

HOLY FAMILY UNIVERSITY

Blended and Online Course
Policy and Procedures Manual

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Holy Family University
Blended and Online Course Policy and Procedures Manual

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Holy Family University
Blended and Online Course Policy and Procedures Manual

1. Introduction

1.1. Purpose

The purpose of the Holy Family University Blended and Online Education Policy and Procedures Manual is to assure quality blended and online programs in accordance with the mission of the University. This manual defines course delivery formats at Holy Family University and outlines policies and procedures that support faculty in the design, management, instruction, and evaluation of blended and online courses.

1.2. Online Learning Definitions:

Holy Family University offers a range of course delivery formats including traditional, classroom-based learning, and a continuum of online options. Regardless of how the course is delivered, all courses offered at Holy Family University provide 45 hours of instruction. The following defines the different types of online learning available at Holy Family:

- 1.2.1. Blended courses combine elements of traditional, classroom-based courses and online courses. An essential element of the blended course is the intentional integration of F2F synchronous class sessions with asynchronous online learning experiences i.e., the online learning enhances and extends the F2F instruction to fully address specific course outcome objectives. In a blended course, both the F2F and the online portions are critical to the achievement of course outcome objectives. A blended course at Holy Family University is one in which between 12 to 36 hours of class time are conducted online.
- 1.2.2. Online courses are conducted entirely online except for campus-based, proctored exams. An online course at Holy Family University is one in which between 37 and 45 hours of class time are conducted online, either synchronously or asynchronously. Any campus-based requirement, such as for a proctored exam, is flexible as to location and schedule so that students are not required to travel to a Holy Family University campus to complete course requirements.
- 1.2.3. HyFlex courses are designed to provide students choice in whether they attend synchronous sessions onsite (campus classroom) or remotely via WebEx or

another conferencing platform. In some courses, an asynchronous version will also be available by the week or by the entire course. At Holy Family, the details for the degree of choice allowed and the number of course delivery formats provided will be decided by each academic school for a particular course or program.

1.3 Course Size

Class size in blended and online courses impacts the level of interaction between students and instructor, students with other students, student engagement, and the establishment of an online learning community. To maintain the integrity of our programs and provide our students effective learning experience across the university, all blended and online courses are capped at 20 students.

In extraordinary circumstances, The Deans would have the authority to increase the capacity of the course by an increment of one (1). The justification for the increase must not be routine. It should be considered an emergency and directly related to a pathway to graduation for a student. The Dean will secure a written acknowledgment from the faculty member that the class size is being increased by one. This can be in any form including an email.

1.4 Intellectual Property Policy

Ownership of blended and online courses at Holy Family University will be governed by the Holy Family University Intellectual Property Policy (Appendix 1.4).

2. Faculty Qualifications

2.1. Blended and Online Course Design

2.1.1. Full Time Faculty

A full time faculty member who creates a new blended/online course or converts an existing course to a blended/online format must, at a minimum, complete either the *QM Design Your Online Course* or the *Design Your Blended Course* online training. Approval by the Dean of the appropriate school must be obtained prior to enrolling in the QM training. Faculty may also provide evidence of professional development in a course equivalent to the QM training.

2.1.2. Adjunct Faculty

An adjunct faculty member who creates a new blended/online course or converts an existing course to blended/online format must, at a minimum, complete either the QM *Design Your Online Course* or the *Design Your Blended Course* online training. Approval by the Dean of the appropriate school must be obtained prior to enrolling in the QM training. Depending on the program resources, adjunct faculty may be asked to cover the cost of their enrollment in the QM training. Adjunct faculty may also provide evidence of professional development in a course equivalent to the QM training.

2.2. Blended and Online Course Instruction

All full time and adjunct faculty involved in teaching blended or online courses must take and pass the Holy Family *Orientation to Canvas and Online Instruction* course prior to teaching the course (Appendix 2.2). Faculty are expected to then complete any updates to this course as they become available.

3. Blended and Online Course Approval Process

3.1. Full Time Faculty

3.1.1. Dean Approval

The qualified full time faculty member will request approval from their Dean to design/convert a course to a blended/online format. The Dean will assign the Blended/Online Course Mentor to assist the course representative throughout the process (*Note: Faculty developing a new course using a blended/online format must also follow the established university process for new course approval*).

3.1.2. Preliminary Review and Instructional Equivalencies

Once the blended/online course is developed, the Blended/Online Course Mentor will conduct a preliminary review using the *Blended/Online Course Preliminary Review checklist* (Appendix 3.1.2) and the Holy Family *Instructional Equivalencies Policy* (Appendix 3.1.2).

3.1.3. Provisional and Final Approvals

If the new blended/online course meets the standards in the preliminary review, it will be provisionally approved by the school. Once an existing course conversion (to either online or blended format) has been approved by the school's approval

process, the proposal (including its revised syllabus) must be presented to UCC for approval. Course proposals may be presented to the UCC and Academic Council by the school dean and/or the Chair of COBOL.

Once approved by UCC it may be listed and taught as a blended/online course. The course representative will teach the course in the blended/online format one time before submitting for a full QM Internal Peer Review (review team members must have completed advanced coursework through QM i.e. *Applying the QM Rubric* and *Peer Reviewer Course*; the review team chair must have received *Master Reviewer certification through QM*).

