UNIVERSITY AT ALBANY

State University of New York

May 16, 2018

Dr. Jinliu (Grace) Wang
Interim Provost and Vice Chancellor for Academic Affairs
State University of New York
State University Plaza
Albany, NY 12246

Dear Dr. Wang:

On behalf of the faculty at the University at Albany, I am pleased to transmit the attached proposal seeking distance education delivery authorization for our Advanced (Graduate) Certificate Program in Community College Leadership.

We will be thankful for efforts by your staff in the Office of Program Review for timely consideration of this proposal and transmittal to NYSED for updated registration. Should there be any technical questions or the need for additional materials, please have inquiries directed to Jonathan Bartow, Vice Dean for Graduate Education (jbartow@albany.edu) at our campus. As always, we thank you for your on-going support.

Sincerely,

James R. Stellar
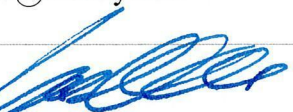Senior Vice President for Academic Affairs and Provost

Enclosure
c. Dean Kevin Williams
   Dean Bangert-Drowns, School of Education
   Vice Dean Jon Bartow

SUNY — The State University of New York

When a new or existing program is designed for a distance education format, which enables students to complete 50% or more of the course requirements at a distance, 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: Contact and Program Information, Section 1: Enrollment, Section 2: Program Information, 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.

Contact and Program Information
Institution's 6-digit SED Code: **210500**
Institution Name: University at Albany, SUNY
Institution Address: 1400 Washington Avenue, Albany, NY 12222
NYS Department of Labor/Regents Region: Capital Region
CEO or Designee: James R. Stellar, Senior Vice President for Academic Affairs and Provost Email: jstellar@albany.edu
CEO/Designee Signature: _(signed)_   Date: 9/16/16

Chief Executive Officer or Designee 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.

Distance Education Contact Person Name and Title: Dr. Jason Lane, Chair, Educational Policy & Leadership	
Telephone: 518-320-1448	Email: jlane@albany.edu
Program Title: Community College Leadership	SED Program Code (for existing programs): 39203
Degree or Certificate Award: Adv Cert	HEGIS Code: 0806.00

Section 1: Enrollment	
Anticipated enrollment in distance program:	
Initial Year: 15	Maximum by Year 3: 45

Section 2: Program Information

a) Term length (in weeks) for the distance program: 12-15 weeks (depending on whether course is during Fall, Spring, or Summer term). 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 <u>SUNY policy on credit/contact hours</u> and <u>SED guidance</u>.

3 hours

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?

Three of the four courses (75%) will be available online. Students will be able to complete the remaining course on the UAlbany campus.

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

25

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.**

* The institution has existing distance programs and this program is not the first distance education program.

I.   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.

N/A

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?

N/A

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.

N/A

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.

N/A

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.**

N/A

II.	**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.

N/A

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?

N/A

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

N/A

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

III.	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.

All course offerings and overall program plans for degrees or certificates come under governance and academic review and approval. In the first instance, faculty in the department offering the program are responsible both for developing program aims and associated depth and level of student learning outcomes and for maintaining and ensuring that the organization and content of courses and assessments correspond with program aims. All programs, and associated courses, are reviewed through academic governance at college and campus level. All programs and courses come under further external program review procedures. On all of these grounds, the curriculum in the distance education program is the same as in the on-ground program.

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

Yes. These courses are offered on a regular semester-based calendar and students are able to complete the distance education program within as few as 4 to 5 semesters. A limited number of courses will be offered in the summer for increased student flexibility.

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

All program faculty already use some elements of a technology-supported distance learning approach in existing on-ground courses (e.g. Blackboard, submission of assignments, blogging, discussions and feedback, and synchronous means, such as Skype or equivalent).The proposed program director and two additional faculty members have completed the UAlbany "Online Course Development Program", and are already teaching three of the courses fully online. Additional courses are currently being converted. A coordinated approach to online format and user experience is being pursued. Courses are being developed around a pedagogical model that promotes student-faculty, student-student and student content interaction. All development work is being done in consultation with ITS, ITLAL and related supports.

Students are expected to have access to a computer and the Internet. Through registration in the program, all have access to UAlbany's electronic holdings of journals and reference materials.

