When a new or existing program is designed for a distance education format, a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at *program.review@suny.edu*. According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Sections 1 - 3, and Part B: Program Specific Issues.

- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Section 1. General Information		
a) **Institutional Information**	Institution's 6-digit SED Code:	210500
	Institution's Name:	University at Albany
	Address:	*1400 Washington Avenue, Albany, NY 12222*
b) **Registered or Proposed Program**	Program Title:	Business Administration
	SED Program Code	02954
	Award(s) (e.g., A.A., B.S.):	B.S.
	Number of Required Credits:	Minimum [120] If tracks or options, largest minimum [ ]
	HEGIS Code:	0506
	CIP 2010 Code:	52.0201
c) **Distance Education Contact**	Name and title: Billie Bennett Franchini Ph.D., Director of the Institute for Teaching, Learning, and Academic Leadership and Interim Director of Online Teaching and Learning Telephone: (518) 442-4850 E-mail: bfranchini@albany.edu	
d) **Chief Executive or Chief Academic Officer Approval**	**Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.** *E-signatures are acceptable.* Name and title: Signature and date: 7/21/2022	
	If the program will be registered jointly[1] with one or more other institutions, provide the following information for each institution:	

	Partner institution's name and 6-digit [SED](#) Code:
	Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):

Section 2: Enrollment

| Year | Anticipated Headcount Enrollment | | | Estimated FTE |
	Full-time	Part-time	Total	
1	5	10	15	10
2	10	20	30	20
3	15	30	45	30
4	20	40	60	40
5	25	50	75	50

Section 3: Program Information

a) **Term length** (in weeks) for the distance program: 15

b) Is this the same as term length for classroom program? [ ] No   [X] Yes

c) How much "**instructional time**" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.)   ***NOTE: See SUNY policy on credit/contact hours and SED guidance.***

   The online classes are designed to be equivalent in terms of instructional time and total material covered to the face to face classes, which follow SED guidelines of 150 minutes/week for 15 weeks.

d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online?

   Approximately 60 percent of the program will be available online. Most students will not be able to complete 100 percent of the program online, although students selecting certain concentrations within the Business Administration major might be able to complete 100 percent of the program online.

e) What is the maximum number of students who would be enrolled in an online course section?

   Some of the courses required for the major are offered online by departments in other colleges. For online courses offered by the School of Business, the maximum number of students in 100- and 200-level course sections will be 75 – 100, and in upper-division course sections, the maximum will be 50, except for BBUS 310 (Business Communications) for which the maximum will be 100.

Part A: Institution-wide Issues: Submit Part A only for the **first** Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform**.

Part A.1. Organizational Commitment

a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.

b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.

d) If your institution uses courses or academic support services from ***another provider***, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

e) Does your institution have a clear ***policy on ownership of course materials*** developed for its distance education courses? How is this policy shared with faculty and staff?   ***NOTE:*** *You may refer to* [*SUNY's statement on copyright and faculty ownership of instructional content*](#)*, and/or faculty contract provisions.*

Part A.2. Learner Support

a) Describe how your institution provides distance students with ***clear information*** on:
- Program completion requirements
- The nature of the learning experience
- Any specific student background, knowledge, or technical skills needed
- Expectations of student participation and learning
- The nature of interactions among faculty and students in the courses.
- Any technical equipment or software required or recommended.

b) Describe how your institution provides distance learners with adequate ***academic and administrative support***, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

c) Describe how ***administrative processes*** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

d) What ***orientation*** opportunities and resources are available for students of distance learning?

Part B: Program-Specific Issues: Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

Part B.1. Learning Design

a) How does your institution ensure that the ***same academic standards and requirements*** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

The curriculum for the Distance Education program is the same as in the campus-based program. The online courses offered by the School of Business will cover the same topics in the same depth. The courses will share many of the same instructors. There may be differences in methods of assessment, to take advantage of the relative strengths of each delivery format.

b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows ***timely completion of requirements***?

All online courses in the program taught by the School of Business will be offered at least once per academic year, and in a sequence that allows timely completion of degree requirements.

c) How do faculty and others ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

The faculty teaching online courses in the School of Business use the learning platform and other technological resources that are adopted and supported by the University. Currently the University provides us with the Blackboard learning platform and Zoom video service. Resources through this platform include video, weblinks, and student discussion boards and collaboration tools. The University frequently reviews and considers online teaching needs, and keeps these interests in mind while negotiating with learning platform and other technology contracts to ensure we have the best technology for rigorous and holistic online learning.

d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Students are able to interact with their instructor and classmates through email, discussion boards, and Zoom. All School of Business degree programs (in-person and on-line) include significant student teamwork. Faculty host office hours through zoom, as well as share their email and office phone number with students to ensure various ways to communicate with students.

e) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

The University at Albany utilizes two layers of authorization and authentication for students who participate in online learning. Students are required to establish an account and to log in to the University password-protected domain using the NETID protocol and must also log into the learning management system using their university credentials.

Part B.2. Outcomes and Assessment

a) Distance learning programs are expected to produce the ***same learning outcomes*** as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

Each course has a syllabus with course goals, learning objectives, readings and assignments. Learning objectives are routinely reviewed by faculty who are subject-matter experts as part of the college's assurance of learning (AOL) process. The accreditation team from the AACSB (the main accrediting body for schools of business) reviews the school's AOL process every five years. Input on learning objectives is also periodically obtained from program advisory boards that consist of alumni and other highly-accomplished business professionals.

b) Describe how the ***means chosen for assessing student learning*** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

All courses have assessments aligned to our student learning objectives. The assessments are specific to the course goals and may involve proctored exams (including online proctoring services, if needed), quizzes, problem sets, papers, research projects, and student presentations. Most courses include assessments that relate to higher-order thinking skills identified in Bloom's taxonomy.

Part B.3. Program Evaluation

a) What process is in place to monitor and *evaluate the effectiveness* of this particular distance education program on a regular basis?

This distance education program will be evaluated based on an assessment of student competencies, as well as student job and graduate school placement, which is the same process as our in-person program.

b) How will the evaluation results will be used for *continuous program improvement*?

The same process that we use for the in-person program will be used for the distance program, which involves periodically assessing assurance of learning, and working with course instructors to improve course content and instruction.

c) How will the evaluation process assure that the *program results in learning outcomes appropriate to the rigor and breadth* of the college degree or certificate awarded?

The evaluation process is tied to learning objectives and outcomes. Our self-study for accreditation, as well as the five-year visit by the AACSB external review team, provides assurance that the learning outcomes are appropriate for the degree, or else indicates areas for improvement.

Part B.4. Students Residing Outside New York State

SUNY programs must comply with all "authorization to operate" regulations that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state's definitions.

a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

The University at Albany monitors and verifies residency for all students, regardless of the format of the courses in which they are enrolled (online or face-to-face). Distance learning students will be flagged in our integrated administrative system (IAS). This will allow regular querying so that we can identify any out of state students who participate from their home state. The University is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA). This is a voluntary agreement among member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. As a member institution, the University is approved to offer distance education courses to students outside of New York.

b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student's state of residency and any other relevant state official or agency that would appropriately handle a student's complaint. What is the URL on your institution's website where contact information for filing complaints for students in this program is posted? *NOTE: Links to information for other states can be found at here.*

https://www.albany.edu/online/non-nys-residents.php