It is highly recommended that the course representative conducts a QM Self-Review before requesting a full QM Internal Peer Review. Conducting a QM Self-Review will provide the course representative with a greater understanding of best practice in blended/online course design and will result in a more effective course overall.

Faculty who convert an existing course to blended or online or who design a new blended or online course must have at least one such course undergo a QM Internal Review.

3.1.4. Internal Quality Matters Peer Review

Blended/Online courses that meet QM Internal Peer review standards are approved by the Committee for the Oversight for Blended and Online Learning (COBOL). The COBOL Chair will notify the Dean of the course representative's School that the course has been approved.

3.1.5. Follow-Up Reviews

All full time faculty will be required to follow this review and approval process for newly designed or converted blended/online courses and for:

- existing blended/online courses that have been substantially changed since the initial review and approval.
- existing blended/online courses five years after initial review and approval.

The Committee for the Oversight of Blended and Online Learning is responsible for tracking initial and follow-up reviews.

3.2. Adjunct Faculty

3.2.1. Adjunct Faculty Approval Process

Adjunct faculty, when asked to convert/design a blended or online course, will follow the same process as full-time faculty.

3.2.2. Adjunct Faculty Support and Oversight

Adjunct faculty will be supported in the conversion process by a school coach with additional oversight by the school dean or his/her designee.

4. Faculty Support and Expectations

4.1. Faculty Support

4.1.1. Blended and Online Course Design

Each school will identify one or more faculty members who have completed advanced coursework through Quality Matters (QM) (Applying the QM Rubric and Peer Reviewer Course) or the equivalent and who have current experience designing and teaching blended or online courses. This coach will provide oversight and support within their school to colleagues involved in developing and teaching blended/online courses.

4.1.2. Course Delivery

All full time and adjunct faculty involved in teaching blended or online courses must take and pass the Holy Family *Orientation to Canvas and Online Instruction* course (Appendix 2.2).

4.1.3. Information Technology

The role of Information Technology is to:

- provide technical support for distance learning faculty and students.
- support and promote technological infrastructure.
- provide a secure computer network ensuring the integrity and privacy of the communications and records exchanged.
- provide training opportunities for faculty on the use and development of instructional technologies by offering online tutorials and workshops on

Canvas as needed. These tutorials and workshops cover the various tools available to help organize and manage a Canvas course.

Each semester all courses are automatically created in Canvas via integration with Colleague. Faculty members are responsible for setting up and maintaining their Canvas sections, including uploading course content, creating modules, and posting other instructional materials. Academic Technology staff will work with faculty members to ensure that they have the ability to perform these duties through workshops and one-on-one training, as needed.

Support for Canvas is available on a 24 x7 basis via the Canvas Help Center.

Students and Faculty can request technical assistance for Canvas 24 hours a day by visiting the 'HELP' button located in the bottom left corner after logging into Canvas. Students or Faculty may submit a ticket, chat, or call 855-308-2755 for assistance.

4.1.4 Library Services for Blended and Online Courses

The HFU Library supports blended and online learning. It provides a range of synchronous and asynchronous services to ensure that all students and faculty--whether learning and teaching on campus or remotely--benefit from the resources available through the Library. A Library link embedded in all Canvas course shells ensures that HFU faculty and students have the opportunity to engage with its staff and librarians, and to avail themselves of all Library services and resources.

Synchronous Services

The services described below are available in real time to all HFU students, staff, and faculty:

- Information Literacy / Library Instruction Sessions - Providing information literacy and library research instruction is crucial to the mission of the HFU Library. The Library engages all students enrolled in the ENGL 101/102 course sequence in basic information literacy and library/instruction. Teaching librarians are available to lead online, synchronous classes on Information Literacy (ENGL 101) or Library Instruction (ENGL 102), and

faculty are encouraged to schedule customized, subject specific research strategy and resource sessions for their upper-division undergraduate, graduate, and professional courses.

- Ask a Librarian (Reference Services) - Students, faculty, and staff may contact the Library at any time to receive research guidance and assistance, citation help, general library information, or technical assistance with Library resources by phone, email, or chat. Chat is available 24/7/365. During Library operating hours, patrons are connected with an HFU librarian or staff member instantly. When the Library is closed, librarians from other institutions are available to assist students and faculty.
- Citation and Formatting Consultations - Students and faculty in need of assistance with American Psychological Association (APA) formatting and citation style may schedule a one-on-one, synchronous, online consultation with an HFU librarian. The librarian will work with the student to review their work for compliance with APA style guidelines and assist the student in making any necessary corrections.

Asynchronous Services

The services described below are available 24/7/365 through the HFU Library website:

- Research Databases - The HFU Library's research databases provide instant access to scholarly articles, research papers, news reports, statistics, ebooks, citations, and abstracts. Students and faculty will need valid HFU login credentials to access the databases, which contain in-depth research and publications on all areas of scholarly inquiry and professional research. Librarians provide research assistance asynchronously through email, and synchronously by phone and chat.

