



UNIVERSITY
AT ALBANY

State University of New York

Senior Vice President for Academic Affairs & Provost

May 11, 2016

Dr. Alexander Cartwright
Provost and Executive Vice Chancellor
State University of New York
System Administration
State University Plaza
Albany, New York 12246

Dear Dr. Cartwright:

On behalf of the faculty at the University at Albany, I am pleased to transmit the attached two proposals to enhance delivery of our registered Advanced Certificate (C.A.S.) and Doctor of Philosophy (Ph.D.) programs in Literacy by means of distance education.

This distance education registration extension proposals have been vetted with our faculty through school and university governance. We are appreciative for anticipated efforts by staff in your Office of Program Review for the consideration of the proposals. 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

Enclosures (2)

- c. Dean Kevin Williams
- Dean Robert Bangert-Drowns
- Professor Virginia Goatley, Dept. Chair
- Vice Dean Jon Bartow



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	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 2px;">Institution's 6-digit SED Code:</td> <td style="padding: 2px;">210500</td> </tr> <tr> <td style="padding: 2px;">Institution's Name:</td> <td style="padding: 2px;">University at Albany</td> </tr> <tr> <td style="padding: 2px;">Address:</td> <td style="padding: 2px;"><i>1400 Washington Avenue, Albany, NY 12222</i></td> </tr> </table>	Institution's 6-digit SED Code:	210500	Institution's Name:	University at Albany	Address:	<i>1400 Washington Avenue, Albany, NY 12222</i>						
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c) Distance Education Contact	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 2px;">Name and title: Peter Shea, Associate Provost for Online Learning</td> </tr> <tr> <td style="width: 40%; padding: 2px;">Telephone: 518- 442-4009</td> <td style="padding: 2px;">E-mail: pshea@albany.edu</td> </tr> </table>	Name and title: Peter Shea, Associate Provost for Online Learning		Telephone: 518- 442-4009	E-mail: pshea@albany.edu								
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d) Chief Executive or Chief Academic Officer Approval	<p style="margin: 0;">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. <i>E-signatures are acceptable.</i></p> <p style="margin: 0;">Name and title: James R. Stellar, Senior Vice President for Academic Affairs and Provost</p> <p style="margin: 0;">Signature and date: James R. Stellar May 11, 2016</p> <div style="background-color: #cccccc; padding: 2px; margin: 2px 0;">If the program will be registered jointly¹ with one or more other institutions, provide the following information for each institution:</div> <p style="margin: 0;">Partner institution's name and 6-digit SED Code:</p> <p style="margin: 0;">Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):</p>												

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

Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	4	20	24	
2	4	22	26	
3	4	22	26	
4	4	24	28	
5	4	26	30	

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. 3 credit course – 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? Students will be able to complete over 50% of the courses fully online (including master's level transfer courses). They will be able to complete 100% using a Hybrid model with participation from a distance.
- e) What is the maximum number of students who would be enrolled in an online course section? If a student takes a 500 or 600 level course, the maximum is 25. For a 700 level course, the maximum is 15.

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. Most of the instructors for this program also routinely teach in our MS level degree programs, which have been offered online for over 15 years.

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

We offer these courses on a regular basis, with each student assigned an 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 rotation basis (typically every year or every other year). These course offerings are the same as the campus courses.

- 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 platform provided by the university, current Blackboard 9.0. This platform is updated regularly and enables video, student discussion and collaboration, weblinks, and many other resources. For the PhD, we will also use a Go To Meeting platform where an instructor is based in a

classroom with students, but students may also participate from a distance. We have used this platform extensively for the MS online orientations, professional development, and pilot doctoral level workshops/course sessions. We also use tools such as online library resources, UAlbany website, Skype, Google Hangout, Facebook, and the Dropbox website.

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

As a doctoral level program, students will talk routinely with their advisor, course instructor, and other students. There are several means of communication, including discussion boards, email, chat rooms, whole group discussion, small group discussion, wikis, and opportunity for regular phone call or SKYPE video chat formats.

- 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?

Similar to campus-based students, students go through the regular admissions with verifications such as transcripts and letters of recommendation. Within courses, students provide photos posted in online format, video submitted in assignments, live face-to-face discussions within class, and requirements to make connections across coursework taken (comprehensive exam requires pulling information from across courses).

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?

All the courses within the PHD online courses are also available campus courses, with the same learning outcome (posted on our website). Each course has a syllabus with course goals, content focus, readings, and assignments. Program faculty routinely discuss and revise the course syllabi student learning outcome, the same for both the 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 within the PHD have assessments aligned to our student learning outcomes. The assessments are specific to the course goals and may involve video analysis, discussion, essay response, written reflection, response to children's learning, analysis of teaching strategies, critique of available resources, publications etc. The assessments require integration, application, and analysis of course content, and involve multiple media. In addition, the PHD required a comprehensive exam and a dissertation.

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?

