



Distance Education Format Proposal For A Proposed or Registered Program **Form 4**

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: Dr. James Stellar	Email: jstellar@albany.edu
CEO/Designee Signature:	Date:

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. Peter Shea	
Telephone: 518-852-1904	Email: pshea@albany.edu
Program Title: Certificate in Computing Education	SED Program Code (for existing programs):
Degree or Certificate Award: Advanced Certificate	HEGIS Code : 0829.00

Section 1: Enrollment

Anticipated enrollment in distance program:

Initial Year: 10-15

Maximum by Year 3: 15-25

Section 2: Program Information

- a) **Term length** (in weeks) for the distance program: 15 weeks
- 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](#).
- 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?
- 100%
- 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.
- 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](#).

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.
- 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.

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.
- The courses in the new program will/have been offered face-to-face as well, usually by the same faculty.
- 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 program within 1 to 1.5 years.
- c) How do faculty and others ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?
- Our faculty are experienced in online teaching. New faculty must take a preparatory course before s/he can offer a course in the program.
- 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. Our faculty are trained in the importance of appropriate and timely interaction and feedback to students. Courses are designed around a pedagogical model that promotes student-faculty, student-student, and student content interaction.

- 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?

The online courses are also offered on campus and will follow the same syllabi outlining necessary of knowledge, skills, or credentials in course and program materials.

- 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.

Assessing student learning in the online environment will be equivalent to assessing the student in a face-to-face environment. Neither our classroom versions nor our online courses rely on high-stakes exams that are incompatible with the asynchronous online pedagogy employed in the program. All course activities can be successfully completed and assessed online. Learners are required to demonstrate developing understanding through a variety of assessments that include written work in various forms with formative and summative feedback provided by the instructor.

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 as part of our CDIT/COLT graduate program. 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 post-graduate students on curricular changes and impact on their students' interest in computing/IT related careers.

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

Student evaluations are shared with the course instructor who in turn will act on the results. All course evaluations and program reviews involve all members of a program at all levels. Suggestions and feedback will be continuously reviewed and acted on. Faculty teaching sections of the same course will confer and share course content.

- 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 program self-study review process) will assure that instruction aligns with desired goals and learning outcomes.

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. Approval from the home state can be sought if necessary. 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.*
www.albany.edu/ir/rtk

Version 2013-10-15