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:	Communication
	[SED Program Code](#)	03005, 28851, 82305, 89206
	[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](#):	0601
	[CIP 2010 Code](#):	09.0101
c) **Distance Education Contact**	Name and title: Billie Bennett Franchini, Ph.D., Director, Institute for Teaching, Learning and Academic Leadership and Interim Director, 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: 6/23/22	
	If the program will be registered jointly[1] with one or more other institutions, provide the following information for each institution:	

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[1] 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

| | Anticipated Headcount Enrollment | | | Estimated |
Year	Full-time	Part-time	Total	FTE
1	100		100	100
2	100		100	100
3	100		100	100
4	100		100	100
5	100		100	100

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._
Online courses are designed to be the equivalent in terms of instructional time and materials covered in a face to face course. We will follow the SED guidelines of 150 minutes a 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 initially, with the goal of offering more of the program and possibly 100% of the program online in the near future.

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

45

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 courses we offer online are the same as those we offer in person. We have a combination of regular faculty and adjuncts teaching them. We apply the same standards to them as our in-person classes.

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, as frequent as face to face classes, to ensure student's ability to complete sequences and timely completion of the degree. Our professional advisor will in addition monitor student progress in the online program, and report back to the faculty within the department to ensure we are aware of cohorts of online students needs for sequences and timely completion.

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

> As with in-person classes, the online courses will be supported and presented through Blackboard. This platform enables videos of lectures or other relevant contents to be uploaded, the completion of assignments and exams online, and access to interactive discussion and collaborative boards.

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

> Appropriate and flexible interaction are organized by the course instructor. Instructors will be available for Office Hours via Zoom, such that even in a remote setting, students are able to meet "in-person" with their instructor. Additionally, some courses have incorporated lectures that are online and synchronous. This format allows students and instructors additional interactions. Last courses may incorporate online discussion forums through Blackboard that will promote appropriate and flexible interactions between students and with faculty.

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 employs multi-factor authentication for students participating in online courses. Students are required to establish an account and to log in to the University password protected domain using the NETID protocol and 2-step login using Duo. Additionally, within the learning management system, the Safe Assign tool monitors the completion of set tasks within Blackboard.

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?

Similar to in-person classes, each online-class has a syllabus that outlines the course description, learning objectives, readings and course assessments. Both the in-person and online-courses are directed the program faculty that routinely discuss, re-evaluate and revise the learning outcomes for each course in response to program assessment and 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.

Student assessment is calibrated to the student learning outcomes of each course, and may include critique of online materials, application of online tools, data analysis, review of publications analysis, short-answer or essay responses, student presentations, take-home exams, etc. These assessments require students to apply, integrate, and analyze 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?

The effectiveness of both in-person and online courses are annually evaluated to ensure the courses comply with the learning objectives outlined by the department. The criteria applied to assess the current registered program and the distance education programs are comparable.

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

Faculty will use mid-term surveys, in-class surveys offered through the poll feature in zoom, and end of semester SIRF evaluations to assess the effectiveness of the program and identify methods for improvement. The curriculum in turn will be revised and changed in response to the evaluations and feedback.

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 same program evaluation is employed for students undertaking in-person or online courses. The undergraduate courses meet the requirements (e.g., credits, format and assessments) outlined by the University at Albany for an undergraduate 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 integrated administrative system identifies and keeps track of any out of state students who are participating in courses from their home state. The University at Albany is affiliated

with the National Council for State Authorization Reciprocity Agreement (NC-SARA). The NC-SARA, a voluntary agreement among affiliated states and U.S. territories, ensures a national set of educational standards for interstate postsecondary distance-education courses and programs. As an affiliate, the University at Albany is permitted to offer students outside of New York access to distance education courses.

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