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

Interaction between faculty and students, and among students will be organized online by instructors. Program faculty have been, or will be, prepared through ITS and ITLAL training on how to provide appropriate and timely interaction and feedback to students. Through training, faculty will be assisted in

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the (re-) design of courses around a pedagogical model that promotes student-faculty, student-student and student content interaction.

In addition, the program will develop a "Program Community Commons" to foster interaction among the various cohorts, faculty, outside experts and alumni, outside of the online interactions built into each course. It is anticipated that this will evolve into a community of practice which connects program alumni to UAlbany for the forseeable future.

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 BLS Learning Management System using their university credentials. Blackboard also uses Safe Assign as a tool to monitor the completion of certain tasks within the LMS environment.

IV. 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?

As described under III a), all course offerings and overall program plans for degrees or certificates come under governance and academic review and approval. In the first instance, faculty in the department offering the program are responsible both for developing program aims and associated depth and level of student learning outcomes and for maintaining and ensuring that the organization and content of courses and assessments correspond with SLOs and program aims. For existing courses being re-designed for the online format, syllabi already vetted for regular degree programs outline the expectations of students and anticipated knowledge and skills acquired through the courses.

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 course activities can be successfully carried out within the online format, and student demonstration of mastery of knowledge and use of knowledge already is suitable for online courses. Assessments typically rely on written work, in various forms and with formative and summative feedback, provided by the instructor. The assessments are compatible with asynchronous online pedagogy adopted for the program. All program faculty are familiar with such means of assessment, and such means are judged appropriate for post-bachelor's learning in this field and, specifically, for the online certificate program.

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V.	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 program will be evaluated alongside the Department's Master's programs. Parallel evaluation of the online modality, technology approaches, etc. will be ongoing, and will include participation by the various instructional design units available through the University..

Surveys at point of program application, enrollment, course completion and graduation are among some of the modes of evaluation. We also plan to follow up with program completers after some lapse of time on both perceptions of the value and use of knowledge and capacities acquired through the program and post-completion job and career mobility in the field.

Student/program completer perceptions and information will be complemented by information obtained directly from the field, through faculty engagement in professional and scholarly venues and direct communication with professionals on-the-ground (at international office, campus, agency, or national policy levels, domestic and international).

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

As at present with all department courses in all degree programs, contemporaneous student evaluations (e.g. SIRF) will be shared with each course instructor and the department chair. Ratings and commentary will be examined separately, and responses for students in the online certificate program will be compared with those from students in any of the other degree programs in the department. Further, student evaluations for all courses coming under the certificate program will be provided to the program coordinator, to identify course specific or program wide matters for attention.

Survey information obtained at each stage – from application to registration to completion – will be used to inform decisions on policies, communications, and management of the on-line program.

Survey information on post-completion perceptions about the value and use of knowledge acquired in the program and job/career trajectories will be used to consider modifications in content and learning activities within and across courses.

All evaluation information comes under routine course and program evaluation, not least program review within university-wide accreditation processes.

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?

Curriculum mapping, as part of the regular self-study program review process, assures the alignment of course contents and methods to SLOs and the extent to which students realize the objectives set down for courses and the program as a whole.

As described under III a) and IV a), all course offerings and overall program plans for degrees or certificates come under governance and academic review and approval. In the first instance, faculty in the department offering the program are responsible both for developing program aims and associated depth

and level of student learning outcomes and for maintaining and ensuring that the organization and content of courses and assessments correspond with SLOs and program aims.

For specific knowledge to be acquired in courses coming under the on-line program, faculty will review and update contents and methods as is currently the case, drawing on their own engagement in research and as described above, connections to relevant practice, complemented by engagement in professional and scholarly venues.

VI. 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?

Students in this program will be labeled as such in our integrated administrative system. This information can be queried allowing for identification of those residing outside of New York. A University committee for State Authorization issues and concerns has recently been formed. This committee is led by our Director of Enrollment Management with representation from the Office of the Registrar and other related units.

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 http://www.suny.edu/provost/dlo/dl_outofstate.cfm.*

https://www.albany.edu/graduatebulletin/requirements_student_complaints.htm

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