



Educator Preparation Programs: Distance Education Format Proposal

EPP-H
1/2016

When a new or existing program is designed for a [distance education format](#), which enables students to complete 50% or more of the course requirements at a distance, a campus Chief Executive Officer or Chief Academic Officer must submit a signed cover letter and this completed form as one PDF file to the SUNY Provost at program.review@suny.edu. According to Middle States Commission on Higher Education (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.

Campuses that have not received previous approval to provide distance education or those that have made significant changes to the institution-wide distance education operations must complete Sections 1 - 3 and Part A: Institution-wide Issues.

Section 1. General Information			
Item	Response (<i>type in the requested information</i>)		
a) Institutional Information	State University of New York at Oswego	SED Institution Code 235000	
	7060 State Route 104, Oswego, NY 13126		
	NYS Department of Labor/ Regents Region :		
b) Program Information	Program Title:	Technology Education Grades K-12	
	Award(s) (e.g., BS, MAT):	MSED	
	SED Program Code (for existing program):	30404	HEGIS Code : 0839.01
	New York State certificate title(s) and level to which the program leads:		
	Certificate Title(s)	Initial, Professional, Initial/Prof	
	Technology Education (K-12)	Professional	
c) Distance Education Contact Person	Name: Gregory F. Ketcham	Title: Assistant Dean	
	Telephone: 315-312-2270	E-mail: greg.ketcham@oswego.edu	
e) Chief Executive or Chief Academic Officer Approval¹	Name and title: Scott Furlong, Provost and Vice President for Academic Affairs		
	Email: provost@oswego.edu		
	Date: January 1, 2023		

¹ 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.

Section 2: Expected Enrollment

Expected Enrollment	When Program Begins	Maximum by Year 3
Number of Students:	28 (Current Matriculated Students)	Up to 50 students matriculated.

Section 3: Program Information

- a) **Term length** (in weeks) for the distance program: Fall and spring semesters are traditional 15-week courses. Summer course offerings are either 3- or 6-week courses.
- 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](#).

Courses will be offered synchronously like our on-campus courses and will have 2.6 hours of instructional time each week for a 15-week semester. Summer session times will be adjusted to accommodate shorter 3- or 6-week summer sessions.

- d) What proportion or percentage of the program will be available in Distance Education format? 100%

The degree program contains 18 credits of required core courses and 12 credits that are flexible that can be completed through an applied project, a thesis, or directed coursework. Currently all of the core courses are available as online courses. Students select courses for the remaining 12 credit hours from online offerings with the Department of Technology or other departments (e.g. Curriculum and Instruction, Career & Technical Education, Human Computer Interaction, etc.) allowing students to complete the program requirements 100% online. There are some laboratory-based graduate courses (e.g. TEL 551 Computer Integrated Manufacturing Technologies) that can only be taken on-campus. However, these laboratory-based courses are electives and not required.

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

Twenty students for most courses. Some writing intensive courses may have lower enrollment.

- f) How will field experiences, internships, and student teaching placements be arranged? How will these experiences be supervised?

No field experiences, internships, or student teaching placements are required for this program.

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.**

I. 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.

II. 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 a **new request** to add Distance Education Format to a proposed or registered program.

III. 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 proposed online offering for the Technology Education MSED program will have the same program requirements as our current on-campus program. The learning outcomes, project requirements, and course content will be the same for the core courses regardless of delivery mode. Students will complete all of the same 18 credit hours of required core courses. Students will have flexibility with the remaining 12 credit hours that are selected under advisement from a variety of courses from the Department of Technology and

other departments in the School of Education and across campus that students are already taking advantage of. All core classes will be taught by full or part time faculty who regularly teach classes, review program assessments, and participate with course updates for the Department of Technology. Faculty syllabi and program assessments are based on course outlines that have been approved through faculty governance.

As part of the Technology Education MSED program students must complete three candidacy exams and have a minimum cumulative GPA of 3.0 to be raised to degree candidates at the mid-point of the program. These candidacy exams are structured such that students complete individualized responses and are currently delivered remotely on three published exam dates. The candidacy exams are reviewed by department faculty as a mid-program assessment for our students and to provide feedback for program assessment. Students also complete a final portfolio of their graduate work with a written reflective statement and artifacts from their core and elective coursework. Both assessments are required for all students and can be submitted, reviewed, and feedback provided through online resources including TK20, the assessment management system used by the SUNY Oswego School of Education.

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

The six core courses required in the program are offered on a set two-year rotation. Two core courses are offered in the fall semester and one core course is offered in the spring semester. These three courses are then repeated during the following summer sessions. The other three courses are offered the following year with the same pattern. This format allows students to complete the program as a full-time student in one year (summer, fall, and spring semesters). Alternatively, students who are practicing teachers can complete the core courses with semester only, or summer only courses in two years, leaving the remaining 12 credit hours of electives to be completed from ample course options during the semesters or summer sessions. Students develop a long-range plan with their adviser to complete the coursework within their professional goals and around their work schedule.

