



Distance Education Format Proposal For A Proposed or Registered Program

Form 4
Version 2014-11-17

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: Linguistics
	SED Program Code 79287
	Award(s) (e.g., A.A., B.S.): B.A.
	Number of Required Credits: Minimum [120] If tracks or options, largest minimum [120]
	HEGIS Code : 1505
	CIP 2010 Code : 16.0102
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: Carol Kim, Ph.D., Senior Vice Provost for Academic Affairs & Provost
	Signature and date:  7/21/2022
	If the program will be registered jointly¹ with one or more other institutions, provide the following information for <u>each</u> 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

¹ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

proposal):

Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	35	5	40	40
2	35	5	40	40
3	35	5	40	40
4	35	5	40	40
5	35	5	40	40

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?
- 50% of the program will be offered online. Students will not be able to complete the entire program online at this time.*
- e) What is the maximum number of students who would be enrolled in an online course section?

Lower division: 80; Upper division: 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.**

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 the campus-based version. The courses have the same template/syllabi, instructors, and requirements. Students may take participate either on campus or via an online format. Syllabi will be reviewed after each semester, to ensure that all academic standards and requirements are met within online courses, just as they are reviewed for in-person courses.
- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Courses will be offered on a regular basis, with each student assigned a professional advisor who works with students to make sure courses they need are available, advising which semester to take a particular course. All courses are available at on a rotating basis.

- 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 use the standard instructional platform provided by the university—currently Blackboard. This platform is updated regularly and enables video, student discussion and collaboration, weblinks, and many other resources. Assignments will be submitted through electronic submission and/or email. Zoom is often used for meetings between faculty and students, and student groups. Annually the department reviews courses taught and will ensure that the technological tools used for our online courses are the best ones being used.

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

Faculty and programs are supported in using a variety of technologies and pedagogical approaches to support the effectiveness of their online courses and programs. Zoom allows for students to attend lectures, as well as one on one meetings with faculty and student group meetings. Blackboard uses discussion boards so students can comment and build ideas off of each other's ideas. Email and phone are also used by faculty to interact with students one on one.

- 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.

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, content focus, readings, and assignments. Course instructors and program faculty discuss and revise the course syllabi, and student learning outcomes for both the on-campus and online formats based on program assessments and evidence of student learning.

- 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 the courses have assessments aligned to our student learning outcomes. The assessments are specific to the course goals and may involve, discussion, essay response, exams, written reflection, analysis of teaching

strategies, critique of available resources, publications etc. The assessments require integration, application, and analysis of course content.

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?

Whether a course is face-to-face or online there are similar methods to evaluate program effectiveness: a yearly review of student learning outcomes. The periodic assessment and length of assessment cycle is the same for the currently registered program and the distance education program.

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

Evaluation results are used to make changes and modify the curriculum.

- 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 program evaluation is the same for students taking online or campus-based courses. The courses meet university requirements for rigor and breadth of coursework approved for the major in Linguistics.

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?

Distance learning students will be flagged in our integrated administrative system. 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?

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