enhance-Optimize process offers an iterative, layered approach to online course design by encouraging faculty reflection and reflexivity. This process allows educators to employ design principles, enhance the learning environment and experience, and optimize their courses with evidence-based practices.

DESIGN

Guides immediate and basic needs for moving a course online.

Most useful for emergent and immediate translation of F2F or blended courses to fully online.

ENHANCE

Provides options to enhance the learning environment and experience.

Most useful for improving F2F elements that do not translate well, or beginning to customize course quality for online.

OPTIMIZE

Offers tips and resources for online teaching and learning that aligns with the highest-quality practices.

Most useful for continuous improvement and maintaining best practices.

Middle States Requirements

Middle States requirements for “regular interaction” in a distance learning course (online, hybrid, blended or hyflex)

The federal definition of distance Education provided in the final [Distance Learning and Innovation Regulations](#) requires “regular and substantive interaction” between the students and the instructor, either synchronously or asynchronously. Regular interaction means that the institution provides the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency, monitors the student’s academic engagement and success, and ensures that the instructor(s) are 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.

[Middle States](#) expectation of “substantive interaction” between students and the instructor

Substantive interaction is defined in the USDE’s August 24, 2020, final [Distance Learning and Innovation Regulations](#) as “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.” For further clarification, contact the [U.S. Department of Education Office of Federal Student Aid](#)

Time on Task in Online Courses

Courses delivered online are still required to meet the same “time per credit hour” standards as in a F2F classroom as per the MSCHE credit hour policy and [SUNY credit/contact policy and definitions](#). Since online courses do not have “seat time” like F2F courses, it is important that you and your students understand how much “time” it will take to complete the course. Faculty should review the [resource developed by the Rochester Institute of Technology to](#) learn how “time” is measured in online courses. The resource will provide information on how you can ensure your online courses require the same amount of learning and the same amount of time per week as F2F courses. You can also use this [Workload Estimator 2.0](#) created by Wake Forest University’s Center for Teaching Excellence.

Students at NCCC can estimate how much time a course should take to complete by using our [Online Learning Time Management Estimator](#).

Assessment

As required by all faculty at NCCC, you will be asked to report, record, and improve course assignments. There are many resources to help you with strategies to assess SLO in online and blended courses. We are currently working on our “OATs” (online assessment techniques) initiative to help you with strategies and techniques to effectively assess your outcomes in Online Learning courses. For more information about assessments, please visit our [NCCC Online Teaching Academy Faculty Support Center](#) (Blog).

Continuous Enhancements and Improvements

In order for NCCC to maintain and enhance the quality of its online courses, we ask that all our online faculty participate in the NCCC Course Quality Review Project. After you have taught your course online for one semester, you will be invited to participate in a review. This review is a faculty-driven, collegial course design review. The rubric does not evaluate the faculty member or the faculty member’s content expertise. It is completed by a team of two trained reviewers using the [OSCQR](#) rubric. The reviewers, Instructional Designer, and faculty members will meet to discuss a plan to make course improvements. For more information about this process, please visit the [NCCC Online Teaching Academy Faculty Support Center](#) (Blog).

Preparing Your Course(s) For a New Semester

Every semester a course needs to be updated to make sure it is ready for students. Once a course is copied from the old semester into the new course shell, your work is not done. We have created a checklist on required updates needed from copying the course, updating due dates, and many more house cleaning chores that need to be done to prep the course. Check out the full [checklist with step-by-step](#) instructions and videos (Select, **Make a Copy** to view an editable checklist).

Common Questions/FAQ’s

Merging Courses

If you are teaching two or more sections of the same course you can put in an OIT Helpdesk request to have the courses merged. When classes are merged a new course is created and the other course shells become “Child” courses. This will push the student into the merged course. All content needs to be in the new merged course. This process should be done before classes start so the new course shell can be prepared.

I Grades: Giving Students Access to a Course in Brightspace to Finish the Incomplete Grade

If your students need access to your course in Brightspace to finish assignments and access content you will need to submit an OIT Help Desk request. [More Information...](#)

What Services does the Online Teaching Academy Provide to Faculty?