Describe how your institution provides distance students with clear information on:

- Program completion requirements, including clinical placements.
- Process for selecting clinical placement sites
- Program policies for clinical placements
- Testing requirements for certification

The Technology Education MSED program does not require clinical placements. The program leads to professional certification with initial certification in Technology Education as an admissions requirement. Certification exams and clinical placements would have been completed as a component of initial certification. Some students may be admitted to the program whose initial certification is pending or if they are not seeking teacher certification in New York State.

- c) Describe how students in the distance education program will satisfy the Dignity for All Students regulation [52.21(b)(2)(ii)(c)(1)(xii)], which requires that three of the six hours of training be conducted face-to-face, noting that electronic communication is not considered as face-to-face.

DASA is a requirement for initial certification in New York State. For most applicants, the DASA workshop would have been completed as part of their undergraduate program or prior to applying for initial certification in New York State. If students are admitted to the program who are in the process of completing, or have completed, their initial certification requirements for New York State, they can provide a copy of their DASA workshop completion certificate, verification through their TEACH account, or a transcript showing that they completed the workshop with a NYSED registered provider. Some applicants (e.g. international students) may have the requirement waived if they are not seeking certification in New York State.

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

SUNY Oswego uses a widely adopted learning management system to facilitate online learning. As an original participant in the SUNY Learning Network and now SUNY Online, the college utilizes the SUNY support team to manage Brightspace. Brightspace is SUNY's preferred digital learning environment (DLE) and allows faculty to facilitate sharing course content in the form of text-based lectures, multimedia, discussion forums, written assignments, and case analysis, which are learning activities that are common to many graduate courses. At SUNY Oswego, instructional designers assist the faculty in selecting the appropriate tools for learning activities and review the course design using a research-based rubric (OSCQR) before the course is delivered online.

Other technological tools are available to all students as downloadable or remotely accessed software through student or campus licenses that are available to students at no additional cost. Beyond library resources, students in the program regularly use statistical analysis applications (SPSS), CAD software, programming tools, productivity software, and remote meeting software. These applications support research, development, and other learning activities in the core classes and are supported and maintained by the SUNY Oswego Campus Technology Services.

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

Faculty and students can interact using a variety of tools that have become ubiquitous on campus. The learning management system has integrated email and messaging capabilities. Faculty regularly utilize additional communication tools including campus email, Google Drive, Google Meet, and Zoom for class meetings, academic advisement, and disseminating learning materials. These resources are free and available for students and faculty to use outside of class time for group meetings and discussions.

- f) 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?

Access to any online course at SUNY Oswego requires that the student register through the college's student information system. The registration system requires the student to provide a variety of personal information which is kept secure. Registration data is automatically updated from Banner to the LMS. Student access is authenticated through the LDAP (identity management) system, which also connects access to student information systems including the registration system, the library databases, and myOswego.

By the nature of the MSED program, much of the key course products and assessments are individualized written submissions including written research assignments, annotations, presentations, and reflective statements. Most of the core courses include culminating experiences that are individual to the student and/or their employment including philosophy statements, course curriculum, laboratory designs, and research proposals.

IV. FIELD EXPERIENCE AND STUDENT TEACHING (Teacher Preparation Programs only)

Field experiences are not a required component of the Technology Education MSED program.

- a) Field experiences, student teaching and practica must be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated. How is this requirement met in a distance education format?
- b) Field experiences, student teaching and practica must be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to

content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences. How are the coursework and seminar designed to support teaching candidates during their field experiences and student teaching placements?

- c) How frequently will the student teacher be observed by the IHE faculty supervisor?
- d) If IHE faculty observations include a voice-over-internet protocol service and/or electronic video observations, please state the number of face-to-face classroom-based observations and electronic observations. Include a description of technological resources at the IHE and P-12 school district levels and preparation/training of faculty, cooperating teachers and candidates to successfully implement an electronic candidate assessment model. Describe the responsibilities of institutional faculty and cooperating teachers in the observation, supervision and assessment of candidates' field experiences and student teaching.
- e) Field experiences, student teaching and practica must provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities. How does the institution arrange candidates' field experiences to meet these requirements?

V. LEADERSHIP EXPERIENCES (Educational Leadership Programs only)

- a) Programs must ensure that leadership experiences are in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds. How does the institution arrange candidates' leadership experiences to meet these requirements?
- b) Leadership experiences must be carefully selected and planned by program faculty in collaboration with school leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty.
 - 1. Describe how the institution selected and planned the leadership experience ensuring the collaboration between program faculty and supervising school district leaders.
 - 2. How frequently will the educational leadership candidate meet with the IHE faculty supervisor?
- c) If IHE faculty observations include a voice-over-internet protocol service and/or electronic video observations, please state the number of face-to-face classroom-based observations and electronic observations. Include a description of technological resources at the IHE and P-12 school district levels and preparation/training of faculty, cooperating teachers and candidates to successfully implement an electronic candidate assessment model.
- d) Leadership experiences must be supervised by certified school leaders and by program faculty who have preparation and expertise in supervision related to educational leadership. Describe the responsibilities of institutional faculty and supervising educational leaders in the observation, supervision and assessment of candidates' educational leadership experiences.

