**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](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr8.html), 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.

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| **Section 1. General Information** |
| **a) Institutional Information** | Institution’s 6-digit [SED Code](http://system.suny.edu/academic-affairs/app/academic-program-planning/links/): | 261000 |
| Institution’s Name: | State University of New York |
| Address: | 34 Cornell Drive, Canton, NY 13617 |
| **b)****Registered or Proposed Program** | Program Title: |  |
| [SED Program Code](http://www.nysed.gov/heds/IRPSL1.html) |  |
| [Award](http://www.highered.nysed.gov/ocue/lrp/chapter_i_of_title_8_of_the_offi.htm)(s) (e.g., A.A., B.S.): |  |
| Number of Required Credits: | Minimum [ ] If tracks or options, largest minimum [ ] |
| [HEGIS Code:](http://www.highered.nysed.gov/ocue/documents/HEGIS.pdf) |  |
| [CIP 2010 Code](http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55): |  |
| **c) Distance****Education Contact** | Name and title: Dr. Peggy De Cooke, Provost and Vice-President for Academic AffairsTelephone: (315) 386-7202 E-mail: decookep@canton.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: Zvi Szafran, Ph.D., PresidentSignature and date: |
| **If the program will be registered jointly1 with one or more other institutions, provide the following information for each institution:** |

1 If the partner institution is non-degree-granting, see SED’s [CEO Memo 94-04.](http://www.highered.nysed.gov/ocue/lrp/ceomemorandum.htm)

Partner institution’s name and 6-digit [SED Code](http://system.suny.edu/academic-affairs/app/academic-program-planning/links/):

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** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |

Will this be total enrollment or expected additional enrollment due to the additional format?

**Section 3: Program Information**

* 1. ***Term length*** (in weeks) for the distance program: *15 weeks*
	2. Is this the same as term length for classroom program? [ ] No *[X ] Yes*
	3. 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*](http://www.suny.edu/sunypp/documents.cfm?doc_id=168) *and* [*SED guidance:*](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr17.html#b)

*On line instructional time is the same as traditional classroom instructional time, which is measured by the description of the content covered, course objectives, and expected learning outcomes. The same content and course outline are used for both delivery methods.  Online courses focus on total time on task to mirror ‘seat time’ in traditional instruction and the conventional academic credit model (in which one college credit requires 15 hours of classroom time plus two additional hours of homework time per hour of classroom time). For example, time on task for viewing three, 15-minute lectures (text or video), with web links would equal 1 hr.**Posting to discussions (original post, responses to three classmates’ posts, responses to responses) would equal 2 hours. Small group project meetings (web conference or asynchronous discussion) would equal 1 hour. The College’s Center for Learning Design and Online Learning provides faculty with guidance on converting online learning activities to time on task to calculate equivalent hours to meet the requirements of the academic credit model. Students complete no less than three hours of equivalent work per credit per week in online courses.*

* 1. 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? Once this program is fully online, will it also be offered in the traditional classroom format?
	2. What is the maximum number of students who would be enrolled in an online course section? *SUNY Canton follows the same decision-making for our online course enrollments as we do for our face-to face instruction in which a class size and caps are determined through a consultative process that includes Deans, department chairs, and faculty.*

**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**

1. 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. **(On file)**
2. 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? **(On file)**
3. 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. **(On file)**
4. 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. **(On file)**
5. 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*](http://www.suny.edu/provost/academic_affairs/FacultyOwnership.cfm)*, and/or faculty contract provisions****.* (On file)**

**Part A.2. Learner Support**

1. Describe how your institution provides distance students with ***clear information*** on: **(On file)**
	* 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.
2. 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? **(On file)**
3. 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. **(On file)**
4. What ***orientation*** opportunities and resources are available for students of distance learning? **(On file)**

**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**

1. 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: *Academic policy guidelines articulated in the SUNY Canton College Catalog apply to both on-campus and distance education courses. Course syllabi, regardless of the delivery medium, detail policies and requirements. However, we recognize the need for online courses to include specific course requirements as they relate to the use of technology in the learning environment. As a result, we have developed and approved an Online Syllabus. While closely aligned with the requirements of the on-campus syllabus, the Online Syllabus communicates information to students on course requirements specific to an online environment.*

*Courses approved for online delivery undergo the same governance process as campus-based courses.*

*Additionally, online courses offered for the first time undergo quality control via the College’s course review process in which courses are reviewed based on standards of best practice in distance learning programs set forth by the Commission on Higher Education of the Middle States Association of Colleges and Schools and detailed in the College’s course review rubric. The College’s governance Online Course Review Committee is responsible for the course review process. Courses are reviewed three years.*

*Additionally, the curriculum for the distance education program does not differ in content from the currently registered program and the faculty who will teach in the distance education program do not differ from the faculty who teach in the traditional classroom program*.

