

Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	3	2	5	
2	6	4	10	
3	9	6	15	
4	12	8	20	
5	15	10	25	

Section 3: 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?

Yes if they follow the sequence the students will be able to complete the major in Human Development with a concentration in either Special Ed or Educational Psychology online.
- e) What is the maximum number of students who would be enrolled in an online course section? 30

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.**

** Not applicable: This institution has existing distance programs so this one is not the first such program.*

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.

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

Part A.2. Learner Support

- a) Describe how your institution provides distance students with *clear information* on: N/A
- 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? N/A
- 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. N/A
- d) What *orientation* opportunities and resources are available for students of distance learning? N/A

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.

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, including summers, such that students can complete a low-residency version of the program within the established time frame for full-time students.

- 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). Several faculty members in the division have completed the UAlbany “Online Course Development Program” and are already experienced at teaching courses fully online. 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 Information Technology Services (ITS), the Associate Provost for Online Education, and the Institute for Teaching, Learning, and Academic Leadership (ITLAL).

Students enrolled in on-line courses are provided with guides outlining expected 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 along with the on-line course management system.

- 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 the (re-) design of courses around a pedagogical model that promotes student-faculty, student-student and student content interaction. Faculty will also have virtual office hours using video-conferencing.

- 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?

As described under Part B.1 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 (SLOs) 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 in addition to case study analysis and examinations. When appropriate, presentations of students' work can be done via real-time or asynchronous video-conferencing. These forms of assessments are compatible with online pedagogy. All program faculty are familiar with such means of assessment, and such means are judged appropriate for post-bachelor's learning in this field.

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 program will be evaluated alongside other academic undergraduate programs in the department. 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 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.

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

As at present with all department courses in all degree programs, student evaluations 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 and division.

- 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?

As described under Part B.1 a) and B.2 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.

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?

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 [here](#).*

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