- Library Catalog -The Library catalog indexes eBooks, print books, DVDs, streaming video, and print and digital journal titles available through the HFU Library. Librarians are available to assist with catalog searches synchronously via phone or chat and asynchronously through email.
- Research Guides - Research guides are curated by HFU librarians and provide subject specific research information and resources on all academic subjects taught at HFU. Extensive information on research and Library resources is available in the Library & Research guide. Subject guides are thorough but not necessarily comprehensive--they are designed to get students started with their research and help them narrow their topic to a manageable scope. Librarians are available for more in-depth assistance.
- Interlibrary Loan - Students and faculty may use Interlibrary Loan to request print books, articles, DVDs and other materials not owned by or accessible through the HFU Library. Requests may be placed through the Library catalog, most research databases, or via a form on the Library website. In general, articles are delivered digitally by email within 2-3 days, while print books may take 5-7 days, and must be picked up at the Philadelphia campus Library or Newtown campus Learning Resources Center (LRC). Interlibrary Loan is provided free of charge to students and faculty. Textbooks are not available through Interlibrary Loan. There is no charge to students for this service.
- Journal Locator - Journal locator is a comprehensive index of all journals to which the HFU Library has full text access. Users may search for specific journals or browse by title. The index may also be used to locate full text copies of individual academic articles. Included in the results is the database which indexes the title and the coverage range available through the HFU Library.

5. Course Reserves - Faculty may place textbooks, objects, and/or supplemental readings on reserve in the Library. Course Reserves enable instructors to disseminate readings or course related materials that might otherwise be difficult to distribute or unavailable to students.

5.1. Blended and Online Course Faculty Expectations

Best Practices in online teaching are student centric in that these practices have students' interests as their core. Integrating learning activities to promote engagement with the subject matter and with the students, requires cognitive and affective methodologies. These concepts are implemented for teaching, communicating with, and coaching students towards performance which will result in academic achievement. Faculty are expected to review and update the course shell prior to the beginning of the course and to follow all policies as stated in the course syllabus. The following expectations provide general guidance to effective online instruction based on current best practice. Each school may create specific expectations in each category that meet or exceed those listed.

5.1.1. Interactions with Students

Create a friendly, engaging, online community of learners through the use of a non-authoritarian style response and responsiveness to students by:

- Sending students an email the week before the course starts to welcome them to the course.
- Holding virtual office hours two to three times per week
- Responding to student questions and concerns within 24 hours or sooner or as specified in the course syllabus
- Being flexible to student needs as much as possible and appropriate.
- Reaching out to students who are struggling
- Complying with any other school specific requirements

5.1.2. Online Discussion

Online discussion posts should demonstrate an effort to make individual connections with students, promote a professional learning environment, use problem solving skills to deal with concerns, instructional presence, intellectual presence, professional expertise, promoting a positive and moving-forward learning environment. Faculty should play an active role in online discussion. How they are

involved may vary depending on the course and school expectations. Faculty should clearly state how and when they will participate in course discussion boards. The following recommendations are standard practices in online discussion and should serve as guides to schools and faculty:

- Faculty respond to all introductions posted by students. This helps to create a learning community and establish relationships (*see section 4.2.1*)
- Faculty respond to each student's initial discussion board post. This helps to keep the student engaged and to know that the instructor is an active participant.
- Faculty intervene if online discussion goes off track and/or if it becomes inappropriate.
- Faculty respond to an identified percentage of student posts.
- Faculty comply with any other school-specific requirements

5.1.3. Announcements & Emails

Announcements and emails are critical components of blended and online courses. Especially in the fully online course, these forms of communication may be the only type used for interacting with students. Faculty are expected to:

- Post an announcement at the beginning of the course welcoming the students to the class, outlining the instructor-specific guidelines on late work, APA requirements, and explaining any other expectations of students.
- Post weekly announcements, by 11:59 PM on an identified evening, providing a summary of the prior module, a transition and introduction of the upcoming module, and any deliverable.
- Respond to emails, phone calls, and discussion board posts directed at the instructor within 24 hours.
- Comply with any other school-specific requirements.

5.1.4. Grading

Course grading policies must be clearly stated in the syllabus and communicated effectively to students. The use of rubrics and narrative feedback is considered essential in blended and online courses. Faculty should comply with the following:

- For each assignment, provide a grade with narrative feedback within one week of the due date.
- Provide substantive feedback throughout the grading rubric, focusing particularly on those critical elements where points have been deducted and areas in which the student would benefit from the additional insight.
- Grade according to the policy as stated in the course syllabus.
- Follow the stated late policy in the course syllabus and reach out to the student reminding them of the late policy.
- Monitor student performance and reach out to struggling students.
- Submit final grades on time to Self Service.
- Comply with any other school-specific requirements.

5.1.5. Student Evaluations

Student evaluations will be considered as part of the evaluation of blended and online instructors and courses. Questions specific to blended and online instruction are included in the student evaluation forms as appropriate to the course delivery format.

5.1.6. Accessible Course Design

Accessible course design is extremely important in meeting the needs of students with disabilities and often enhances the learning experience for all students, as well as the teaching experience of the faculty. The University's learning management system LMS meets Web Content Accessibility Guidelines (WCAG 2.0 AA).

However, there are additional measures that faculty must implement to ensure equal access. To start, faculty should include the required university syllabus statement on disability in their syllabi. For further support, faculty may also contact the Office of Disability Services and utilize resources provided by the Center for Teaching and Learning and the Committee for the Oversight of Blended and Online Learning. These resources can be accessed by logging into your LMS account and selecting Center for Teaching and Learning.