The Online Teaching Academy offers numerous services to support Online Learning faculty:

- [Online Teaching Academy: Optimizing Digital Learning course](#) (for those creating or refreshing and revising digital learning courses including: hybrid, blended, hyflex or fully online)
- Instructional Design Consultations
- Technology support from a Course Development Partner
- Training and Professional Development sessions (web and face-to-face)
- Brightspace Support
- Program and course planning consultation
- Course Templates for Online, Blended, Hybrid and HyFlex courses
- Course Quality Reviews using [SUNY OSCQR Standards](#)
- [Effective Online Teaching Presence, Humanizing Online Courses, and Course Management Analysis](#)
- Online Accessibility support and training

What Services does the Online Learning Department Provide to Students?

Communications

Once enrolled in an online, hybrid/blended or hyflex course, the student receives an email from the Online Learning Department. This email covers the nature of the online, hybrid/blended or hyflex course, with getting started information, how the student should begin to prepare, and helpful resources to find help if necessary. Consult the [Online/Hybrid/Blended/HyFlex Enrollment Email](#).

The Online Learning Department also utilizes a tool entitled "[Text-em-all](#)". This service allows text messages to be sent to students' phones. Before the course begins, the Online Learning Department sends a text message to students enrolled in an online (only) class, reminding them that their online course will begin soon, and provides [getting started](#) instructions. Reminders and announcements are posted frequently through the Brightspace group and T-Wolves email.

[Online Learning Web pages](#) located on the NCCC website includes: How to get started, an explanation of flexible instructional methods, program offerings, technology requirements, FAQ, how to determine and assess your online readiness, and Brightspace Essential Learners resources which includes Brightspace support & Academic help, Pulse App, Microsoft Office365, available workshops, tutorial videos, and Wolf Packed Course Material Program.

Getting Started for Students & Building Our Students' Success

Every semester, a variety of training workshops are available to assist students in transitioning to online, blended, hybrid, and hyflex courses. These workshops, conducted both via Zoom and in person, aim to offer guidance to students on various aspects of Brightspace. They cover topics such as accessing and navigating Brightspace effectively, accessing course resources and materials, submitting assignments, participating in discussions, setting up Multifactor Authentication, utilizing Microsoft Office 365, and providing other technology tips to enhance student success.

Students have access to courses in Brightspace five days prior to the semester start date so they can view and print the course schedule and syllabus, view the welcome announcement and video, and be ready to start the course on the first official day of the semester.

All Students are auto enrolled in Building Our Students' Success (BOSS). This resource is a collaborative effort aimed at supporting campus-wide retention, which includes providing support for online learners, student services, Academic Center for Excellence (ACE), and Academic Affairs for at-risk students. This initiative empowers students to take charge of their success by identifying the academic skills they need to improve.

It serves as a centralized repository for all the skills necessary for academic success, which students can access at their convenience. BOSS is designed to be self-driven, allowing students to develop the skills they need to be successful or enhance the ones they already possess.

It encompasses five distinct courses that cater to different aspects of academic success, such as navigating the Brightspace environment, developing basic computer skills, studying strategies, time management, note-taking, reading, and communication skills.

Online Student Support Specialist

The Online Learning Department has a Student Support Specialist on campus for students who need additional support. Students can visit the Online Learning Student Success Center for a personal meeting (D106), attend scheduled workshops throughout the semester (fall/spring/summer), or [request a phone or zoom live session](#). The main goal is to support and assist students with Brightspace as well as their online, hybrid/blended, or hyflex course. If students need help with Coursework [ACE](#) is available for tutoring services.

Our Student Support Specialist oversees BOSS and performs regular outreach to students who are struggling or have academic concerns regarding their online courses. This outreach is aimed at providing assistance to help students regain their momentum and develop proficiency in navigating Brightspace. The Online Learning Department collaborates closely with the Academic Center for Excellence (ACE) and the Student Support Center (SCC) to ensure comprehensive support for student success.

What Type of Learning Commons, Tutoring, and Library Services Exist for Online Learning Students?

Through emails as well as posted announcements, messages in Brightspace, and campus wide publication students receive information regarding the locations in which they can obtain assistance:

- [Academic Center for Excellence \(ACE\)](#): Located in the Learning Commons Building, enter through the library second floor, room D201. ACE offers a variety of student services including Academic Coaches, online tutoring, student tutoring, and workshops.
- The library provides many services for the entire college community. If you teach an online course, you can request to have a copy of your textbook on reserve for students, request an embedded librarian who can assist your online students with research papers, and make use of any content resources to which they subscribe. View all [Library Services](#).

What is SUNY Online?

