



UNIVERSITY
AT ALBANY

State University of New York

Senior Vice President for Academic Affairs & Provost

May 16, 2018

Dr. Jinliu (Grace) Wang
Interim Provost and Vice Chancellor for Academic Affairs
State University of New York
State University Plaza
Albany, NY 12246

Dear Dr. Wang:

On behalf of the faculty at the University at Albany, I am pleased to transmit the attached proposal seeking distance education delivery authorization for our Doctor of Philosophy (Ph.D.) program in Curriculum & Instruction.

We will be thankful for efforts by your staff in the Office of Program Review for timely consideration of this proposal and transmittal to NYSED for updated registration. 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

Enclosure

c. Dean Kevin Williams
Dean Bangert-Drowns, School of Education
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: 40%; padding: 2px 5px;">Institution's 6-digit SED Code:</td> <td style="padding: 2px 5px;">210500</td> </tr> <tr> <td style="padding: 2px 5px;">Institution's Name:</td> <td style="padding: 2px 5px;">University at Albany</td> </tr> <tr> <td style="padding: 2px 5px;">Address:</td> <td style="padding: 2px 5px;"><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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b) Registered or Proposed Program	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 2px 5px;">Program Title:</td> <td style="padding: 2px 5px;">Curriculum and Instruction</td> </tr> <tr> <td style="padding: 2px 5px;">SED Program Code</td> <td style="padding: 2px 5px;">13788</td> </tr> <tr> <td style="padding: 2px 5px;">Award(s) (e.g., A.A., B.S.):</td> <td style="padding: 2px 5px;">PhD</td> </tr> <tr> <td style="padding: 2px 5px;">Number of Required Credits:</td> <td style="padding: 2px 5px;">Minimum [63] If tracks or options, largest minimum []</td> </tr> <tr> <td style="padding: 2px 5px;">HEGIS Code:</td> <td style="padding: 2px 5px;">0829.00</td> </tr> <tr> <td style="padding: 2px 5px;">CIP 2010 Code:</td> <td style="padding: 2px 5px;">130301</td> </tr> </table>	Program Title:	Curriculum and Instruction	SED Program Code	13788	Award(s) (e.g., A.A., B.S.):	PhD	Number of Required Credits:	Minimum [63] If tracks or options, largest minimum []	HEGIS Code :	0829.00	CIP 2010 Code :	130301
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c) Distance Education Contact	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 2px 5px;">Name and title: Jonathan Bartow, Vice Dean for Graduate Education</td> </tr> <tr> <td style="width: 50%; padding: 2px 5px;">Telephone: 518- 437-5062</td> <td style="padding: 2px 5px;">E-mail: jbartow@albany.edu</td> </tr> </table>	Name and title: Jonathan Bartow, Vice Dean for Graduate Education		Telephone: 518- 437-5062	E-mail: jbartow@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 Stellar, Provost and Senior Vice President for Academic Affairs</p> <p style="margin: 0;">Signature and date: <i>5/16/18</i></p> <div style="background-color: #e1f5fe; padding: 2px 5px; margin: 2px 0;">If the program will be registered jointly¹ with one or more other institutions, provide the following information for <u>each</u> 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	2	4	6	
2	3	6	9	
3	4	8	12	
4	4	10	14	
5	4	12	16	

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](#).

Both fully online and blended classes are designed to be equivalent in terms of instructional time and total material covered to the face-to-face classes, generally 3 hours per week over about 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?

The program will combine distance students with students located on campus. Distance students will be able to complete 100% of the program from a distance. They will take advantage of telepresence technology, platforms like Zoom and Blackboard. This will include possible classroom formats: 1) face-to-face, synchronous class sessions; 2) blended classes (combination of online and face-to-face); 3) online-only synchronous class sessions; 4) online-only asynchronous class sessions.