Holy Family University supports the use of Universal Design, an approach that considers the diversity of potential users and guides a product or content to be

accessed and understood by most people. For faculty-created instructional materials, faculty should:

1. Utilize built-in or templated page layouts when possible. Accessibility features are already built into these.
2. Use accessibility checkers on your documents-
 - a. [Microsoft Office accessibility checker](#)
 - b. [Google Docs accessibility checker](#)
3. Use color contrast for your text- dark background and light fonts can be most effective for presentations.
4. Use simple, easy-to-read sans serif font types such as Arial, Calibri, and Sans Serif in 12 points or higher.
5. Be sure that text and images are sufficiently spaced for clarity.
6. Avoid red and green and yellow and blue pairings for those with color-blindness.
7. Avoid using color as the only indicator for representing and conveying information (e.g., the blue bars indicate this information and red, this.)
8. Ensure that all video content and voiceovers for PowerPoint presentations are closed-captioned.
9. Using letters and numbers for organization within lengthy documents allows screen readers to accurately interpret the icon. Refrain from using icons such as bullets and hyphens.
10. Use [descriptive hyperlinks](#) (like this) and change the name to reflect the content. Do not use “click here”.
11. Caption your images and place brackets around the text. This allows Blind and Low Vision students to access the same information as their sighted peers.
12. Instructors should read what is on their screens while presenting to communicate the visual information to those who are visually impaired.

4.2.6 Ally

Holy Family University is committed to providing accessible educational experiences for all learners. To this end, ALLY, an accessibility tool, has been activated for all courses. Faculty are expected to utilize Ally to improve the accessibility of all existing and future course documents.

6. Quality Assurance

6.1. Academic Standards

All blended and online courses will:

- be consistent with the mission of Holy Family University.

- meet the eight Quality Matters standards through internal Quality Matters Peer Review:
 1. Course Overview and Introduction
 2. Learning Objectives (Competencies)
 3. Assessment and Measurement
 4. Instructional Materials
 5. Course Activities and Learner Interaction
 6. Course Technology
 7. Learner Support
 8. Accessibility and Usability (Appendix 5.2)
- provide an educational experience that is equivalent to that offered in a traditional delivery format.
- provide student access to the same academic and other student support services available to traditional students.

6.2. QM Internal Peer Reviews

See *Section 3. Blended and Online Course Approval Process*

6.3. Evaluation of Blended and Online Instruction

Each school within Holy Family University will identify one or more individuals to oversee the quality of blended and online course delivery. These individuals will be provided access to the blended or online course on Canvas that is under review. Faculty performance in the online environment is expected to reflect the Mission, Standards and Core Values of the University. Adherence to the *Blended and Online Course Policy and Procedures Manual* is expected. Holy Family University monitors faculty performance throughout the session. The Faculty Online Course Observation Form (Appendix 5.3) is used to assess the instructor's performance as *Exemplary, Acceptable or Marginal*. A faculty member who scores below 6 will be contacted to discuss the assessment results. Faculty who receive a "marginal" assessment will be assisted to develop a Performance Improvement Plan. Faculty members will have up to one full semester (or another course session as appropriate) to achieve "acceptable" performance. Blended and online faculty

will be reviewed by the dean or their designee the first time teaching online and at an interval decided by each school thereafter.

6.4. Guidelines for Student Identity Verification in Distance Education

Ensuring Student Identity Verification

Holy Family University students registered for online courses have a secure user ID and password assigned to them by the University using a FERPA compliant procedure.

Students are to engage in multifactor authentication and change their password regularly for both their User and Email accounts utilized in Holy Family University's single-sign-on environment.

The use of secure User ID and Password verifies that a student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. Students are responsible for providing complete and true information in any identity verification process, in accordance with the "Holy Family Student Code of Conduct" as outlined in the Student Handbook.

The User ID and Password Provides:

- Access to Enrollment in Online Courses
- Access to the Online Courses

Protection of Student Privacy

The privacy of students who enroll in online courses at Holy Family University is protected under the University's policies regarding student privacy, confidentiality, fraud, FERPA rules, and the Social Security Privacy Act of 1974 (P.L. 93-579). These policies are published in the Student Handbook and on the University's website:

- <https://www.holyfamily.edu/privacy-policy>
- <https://www.holyfamily.edu/about/administrative-services/university-policies/academic-policies/ferpa>.

All users of the University's online learning management systems are responsible for maintaining the security of usernames and passwords. Access credentials may not be shared or given to anyone other than the user to whom they were assigned for any reason. Users are responsible for any and all uses of their online account. Users are held responsible for knowledge of the information contained within the most recent Student Handbook. Failure to read University guidelines, requirements and regulations will not exempt users from responsibility.

Unit Responsible

Academic deans are expected to ensure all faculty within their Schools remain in compliance. Instructors teaching courses through distance education methods are responsible to ensure their individual courses comply. If necessary, the School Dean and/or the Vice President of Academic Affairs may address non-compliance through performance reviews or other measures as appropriate.

Ongoing Process Evaluation

Holy Family University periodically evaluates the effectiveness of its student identity verification process, incorporating the review of new and emerging student verification technologies and practices, including remote video capture, biometrics, and proctoring software.