If the program anticipates an increase in total enrollment, what is the benchmark for hiring additional faculty? Please provide a hiring plan. Example: *If we get 25 additional students in a cohort that is fully online (more or less doubling the current freshman cohort), we will hire an additional full-time faculty member.*

1. Are the courses that make up the distance learning program offered in a sequence or configuration that allows ***timely completion of requirements***? *The same schedule and term length is used for the distance education program as the currently registered program. The School Dean in collaboration with the Department Chair is responsible for planning and coordinating the online courses in this program.*
2. How do faculty and others ensure that ***the technological tools*** used in the program are appropriate for the content and intended learning outcomes? *The course review rubric addresses this criterion. The standard on course technology ensures that the goal of using technology to enhance student learning, enrich instruction, and foster learner interactivity is meet. In particular, the standard evaluates the accessibility and usability of technological tools and their relationship to the course content.*
3. How does the program provide for appropriate and flexible interaction between faculty and students, and among students? *The course review process provides a mechanism for addressing this criterion. The standard on learner interaction focuses on the effective design of instructor-learner interaction. Discussion is a significant component of all courses in the program.*
4. 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? *Students must first login to the course management system using a unique username and personal password to gain access to the course content and testing/submission areas. The use of multiple methods of assessment reduces the opportunity for a student to submit plagiarized work by: 1) Using timed, randomized, and restricted access multiple digital assessments. 2) Requiring draft/final document submission allowing for examination of digital document properties and/or database comparison using plagiarism software. 3) Group work providing a method of peer accountability within individual teams. Additionally, the instructor may choose to visually verify a student’s identity through the College’s online proctoring software.*

**Part B.2. Outcomes and Assessment**

* 1. 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? *In terms of student competencies, all of our online courses in our academic programs are designed to produce the same learning outcomes as our on-campus courses. Programs are assessed every five years through SUNY’s program evaluation. We continue to use this evaluation and the assessment plan for the program approved. On a course level, learning outcomes are articulated in course syllabi and assessment standards are a part of our course review rubric.*
	2. 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: *Since student learning outcomes for a course are expected to be the same regardless of delivery mode, different tools or methodology for program evaluation or outcomes assessment should not be necessary. Outcomes assessment tools (e.g. written assessments) used for any course are adaptable to all delivery modes. This parallels the policy that all courses are approved through the curriculum committee in which the mode of delivery is transparent in the course approval process.*

**Part B.3. Program Evaluation**

1. What process is in place to monitor and ***evaluate the effectiveness*** of this particular distance education program on a regular basis? *Regardless of the delivery mode, all programs use the same methods to monitor and evaluate their effectiveness. Methods to evaluate program effectiveness include: Student Course Comments, approved by our governance body, allow all, including online students in this program, to assess their academic experience. Other assessments include yearly review of student learning outcomes and regular review by accrediting agencies such as Middle States Association. The periodic assessment and length of assessment cycle is the same for the currently registered program and the distance education program. [Include any other-program specific measures such as Assessment in the Major]*
2. How will the evaluation results will be used for ***continuous program improvement***? *Feedback from the above-mentioned assessments are used by the faculty and administration to improve practices and procedures associated with the instruction and delivery of online courses. Through such evaluations, faculty receive feedback on instruction, course design, course materials, and the learning environment. Faculty teaching online in this program, as well as in other programs, are encouraged to use this feedback to improve course design and delivery. Moreover, student learning outcomes for each course in the program, and the ‘closing the loop’ actions associated with them, are documented through the use of the College’s assessment software system, Task-Stream.*
3. 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? *Faculty committees at the College (e.g. the Online Learning Advisory Committee, Academic Standards) frequently discuss the academic rigor of our online courses. It is the consensus of our experienced online faculty that the reading and writing demands of online courses significantly enhance their academic quality. This consensus is supported by current research in the field of online learning that indicates that the writing and discussion requirements of many online courses are often more substantial than their on-campus counterparts. Moreover, we believe that the “rigor and breadth” required of a college degree is considerably enhanced through our course review process that evaluates the ability of all online courses to meet expectations of quality.*

**Part B.4. Students Residing Outside New York State**

SUNY programs must comply with all [“authorization to operate" regulations](http://system.suny.edu/academic-affairs/distance-learning/) 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.

1. 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? *Each semester, the Office of Institutional Effectiveness runs enrollment counts of students who are fully online and residing outside of NYS. Additionally, SUNY Canton is a member of State Authorization Reciprocity Agreements (SARA).*
2. 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? *Links to information for other states can be found at* [*http://www.canton.edu/ol/current.html*](http://www.canton.edu/ol/current.html)