VI. 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 core course outcomes, content, expectations, and assignments for our online courses are the same as on-campus course offerings for our existing, standards aligned, approved MSED program. The only difference is with class teaching modality and how faculty meet with individual or groups of students. All courses will be offered synchronously which will allow for the same opportunities for online students to participate in lessons, present their work, and interact with other students as would on-campus students. The only significant difference is geographic location. All of the core courses have been successfully offered online in the past, and faculty are prepared to teach in this modality.

- 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.

Students are primarily assessed through written papers, presentations, and applied project submissions. A majority of the students are practicing, initially certified Technology Education teachers who are working toward their NYSED professional certification. As such, there is an assumed base level of content and pedagogical knowledge and technological fluency that the students bring with them as applicants. Standards aligned assignments are contextualized to their current teaching situation allowing them to customize their work and further develop as an educator. As an example, a core course, TED 533 Curriculum Development for Technology Education, requires that students develop a semester or year-long, standards aligned course curriculum that they will then implement in their school. Another course, TED 535 Laboratory Instructional Environments for Technology Education culminates in students preparing a laboratory design and development project for a proposed laboratory renovation project in their school. These examples illustrate how students synthesize a product demonstrating their understanding of course content that they can share and implement to improve their teaching situation. This type of instruction and student assessment is authentic and appropriate for both on campus and synchronous online instruction.

VII. PROGRAM EVALUATION

- a) What process is in place to monitor and evaluate the effectiveness of this particular distance education program on a regular basis?

Two key program assessments are currently in place and utilized to assess student performance that will continue to be applied to on-campus and online learners.

Students must complete three candidacy exams to evaluate their core course professional and pedagogical knowledge after completing between 12-18 credit hours and have a minimum cumulative GPA of 3.0 to be raised to degree candidates. Candidacy exam questions are written to evaluate the students' understanding of the core course objectives. The candidacy exams are reviewed by department faculty who regularly teach the courses and are involved in course updates. If a student does not pass an exam, it is reviewed by a second faculty member or program coordinator. Students are provided feedback on their exam results and may re-attempt a candidacy exam twice to demonstrate proficiency with the course content. A standard rubric is used by faculty to evaluate all candidacy exams that measures the strength of their responses, if they reflect current standards, practices, and theories in Technology Education, and demonstrate graduate level writing.

All candidates must submit a portfolio of representative samples of their graduate coursework. Candidates save artifacts from each of their core classes as samples of their work to be included in their portfolio. Artifacts may include a philosophy statement, a course curriculum, assessment materials, a laboratory development plan, and a literature review that demonstrate graduate level knowledge and skills. Portfolios are due at the end of the candidate's final semester or summer session.

The purpose of the portfolio is twofold. First, candidates leave the program with a comprehensive sample of their professional work to share with prospective employers or graduate schools. Second, the portfolios serve as examples of work completed by candidates in our program for assessment purposes. Candidates are

encouraged to reflect on their initial goals when applying to the program, professional dispositions, and how the work that they completed is benefitting them professionally.

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

Candidacy exam scores are utilized to evaluate student performance and are linked to core course outcomes. The results from the candidacy exams are evaluated annually and recommendations for course and assignment revisions are made by faculty.

Portfolios are reviewed by faculty upon submission by the students in TK20, our assessment management system for the School of Education at SUNY Oswego. The portfolio allows for a comprehensive view of student work and formative feedback on the core program courses. Additionally, student work outside of the core courses including elective courses, theses, and applied research projects can be evaluated. This allows department faculty to evaluate student needs for developing or revising directed coursework relevant to students' professional goals.

- c) How will the evaluation process assure that the program results in learning outcomes are appropriate to the rigor and breadth of the college degree or certificate awarded?

The assessment results for students completing the program, in either modality, will produce exam scores and portfolio artifacts that can be compared between the two modal groups. All students will be completing the same core coursework regardless of mode. All students will still need to meet the 3.0 GPA requirement, pass candidacy exams, and complete a final portfolio. The program will maintain adherence to our accreditation standards for the School of Education.

VIII. 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?

SUNY Oswego reviews enrollments in distance learning courses annually. The Dean of Extended Learning (or designee) requests the information from Institutional Research. Enrollment is reviewed and the Dean takes the necessary steps to comply with regulations regarding authorization.

SUNY Oswego is a SARA participating institution and is registered with the New York State Education Department (NYSED).

- 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?

Link for SUNY Oswego's student complaint process:

<https://ww1.oswego.edu/extended-learning/online-programs-development/online-student-complaint-process>