Appendix 1.4
Holy Family University
Intellectual Property Policy

A. Introduction

Holy Family University (the “University”) believes that the interest of the entire University community is best served by creating an intellectual environment in which creative effort and innovation are encouraged and rewarded. At the same time, the University desires to retain for the benefit of the University and its learning communities reasonable access to, and use of, intellectual property created with the assistance of the University. The University fully supports the development, production, and dissemination of intellectual property by the University’s faculty. The University further recognizes the need to have policies in place to address ownership of that intellectual property and the University’s right to use that intellectual property consistent with the University’s mission and core values.

B. Intellectual Property Defined

Although the law provides for several different types of intellectual property, this Intellectual Property Policy centers on two: Copyrighted Works and Inventions. The following definitions apply to this Intellectual Property Policy:

- “Author” means (i) any faculty or employee of the University, whether full time or part-time, paid or unpaid, nonacademic or academic (whether term, annual notice or multiple year contracts), including any academic appointment with a modified title (e.g., visiting, courtesy, adjunct, etc.), assistantships and fellowships, student interns (e.g., research and teaching assistants, graduate assistants, and training grant recipients); and (ii) any independent contractor and third-party consultant engaged by

the University pursuant to a contract (oral or written).

- “Copyrighted Works” means original works of authorship that are fixed in any Tangible Media of expression and which are afforded legal protection under U.S. copyright laws, including literary works (e.g., books, articles, memoranda, texts); musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic and sculptural works (e.g. photographs, prints, diagrams, models, drawings, multimedia works, web pages); motion pictures and other audiovisual works; sound recordings (e.g. recorded music, drama or lectures); architectural works; and computer software.
- “Holy Family University Resources” means the University’s facilities, library resources, equipment, personnel, materials, research materials, information of the University that is not freely available to the public, and funds of the University, including funds provided through any externally funded grant, contract, sponsorship or other type of award, gift or arrangement between the University and a private or governmental sponsor that furnishes funds, equipment or other resources to support research, the creation of creative work, or any other educational or scientific activity to be performed.
- “Incidental Use” means use of Holy Family University Resources in the following circumstances: (i) where only a minimal amount of Holy Family University Resources have been used; (ii) where use of Holy Family University Resources is ordinary (i.e., a routine use of Holy Family University office space, desktop or library facilities); or (iii) where the Copyrighted Work or Invention has been made on the personal, unpaid time of the Inventor or Author and the Invention or Copyrighted

Work is wholly unrelated to the research that the Inventor or Author is conducting and/or involved with for the University.

- “Invention” means all patentable and non-patentable inventions, creations, innovations, discoveries, know how, creative works, trade secrets, mask works, tangible research property and any associated or supporting technology, which constitute any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvement.
- “Inventor” means any faculty member or employee of Holy Family University, whether full time or part time, paid or unpaid, nonacademic or academic (whether term, annual notice or multiple year contracts), including academic appointments with a modified title (e.g., visiting, courtesy, adjunct, etc.), assistantships and fellowships (e.g., research and teaching assistants, graduate assistants, fellowship recipients and training grant recipients); (ii) graduate and undergraduate students; and (iii) third party individuals/institutions/ organizations, individuals employed by outside organizations, and consultants or individuals with honorary appointments.
- “Tangible Media” includes books, periodicals, manuscripts, videos, podcasts, webinars, electronic and digital records, streaming services, films, tapes, disks, source code and object code.

C. Committee for the Oversight of Blended and Online Learning

In light of the changing legislative environment and in view of the evolution of contracts and policies in the intellectual property area, the University is designating the Committee for the Oversight of Blended and Online Learning (“COBOL”) to oversee the implementation and

interpretation of this Intellectual Property Policy, assisted by the Vice-President for Academic Affairs and legal counsel as needed.

COBOL will be responsible for:

- Providing oversight of intellectual property development, ownership and transfer for Authors and Inventors of the University.
- Monitoring technological and legislative changes affecting this Intellectual Property Policy and the mission of the University.
- Reporting to appropriate faculty and administrative bodies regarding changes affecting this Intellectual Property Policy.
- Responding to Authors and Inventors concerning the interpretation and implementation of this Intellectual Property Policy.

Disputes concerning matters covered by this Intellectual Property Policy must first be presented to COBOL. After consideration of any written or oral submissions, COBOL will make the initial determination as to whether the University or any other party has rights in or to an Invention or Copyrighted Work, and, if so, the basis and extent of those rights. In so doing, the Committee may consult with the Vice-President for Academic Affairs and legal counsel as needed and appropriate.

If an Inventor or Author disagrees with the determination of COBOL, the Inventor or Author may present the dispute to the President of the University for resolution. The Inventor or Author will have an opportunity to present written submissions and oral arguments in support of the position being advocated by the Inventor or the Author. The President will issue a written determination and resolution of the dispute, which shall be final and binding.