Distance students will be able to attend synchronous face-to-face meetings through the use of either a Double Presence Robot or a desktop Kubi telepresence device located on campus. All students (both in residence and distance students) will have access to Zoom and other synchronous online-only platforms. Portions of each course will take place fully online using the Blackboard platform.

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

Master's (500-600 level courses): 25; Doctoral (700-800 level courses): 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 those students attending at a distance is the same as the campus-based version. The courses have the same template/syllabi, instructors, and requirements. All instructors in ETAP have previously taught

using online and blended formats. Telepresence robots have been successfully piloted in the 2017-2018 academic year.

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

All courses are offered both to distance and to campus-based students. Like all students, distance students will be assigned an advisor.

- 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 platforms like Blackboard provided by the university; platforms like Zoom, VoiceThread, GoToMeeting, and Skype for Business, accessed through a University license; and generally available platforms like Google Hangout, Skype, and FaceTime. All these platforms are updated regularly and enable video, student discussion and collaboration, weblinks, and many other resources. Other online tools include Facebook, Google docs, and Dropbox. As new platforms are developed, the University's IT department will keep us informed.

Along with the University's IT department, the office of the Associate Provost for Online Learning has also provided extensive and excellent help through its staff in training faculty in these ongoing developments.

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

As described in Section 3(d), distance students will have interactions with faculty and students that are equivalent to what regular campus-based students have. All doctoral level courses will be offered in groups between about 5 to 15 students. Within these synchronous and asynchronous settings, students will work in large and small groups, have access to discussion boards, chat rooms, wikis, and all other interactive features of Blackboard. They will have regular meetings with advisors, both individually and as a cohort with relevant faculty (through Skype, FaceTime, etc.).

Additionally, in order to integrate students in the research community of the department, we will involve them in ongoing Design-Based Research (DBR) regarding their experiences in the program. This will give them access to a research community, provide opportunities for data gathering and analysis, and for collaborative production of studies, presentations, and subsequent publications. Additionally, since we anticipate that our distance students will have the opportunity to co-present with advisors at conferences like AERA and various online learning conferences using appropriate technologies.

- 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.

Because the program is blended,² we will have regular visual contact with students. Additionally, because we are targeting strong, high-achieving students, along with the regular admissions requirements, we will interview all candidates via Skype or FaceTime before admitting them. Normal protection procedures like SafeAssign, and papers across courses would assure against academic dishonesty.

² Online students will attend both synchronous and asynchronous distance classes (i.e. blended) by use of telepresence devices (already piloted) and other technologies. Some classes will be fully asynchronous, others will be "blended."

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 and objectives, content focus, readings, and assignments. Program faculty routinely revise courses according to student feedback, student work, changes in the field, and so forth, just as with face-to-face 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 the courses 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.

In addition, the PhD has three milestone requirements: The Gateway Review, the Research Tool Exam (a minimum of four courses on research methods), and the Comprehensive Exam (a pilot study presentation and paper).

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?

As described above, we will endeavor to carry out an ongoing DBR project designed to inquire into and document learning and teaching in the online and blended environments (using telepresence devices, Blackboard, etc.). In addition, the program director will meet with the cohort on a regular basis to gather feedback and input. Further, the ETAP Department's Program Committee as well as online faculty will review the program through use of surveys, exit interviews, and ongoing communication with graduates once they leave the program.

This is in addition to regular assessments of student work, doctoral program milestones (see, Section B.2.b.) and normal forms of student evaluation that all faculty and courses receive.

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

See B.3.a.

- 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 distance or campus based courses. The courses meet university requirements for rigor and breadth required of graduate coursework, including credits, format, and assignments needed for a graduate degree. Additionally, the program goes through a formal evaluation every seven years, with external reviewers.

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.

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? This information can be found in our Graduate Bulletin at this [link](#).

The URL for the link is https://www.albany.edu/graduatebulletin/requirements_student_complaints.htm

NOTE: Links to information for other states can be found at [here](#).