




# 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](mailto: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) <b>Institutional Information</b>	Institution's 6-digit <a href="#">SED Code</a> : 210500
	Institution's Name: University at Albany
	Address: 1400 Washington Avenue, Albany, NY 12222
b) <b>Registered or Proposed Program</b>	Program Title: Africana Studies
	<a href="#">SED Program Code</a> 04652
	<a href="#">Award(s)</a> (e.g., A.A., B.S.): B.A.
	Number of Required Credits: Minimum [ 120 ] If tracks or options, largest minimum [ 120 ]
	<a href="#">HEGIS Code</a> : 2211
	<a href="#">CIP 2010 Code</a> : 05.0101
c) <b>Distance Education Contact</b>	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) <b>Chief Executive or Chief Academic Officer Approval</b>	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: Carol Kim, Ph.D., Senior Vice Provost for Academic Affairs & Provost
	Signature and date:  7/21/2022
<b>If the program will be registered jointly<sup>1</sup> with one or more other institutions, provide the following information for each institution:</b>	

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

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 proposal):

## Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	50	10	60	55
2	55	10	65	60
3	60	10	70	65
4	65	10	75	70
5	70	10	80	80

## 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](#).

*50 minutes*

- 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 percent of the program will be offered in distance education format. Students will be able to complete 100 percent of the format online.*

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

*50-70 students.*

**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.

*All programs are subject to the academic standards and requirements set by the University at Albany and SUNY. Other than delivery of the course, the program will be the same as in-person courses Any new course proposed is presented to the Africana Studies department on a Course Action Form. The proposed course’s syllabus is reviewed and discussed by the faculty to ensure the course is keeping with departmental and University policies and standards. The College of Arts and Sciences also reviews the proposal and approves its creation or not. Once*

*a course has been approved and put into the university catalogue, the instructor can choose the mode of delivery (in person, online, or hybrid). No matter the mode chosen, the instructor must ensure that departmental and university standards are being met. Syllabi are collected each semester, of classes taught. Annually, a department committee reviews student learning outcomes. This process will be the same for any course taught via distance format.*

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

*Yes. Our foundational courses and senior seminar course are offered every semester and will be offered online each semester once approved for Distance Education. Our elective courses will have some offered online each semester, allowing students to choose online courses if they choose.*

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

*Faculty are familiar with developments in online classroom technology via Information Technology Services (ITS) and Institute for Teaching, Learning and Academic Leadership (ITLAL), both of which assist faculty with learning and adapting to online teaching best practices at UAlbany. ITLAL offers trainings and one on one assistance to faculty to help adapt courses online in the most productive ways possible. Our faculty can participate in trainings or schedule one on one sessions when needed.*

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

*Through the Blackboard platform, students will have access to discussion boards, group chats, and videos. Zoom will allow students to communicate via video for group work or for faculty office hours.*

- 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 has a two layer authentication and authorization system. Students participating in online learning are required to establish an account and log into the University password protected domain by using their unique NETID. They must also log into Blackboard using their university credentials. Blackboard also uses Safe Assign as a tool to monitor the completion of specific tasks within the LMS Environment. Faculty will monitor enrollment, student participation, and completion of curriculum in their respective distance learning course.*

## **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?

*Faculty are experts in their discipline and will stay updated on new literature and technology pertinent to their fields of research and specialization. They will be applied to courses to prepare students to be knowledgeable in Africana Studies. As for courses, the Department of Africana Studies will adhere to the following Student Learning Outcomes:*

- *Africana Studies majors will demonstrate their knowledge and understanding of the ways in which Africans and people of African descent have constructed and interpreted their own lives and culture.*

- *Africana Studies majors will demonstrate their knowledge of causes and effects of African peoples' subordination and their struggle for liberation.*
  - *Students will be prepared to continue their studies at the graduate level or seek careers that contribute to changing the subordination of people of African descent.*
  - *Graduating seniors will demonstrate their ability to synthesize and apply knowledge acquired in the major (verbally and in writing).*
  - *Africana Studies majors will demonstrate their knowledge and understanding of the research methods used in the discipline of Africana Studies.*
- 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.

*Each course has assignments required of students that measures and assesses student learning that is applicable to the specific course at hand and to the level of the course. Writing assignments and presentations are often used to within the discipline and are used in our courses. Writing assignments are submitted through Blackboard, and presentations are done over zoom to all students in the course. Each course's faculty member grades these assessments to ensure students are demonstrating their learning. In addition, at the end of each semester the department reviews the Student Instructional Rating Form (SIRF) Evaluation reports to see what student's perspectives are on their learning. Syllabi are also reviewed each semester, to ensure that syllabi include methods of assessments and assignments that align with course and departmental learning outcomes.*

### **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 Department of Africana Studies conducts annual undergraduate course reviews in its Student Learning Outcomes Annual Report. This yearly assessment evaluates the effectiveness for all courses, both in-person and online. In addition, the departments Undergraduate Committee assesses the effectiveness of the entire undergraduate program for both in-person and online programs. The department also will ensure that faculty teaching online keep up with online education technology supported by our Information Technology Services team within the University through trainings and webinar workshops.*

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

*The Department of Africana Studies had an Undergraduate Committee that review our faculty's annual self-evaluations, syllabi, and Student Instructional Rating Form (SIRF) Evaluation. The committee will make recommendations for program improvement and share this with the faculty of the department. If changes to the program are required, the department's full-time faculty will vote on proposed changes and changes would be reviewed and approved by College and campus shared governance. The Chair of the department can also make suggestions for changes to courses and the program based on these evaluations as well. These reviews take place annually.*

- 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 evaluation process will incorporate the academic standards set by the University at Albany in regards to rigor and breadth of required coursework for graduation and the Department of Africana Studies' student learning outcomes. Results from the Africana Studies Student Learning Outcomes Annual report will be shared with our faculty. If the report shows that learning outcomes are not keeping with departmental and university-wide learning outcomes and requirements, the faculty will be notified and changes to the programs will be made to ensure that learning outcomes with appropriate rigor and breadth are being met.*

#### **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 follows policies set by the National Council of State Authorization Reciprocity Agreement (<https://www.nc-sara.org/>)*

- 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?

<http://www.sheeo.org/stateauth/Complaint%20Process%20Links.pdf>