

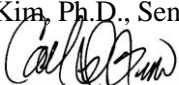


Distance Education Format Proposal For A Proposed or Registered Program

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 SED Code :	210500
	Institution's Name:	University at Albany
	Address:	1400 Washington Avenue, Albany, NY 12222
b) Registered or Proposed Program	Program Title:	Latin American, Caribbean, & US Latino Studies
	SED Program Code	83019
	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 :	0308
	CIP 2010 Code :	05.0107
c) Distance Education Contact	Name and title: Bellie 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. <i>E-signatures are acceptable.</i>	
	Name and title: Carol Kim, Ph.D., Senior Vice Provost for Academic Affairs & Provost	
	Signature and date:	 1/27/22
	If the program will be registered jointly¹ with one or more other institutions, provide the following information for <u>each</u> institution:	
	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):	

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	25	5	30	30
2	25	5	30	30
3	25	5	30	30
4	25	5	30	30
5	25	5	30	30

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](#).

Three hours per week

- 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?

If necessary students can complete the entire program online

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

30 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.

The curriculum is the same as in person. Faculty have worked with professionals to transition the courses to online formats. Learning outcomes and expectations are the same. Lectures will be given through Zoom instead of in person.

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

Yes

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

In consultation with the IT department. We also have the Institute for Teaching, Learning, and Academic Leadership (ITLAL). ITLAL is committed to supporting UAlbany faculty who wish to innovate their teaching by using pedagogical approaches and methods that are supported by research in teaching and learning. ITLAL works with faculty to help create innovative teaching strategies for all modalities, including online courses. ITLAL helps faculty learn all technologies available for teaching online including Zoom, Blackboard, and any other platform or service the University makes available to faculty. Zoom will be used for lectures, office hours, and group work. Blackboard offers discussion boards and the ability to link videos, articles, and pictures for student review. Tests will be given through Blackboard to assess learning outcomes.

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

Faculty are available for office hours and one on one meetings through Zoom. Features on Blackboard allow for interactions through discussion boards, video posts, and emails. Group work will be done through Zoom.

- 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 same safeguards are in place for verifying student presence in the Distance Courses as are applied to on campus courses. Only registered students have access to the course materials. Also, in synchronous courses carried out via Zoom, students who speak are asked to keep their video on, so instructors can see their faces (and compare them to the photos viewable on the MyUAlbany website).

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?

They are all identified on syllabi which are available to students, by being posted on Blackboard.

- 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.

Assessments are of their written work as well as oral participation and presentations. Oral presentations are done by Zoom.

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?

Evaluation by peers, students, administration. The University requires departments to undergo a self-study process on a regular basis which among other goals evaluates the effectiveness of department programs, including distance education programs. If a distance education course is part of the General Education Program, then an additional evaluation process takes place on a regular basis.

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

In consultation with individual faculty and workshops on teaching. The results from the evaluations described in a. above are used to formulate recommendations for improvement aimed at increased effectiveness in all the department programs.

- 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 results from the evaluations described in a. above are monitored by the Departmental and College Administration to ensure that program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded.

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.

- 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>

Copied from that website:

Complaint Resolution for Online Out-of-State Students

Students who reside outside of New York State and who are enrolled in online courses or programs at the University at Albany may submit a grievance to the New York State Education Department only after completing the complaint process established by UAlbany.

- [Academic Grievance Procedure for Graduate Students](#)
- [Academic Grievance Procedure for Undergraduate Students](#)

If a student is unable to resolve a complaint through the proper institutional process, they may contact the New York State Education Department to file a complaint:

Office of College and University Evaluation
New York State Education Department
89 Washington Avenue
Albany, NY 12234
518-474-1551
IHEauthorize@nysed.gov

Visit the [NC-SARA website](#) for more information on complaint resolution.