D. Intellectual Property Ownership and Use

The overarching policy of the University is that Copyrighted Works and Inventions created, made, or originated by any Authors and Inventors of the University will be the property of such Authors or Inventors (and in the case of any Copyrighted Works, the copyright rights in and to such Copyrighted Works), except as such Author or Inventor may voluntarily choose to transfer such intellectual property, in full, or in part, and subject to the exceptions and limitations described below:

Copyrights

The University will own Copyrighted Works only in the following circumstances (and notwithstanding any work made for hire rule to the contrary):

1. The University has expressly directed an Author to create a specified work for a specific purpose, or the work has been created as a specific requirement of employment or as an assigned University duty that may, for example, be included in a written job description or in an employment agreement.
2. The Author has voluntarily transferred the copyright, in whole or in part, to the University, in the form of a written document signed by the Author, or authorship cannot otherwise be attributed to a discrete number of Authors, but rather results from contributions made over time by various faculty, staff and/or students;
3. The University has contributed to a “joint work” under U.S. copyright laws. The University can exercise joint ownership when it has contributed Holy Family University Resources to the production of the work that goes beyond what is Incidental Use in the preparation of such work; or
4. The University has made a specific allocation of University’s funds to create the work.

Copyright rights in and to Copyrighted Works created by Authors for teaching and other educational uses or purposes of the University, including for classroom use, for electronic courses and seminars, for any blended and on-line courses and seminars, for department meetings and programs, and for any other educational uses and purposes, including any associated syllabi, assignments, course outlines, lectures, presentations, policies, procedures, handbooks, tests and other data and materials in any Tangible Media, will be owned by the Author, except that the University will have an irrevocable, non-exclusive, royalty free, perpetual right and license to use such works, to view, edit, and supplement such works, to perform and publicly display such works, and to make copies and derivatives of such works, for instructional, educational, and administrative purposes, including satisfying requests from accreditation agencies, for faculty-authored syllabi, and for course descriptions, including blended and on-line course descriptions.

While the Author will retain the copyright rights in such Copyrighted Works, subject to the foregoing license grant, the Author does not obtain or retain any rights in or to the University's technology platform or course-delivery technology or methodology. For the avoidance of doubt and notwithstanding anything in this Intellectual Property Policy to the contrary, the University will retain ownership rights in and to the University's curriculum and program structure and all intellectual property rights in and to such structure will belong to the University.

Patents and Other Rights in Inventions

The University will own Inventions conceived, created, discovered, devised, produced, originated, or reduced to practice (collectively "Discovered") by an Inventor, whether alone or in conjunction with others, only if the Invention was conceived, created, or reduced to practice in

whole or in part, directly or indirectly: (1) with the use of financial support from the University, including funding or support from any outside source awarded to or administered by the University; (2) with the use, other than Incidental Use, of Holy Family University Resources; or (3) under or subject to an agreement between the University and a third party that creates or defines any obligations with respect to the Invention. For all Inventions in which the University has an ownership interest, the Inventor must assign all of its right, title, and interest in and to the Invention, in the United States and throughout the world, to the University. Inventors subject to the assignment obligations above must also cooperate with the University, at the University's expense, and any third parties to whom the University has licensed or assigned the rights in the Invention, to the extent necessary to secure and enforce protection of the Invention in any and all jurisdictions selected by the University or the third party. Such cooperation includes signing any necessary documents, including any assignment of ownership rights, and providing relevant background information regarding the development of the Invention.

Rights in and to Inventions in which the University has an ownership interest will be owned by the University and may be commercialized as determined by the University in the University's discretion. Rights in and to Inventions in which the University once held an ownership interest but subsequently returned the rights to the Inventor will be owned by the Inventor, subject to the license granted to the University described above. Rights in and to Inventions in which the University at no time held an ownership interest will be held by the Inventor and may be commercialized as determined by the Inventor in the Inventor's discretion.

E. Invention Disclosure Obligations

To assist COBOL in determining whether the University has an ownership interest in an Invention, all Inventions that are Discovered by an Inventor with the use of Holy Family University Resources must be promptly disclosed in writing to COBOL. Such disclosures must

include any necessary documentation fully describing the Invention, the Inventor's relationship with the University, the circumstances under which the Invention was created, a description of the Holy Family University Resources that were used, the existence of any grant, contract, or other similar agreement that resulted, directly or indirectly, in the Invention being Discovered, if and to what extent a third party was involved in such Invention, and the Invention's potential utilization and commercialization. COBOL will then determine if the University has an ownership interest in the Invention.

Such disclosures must be made to COBOL significantly in advance of any publication, submission for publication, or other public release of the Inventor's research regarding the Invention, in order to permit: (1) COBOL to review the disclosure and make a determination regarding the existence of an ownership interest in the Invention by the University, and (2) the University to determine whether a patent application or other equivalent application for the protection of the Invention will be made in the United States or any other jurisdiction and allow for the drafting and submission of such application(s).

Unless otherwise agreed to by the University, Inventors may not make public any data or research regarding an Invention subject to this Intellectual Property Policy until: (1) COBOL has made a determination that the University does not have an ownership interest in the Invention; or (2) COBOL has made a determination that the University does have an ownership interest in the Invention, and (i) an application directed to the protection of the Invention has been filed, or (ii) the University has determined not to file such an application.

If the University determines that it will not file any application for protection of any Invention in which it has an ownership interest, or if it determines that it will abandon a pending application, or granted patent or other secured right in the Invention, the Inventor may request

that the rights in the Invention be returned to the Inventor. The University may assign the rights in the Invention to the Inventor or reject the Inventor's request. Should the University return the rights to the Inventor, the Inventor must grant the University an irrevocable, world-wide, non-exclusive, perpetual, royalty-free license to use the Invention for the University's research, educational, and other non-commercial activities related to the mission of the University.