[SUNY Online](#) is a SUNY-wide collaboration that showcases world-class online-enabled learning opportunities. SUNY Online is neither a degree program nor institution; it is a seamless way for you to access the courses, degrees, professors, and rich academics of all 64 SUNY campuses. NCCC is a SUNY Online partner campus so all degree programs and courses are listed in the SUNY Online navigator. Faculty have the support of the SUNY Online Teaching community and students have access to online readiness support and services. Both faculty and students can access support through the [SUNY Online Help Desk](#).

For more information, consult the [SUNY Online FAQ's](#), contact the [Online Learning Department](#), or visit our [Faculty Support Center Blog](#) or [NCCC website](#).

Can I Copy Content from an Instructor Who Previously Taught the Course?

In most cases, course content can only be used with permission. Refer to the [Faculty Handbook](#) for further information.

How are Grades and Attendance Addressed?

You will need to follow the grading and attendance policies established by the College.

- If a student obtained an “I” grade for your course and needs access to the course content after the course end date, you must submit an OIT Help Desk request. When placing the request, include the student’s name, ID number, the course CRN, and the semester.
- You will be required to take attendance for the first three weeks of the class in order to complete the Census Report as per College policy. Each course will have a required Academic Integrity Policy activity, a one-question quiz that students must complete for compliance and attendance purposes. For more information, consult the instructions for [Census reporting for Online/Hybrid/Blended/HyFlex courses](#).

Will My Online Course be Observed Like a Traditional Course?

Yes, online courses are observed as per the normal schedule established by the Office of Academic Affairs. The observer will use the [NCCC Online Course Observation Guide](#) for the observation and analysis.

How Do I Request or Update a Community “Group” in Brightspace?

In Brightspace a community/group is created as a course. To have the course created you need to submit an OIT Help Desk request. When placing the request, include the name(s) of the group leader(s) and a list of students/participants. Group leaders are able to add content such as pages, tests, and discussions. Students/participants will have access to the content. Also include a term for the group and whether it is for a semester, year, or continuous.

How Many Online, Blended, Hybrid or HyFlex Courses

Can I Teach per Semester?

The number of online, hybrid/blended, and hyflex courses that you can teach per semester is determined by the Division Chair and Academic Vice President. In most cases, nine (9) credit hours of your full-time load must be taught on-campus. The remaining as well as any overload credit hours can be in an online, hybrid/blended or hyflex format. For further clarification, contact your Division Chair or Academic Affairs Vice President.

Resources

[NCCC Online Learning Faculty Support Center](https://ncccconlinelearning.com/) - <https://ncccconlinelearning.com/>

[NCCC Online Teaching Academy DIIGO Bookmarks](https://www.diigo.com/user/ldubuc?query=%23odl), shared links to support online teaching and learning: <https://www.diigo.com/user/ldubuc?query=%23odl>

[SUNY DLE](https://dle.suny.edu/) - <https://dle.suny.edu/>

[SUNY OSCQR Rubric](https://oscqr.suny.edu/) - <https://oscqr.suny.edu/>

[Humanizing Online Courses](https://brocansky.com/humanizing/infographic2) - <https://brocansky.com/humanizing/infographic2>

[SUNY Online | Online Teaching Support Center](https://online.suny.edu/onlineteaching/) - <https://online.suny.edu/onlineteaching/>

[Optimizing Digital Learning - Optimizing High-Quality Digital Learning Experiences](https://www.everylearnereverywhere.org/wp-content/uploads/ele_facultyplaybook_2021_v3a_gc.pdf)
https://www.everylearnereverywhere.org/wp-content/uploads/ele_facultyplaybook_2021_v3a_gc.pdf

[Online Course Observation Guide](https://tinyurl.com/OnlineObservation) - <https://tinyurl.com/OnlineObservation>

[Promoting Academic Integrity in Online Education](https://tinyurl.com/ybv6tbx8) - <https://tinyurl.com/ybv6tbx8>

[Online Course Design Standards](https://tinyurl.com/5edpmwzr) - <https://tinyurl.com/5edpmwzr>

[Hybrid/Blended Course Development Resources](https://tinyurl.com/nccchybridblended) - <https://tinyurl.com/nccchybridblended>

[HyFlex Course Development Resources](https://tinyurl.com/2kuhrszy) - <https://tinyurl.com/2kuhrszy>

[Workload Estimator](https://cat.wfu.edu/resources/tools/estimator2/) - <https://cat.wfu.edu/resources/tools/estimator2/>