

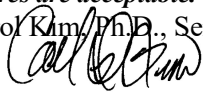


Distance Education Format Proposal For A Proposed or Registered Program Form 4

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: Journalism
	SED Program Code : 30963
	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 : 0602
	CIP 2010 Code : 09.0401
c) Distance Education Contact	Name and title: Billie Bennett Franchini, Ph.D., Director, Institute for Teaching, Learning and Academic Leadership and Interim Director for 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:  07/22/2021
	If the program will be registered jointly¹ with one or more other institutions, provide the following information for each 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	60	10	70	60
2	70	15	85	70
3	80	20	100	80
4	90	25	115	90
5	100	39	130	100

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](#).
2 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?
100%. Students can complete 100 percent of the program online.
- e) What is the maximum number of students who would be enrolled in an online course section?
50

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?
- The curriculum in the Distance Education program is the same as the on-ground program. We apply the same academic standards and requirements.*
- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?
- Our courses are offered in a sequence. Most of upper-level courses have prerequisites of lower-level courses. Our course offering is structured to ensure that required coursework can be completed in a timely manner before upper-level courses.*
- 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 Journalism Program will review the syllabi of all online courses before they are taught, and will make sure appropriate technological tools such as Adobe Suite and Microsoft Office are listed and available.*
- d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Journalism Program will require mandatory Zoom office hours for all online courses and provide exemplary online interaction models to online instructors. For example, this program will offer interaction models about how to engage with different types of students and how to utilize both synchronous and asynchronous communication methods.

- 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 uses a two-layer authorization and authentication method for students who participate in online learning. Students are required to create an account and log into the University password protected domain using the NETID protocol and must also log into the Black Board Learning Management System using their University Credentials. Blackboard also uses Safe Assign as a tool to monitor the completion of specific 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?

All the course and program materials will specify online learning goals, and those goals will be explained to each journalism student and will be available on Blackboard and the Journalism Program website of the university.

- 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.

Journalism Program will create a review committee and the committee will examine and assess the appropriateness of the online learning means every year. In this process, a few instructors from other journalism schools will be contacted to get their thoughts.

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?

Full-time faculty members of Journalism Program will observe each online course every semester and produce evaluation reports. They will also read through syllabi, students' course evaluations, and assignment guidelines and create an evaluation report for each online course. Lastly, all online course instructors will submit their own evaluation of the class at the end of each semester.

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

The full-time faculty members of Journalism Program will review all the evaluation reports and request necessary changes to each instructor. The program director will create an annual report about online program improvement.

- 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 follow the guidelines set up by the College of Arts and Sciences, University at Albany.

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 State Authorization Reciprocity Agreement (SARA) process allows the University at Albany to deliver our online programs in states outside New York.

SARA is a voluntary agreement among its member states and U.S. territories that establishes one set of national standards and regulations for offering postsecondary distance education courses and programs.

This agreement is administered by four regional educational compacts and overseen by the [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#).

New York is a member of SARA and the University at Albany is an approved SARA institution. We adhere to the established SARA standards for offering online education among member states, districts and territories.

As a result, our online students benefit from expanded access to educational offerings, an enhanced quality of distance education and better resolution of any complaints.

- 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>

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*