F. Distribution of Any Funds Generated

Funds received by the University from the sale or license of intellectual property owned by the University will be allocated and expended as determined solely by the University.

Funds received by an Author or Inventor and the University from the sale or license of intellectual property owned jointly by the Author or Inventor and the University will be allocated and expended in accordance with the specific agreement negotiated by the University and the Author or Inventor.

Funds received by an Author or Inventor from the sale or license of Copyrighted Works or Inventions owned by an Author or Inventor will be allocated and expended as determined solely by the Author or Inventor.

G. Miscellaneous

Subject to the other provisions contained herein, all rights conferred upon the University pursuant to this Intellectual Property Policy, including the ownership rights described herein, shall survive the termination of an Author's or Inventor's employment with or engagement by the University.

The University reserves the right to amend and supplement this Intellectual Property Policy from time to time, including the ownership interest provisions set forth herein, with notice to all interested parties. No amendment or supplement of this Intellectual Property Policy will be valid or effective unless set forth in a written instrument approved by COBOL.

COBOL, assisted by the Vice-President for Academic Affairs and in consultation with the President of the University, shall be responsible for all matters and issues relating to this Intellectual Property Policy, including the interpretation and enforcement of this Intellectual Property Policy. Any disputes arising out of or relating to the interpretation or enforcement of this Intellectual Property Policy by COBOL may be appealed to the President.

The University will not endorse or lend its support to any Copyrighted Work or Invention that is inconsistent with the University's mission and core values. Any Author or Inventor who seeks to commercialize any Copyrighted Work or Invention that is inconsistent with the University's mission and core values shall not use the University's name and/or logo in any manner in connection therewith, including a manner that implies, directly or indirectly, the University's endorsement of any such Copyrighted Work or Invention.

Appendix 2.2

Orientation to Canvas and Online Instruction

- Orientation
 - Welcome Video (Approx. 2-5 min. High level overview)
- Course Overview
 - Course Objectives
 - Course FAQ/Help
 - Participant Survey
- Module 1: Navigating Canvas
 - Overview
 - Global Navigation
 - Course Navigation (Including Customizing, and Modules)
 - Dashboard
 - HFU Standard Course Template
 - Help Corner
 - Summary
 - Self-Check Quiz
- Module 2: Uploading and Creating Content
 - Overview
 - Modules
 - Pages
 - Files
 - Rich Content Editor
 - Syllabus
 - Summary
 - Self-Check Quiz
- Module 3: Building Assignments and Activities
 - Overview
 - Assignments (Including Grouping)
 - Discussions
 - Quizzes
 - Summary
 - Self-Check Quiz
- Module 4: Grading
 - Overview
 - Rubrics
 - Speed Grader
 - Grades
 - Summary
 - Self-Check Quiz

- Module 5: Settings & Communication
 - Overview
 - Orienting Online Learners
 - Choose Home Page
 - Account Settings
 - Notifications
 - Inbox
 - Calendar
 - Summary
 - Self-Check Quiz
- Module 6: Online Pedagogy
 - Overview
 - Role of the Instructor
 - Engaging and motivating online learners
 - Facilitating and assessing instruction (including Instructor Feedback)
 - Summary
 - Self-Check Quiz
- Course Completion
 - Comprehensive Quiz
 - Course Evaluation
 - Good job!

Appendix 3.1.2

Holy Family University
 Preliminary Review Checklist
 Blended and Online Format Courses

Course Representative:

Faculty Reviewer:

Date:

School:

Course Number:

Course Title:

Term:

Requirements	✓/-	Recommendation
Blended/Online Training Complete		
<ul style="list-style-type: none"> Design your Online Course 		
<ul style="list-style-type: none"> Design your Blended Course 		
<ul style="list-style-type: none"> Other (specify): 		
Blended: Between 5 and 12 online class sessions or 33% to 80% of the class sessions Online: Over 13 online class sessions or over 80% of the of the class sessions		
Dates of FTF classes specified (if any)		
Canvas course site conforms to approved blended and online course template		
Online modules conform to <i>Policy on Instructional Equivalences</i> standards		
QM Essential Standards present (1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1)		

Appendix 3.1.2
Holy Family University
Policy on Instructional Equivalences

To ensure compliance with the Pennsylvania Department of Education (PDE) requirements on classroom instructional hours, Holy Family University has established the use of instructional equivalencies to assist instructors in planning blended format courses.

The following methods of instruction pertain to the posting/sharing/reviewing of student-student and/or instructor-student feedback opportunities.