The School of Education has a yearly evaluation process, including course surveys, graduation surveys, and monitoring of course grades. The 500 and 600 level courses use the same evaluation system as our TEAC accredited degrees. Each year, all students complete a survey about their progress in the program, and we conduct alumni surveys on a regular basis. This degree does require a comprehensive exam and dissertation, and faculty will routinely review and evaluate these projects for evidence of needed improvements within the

program. This program also goes through a formal evaluation every seven years, with external reviewers (currently under review in April 2016).

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

The department chair routinely reviews evaluation results and arranges for mentoring and other supports, where needed, to improve instruction. The department faculty members routinely discuss the courses and programs overall, drawing on the evaluation results, to discuss any needed improvements. Each year, we discuss overall trends from the student surveys, monitor student progress (e.g. publications, presentations, completed course, research experiences), and completion rate. We have a permanent item on each department meeting for student and course discussion, intended to raise issues for program improvement.

- 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. As part of the university program review process, we provide evidence showing they meet university requirements for rigor and breadth required of graduate coursework, including the credits, format, and assignments needed for a graduate degree.

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 has a committee composed of the Director of Enrollment Management, the Registrar, Registrar staff, the Associate Provost for Online Learning and invited Program Directors that review and monitor the residency of enrolled students in distance education programs. Records of the evolving federal and state authorization regulations are also monitored by this group. Through this committee discussions and inquiries regarding state authorization approvals have been initiated with all of the fifty states and more detailed inquiries are made in cases where non-resident students are identified enrolled in online courses. We are very much looking forward to SUNY and NY joining the SARA compact.

- 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](#).*

Here is the university link for complaints: <http://www.albany.edu/ir/rtk/>



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 <u>SED Code</u> : 210500
	Institution's Name: University at Albany
	Address: 1400 Washington Avenue, Albany, NY 12222
b) Registered or Proposed Program	Program Title: Literacy
	<u>SED Program Code</u> : 15127
	<u>Award(s)</u> (e.g., A.A., B.S.): CAS
	Number of Required Credits: Minimum [60] If tracks or options, largest minimum []
	<u>HEGIS Code</u> : 0830.00
	<u>CIP 2010 Code</u> : 13.1315
c) Distance Education Contact	Name and title: Peter Shea, Associate Provost for Online Learning Telephone: 518- 442-4009 E-mail: pshea@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. <i>E-signatures are acceptable.</i> Name and title: James R. Stellar, Senior Vice President for Academic Affairs and Provost Signature and date: James R. Stellar May 11, 2016
	If the program will be registered jointly² with one or more other institutions, provide the following information for each institution:
	Partner institution's name and 6-digit <u>SED Code</u> : Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

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Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	1	2	3	
2	1	3	4	
3	1	4	5	
4	1	5	6	
5	1	6	7	

Section 3: Program Information

- f) *Term length* (in weeks) for the distance program: 15
- g) Is this the same as term length for classroom program? [] No [X] Yes
- h) 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 credit course – 3 hours
- i) 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? Students will be able to complete over 50% of the courses fully online (including master's level transfer courses). They will be able to complete 100% using a Hybrid model with participation from a distance.
- j) What is the maximum number of students who would be enrolled in an online course section? If a student takes a 500 or 600 level course, the maximum is 25. For a 700 level course, the maximum is 15.

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

- f) 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.
- g) 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?
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- i) 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.

- j) 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

- e) Describe how your institution provides distance students with *clear information* on:
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- h) 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

- f) 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. Most of the instructors for this program also routinely teach in our MS level degree programs, which have been offered online for over 15 years.

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

We offer these courses on a regular basis, with each student assigned an 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 rotation basis (typically every year or every other year). These course offerings are the same as the campus courses.

- h) 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 platform Blackboard provided by the university. This platform is updated regularly and enables video, student discussion and collaboration, weblinks, and many other resources. For the PhD and CAS, we will also use a Go To Meeting platform where an instructor is based in a classroom with

students, but students may also participate from a distance. We have used this platform extensively for the MS online orientations, professional development, and pilot doctoral level workshops/course sessions. We also use tools such as online library resources, UAlbany website, Skype, Google Hangout, Facebook, and the Dropbox website.

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

As an advanced certificate program, students will talk routinely with their advisor, course instructor, and other students. There are several means of communication, including discussion boards, email, chat rooms, whole group discussion, small group discussion, wikis, and opportunity for regular phone call or SKYPE video chat formats.

- j) 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?

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- c) 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?

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Part B.3. Program Evaluation

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

The School of Education has a yearly evaluation process, including course surveys, graduation surveys, and monitoring of course grades. The 500 and 600 level courses use the same evaluation system as our TEAC accredited degrees. Each year, all students complete a survey about their progress in the program, and we conduct alumni surveys on a regular basis. This degree does require a comprehensive exam, and faculty will routinely review and evaluate these projects for evidence of needed improvements within the program. This

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- d) 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](#).*

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