Method of Instruction	Description	Rate of Equivalency
Discussion Board	Threaded discussion. Instructor led with specific expectations and opportunities for feedback. Relates directly to course objectives.	1 posting = ½ hour 1 posting & response (minimum of 5) = 1 hour
Chat rooms	Synchronous conversations with specific learning expectations. Instructor led, including feedback.	1 hour chat = 1 hour
Case Studies	Analysis of case study shared with colleagues for feedback & assessment.	1 case analysis & posting = 1-3 hours
Blogs/Journals	Reflection on learning concepts and/or a record of application. Shared with instructor or classmates for feedback & assessment	1 private posting = ½ hour 1 shared posting (with requirement to read all postings) = 1 hour
Internet Research (Includes Web Quests)	Instructor guided opportunity for student web research. Findings shared with class.	1 in-depth posting = 1 hour
Library Research	Same as above: with scholarly and/or professional journals	1 in depth posting = 1 hour
Lecture Activity	Students develop responses/questions to be shared via postings or chat rooms	Review of 1 lecture & response posting = 1 hour
Field Trip (including virtual)	Students analyze an activity & prepare presentations/paper, to be shared with classmates	(instructor led) 1 hour tour = 1 hour (students alone) 1 hour tour + reflection paper or some other method of reporting out = 1 hour
Group Project	Instructor mediated culminating activity with specific learning objectives. Students collaborate OL to prepare project. Instructor receives updates and provides guidance & feedback	1 hour per week for duration of project
Guided (individual) Project	Same as above for group	1 hour per week for duration of project
Conference Calls	Synchronous opportunities, instructor led	½ hour call = ½ hour
Professional Interview	Students conduct professional interviews with co-workers, field colleagues, community leaders and respond with written response	½ to 1 hour per interview 1-2 hours reporting out depending on assignment requirements

Appendix 5.2

Appendix 5.3

Faculty Blended and Online Course Observation Form

Rating: Best Practice = 2 Meets Expectations = 1 Beginning = 0

Criteria	Score	Comments/ Recommendations
<p>1. Course Prep Indicators</p> <ul style="list-style-type: none"> ● Course is created on Canvas prior to start date ● All modules are fully constructed and operational ● Complies with any other school specific requirements 		
<p>2. Interactions with Students Indicators:</p> <ul style="list-style-type: none"> ● Sends students an email the week before the course starts to welcome them to the course. ● Holds virtual office hours two to three times per week ● Includes communications plan indicating response to student questions or concerns within 24 hours or sooner and a specified time for instructor posting of grades within one week of the due date. ● Is flexible to student needs as much as possible and appropriate. ● Reaches out to students who are struggling ● Complies with any other school specific requirements 		
<p>3. Discussion Participation Requirements Indicators:</p> <ul style="list-style-type: none"> ● Respond to all introductions posted by students. ● Respond to each student's initial discussion board post. 		

<ul style="list-style-type: none"> ● Intervenes if online discussion goes off track and/or if it becomes inappropriate. ● Complies with any other school specific requirements 		
<p>4. Announcements and Emails</p> <ul style="list-style-type: none"> ● Posted an announcement at the beginning of the course welcoming the students to the class, outlining the instructor-specific guidelines on late work, APA requirements, and explaining any other expectations of students. ● Posts weekly announcements, by 11:59PM on an identified evening, providing a summary of the prior module, a transition and introduction of the upcoming module, and any deliverable. ● Includes communications plan indicating response to student questions or concerns within 24 hours or sooner and specified time for instructor posting of grades within one week of the due date. ● Complies with any other school specific requirements 		
<p>5. Grading Indicators:</p> <ul style="list-style-type: none"> ● Provides a grade with narrative feedback within one week of the due date. ● Uses a rubric with substantive feedback throughout rubric ● Grades according to the policy as stated in the course syllabus. ● Follows the stated late policy in the course syllabus and reaches out to the student reminding them of the late policy. ● Monitors student performance and reaches out to struggling students 		

<ul style="list-style-type: none"> ● Submits final grades on time to Self Service ● Complies with any other school specific requirements 		
<p>6. Student Evaluations</p> <p>Student evaluations will be considered as part of the evaluation of blended and online instructors and courses. Questions specific to blended and online instruction will be added to the current student evaluation form.</p> <p>Indicators</p> <ul style="list-style-type: none"> ● To be determined 		
<p>7. Accessible Course Design</p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Uses universal accessible design in all documents (PDFs, PPTs, Word) ● Uses the accessibility checker available in all Office products ● Uses videos and podcasts that are closed captioned and/or have a transcript. ● Follows the Holy Family policy on meeting the needs of students with disabilities 		
<p>8. General</p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Complies with all course policies as stated in syllabus ● Complies with any other school specific requirements 		
<p>9. Blended Courses:</p> <ul style="list-style-type: none"> ● F2F classes are connected to OL learning i.e. F2F class prepares for OL learning or OL learning prepares the student for F2F class. ● School specific class observation form is completed. 		
<p>Total</p>		

BLENDED COURSE

Exemplary Performance: A faculty member scores 2 in each category (18 overall).

Acceptable Performance: A faculty scores a minimum of 1 in each of the 9 categories (9 overall).

Marginal Performance: A faculty member who scores below 9 overall or who scores a zero in any one category, will be assisted to develop a Performance Improvement Plan. Faculty members will have up to 1 full semester/session to achieve “acceptable” performance.

ONLINE COURSE

Exemplary Performance: A faculty member scores 2 in each category pertaining to online courses (16 overall).

Acceptable Performance: A faculty scores a minimum of 1 in each of the 9 categories (9 overall).

Marginal Performance: A faculty member who scores below 9 overall or who scores a zero in any one category, will be assisted to develop a Performance Improvement Plan. Faculty members will have up to 1 full semester/session to achieve “acceptable” performance.

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