



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:	Coordinator of Work-based Learning	
	Award(s) (e.g., BS, MAT):	Initial Certification Extension	
	SED Program Code (for existing program):	25256	HEGIS Code : 5608.00
	New York State certificate title(s) and level to which the program leads:		
	Certificate Title(s)	Initial Extension	
	Coordinator of Work-Based Learning	Initial certification	
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:		

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.

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Section 2: Expected Enrollment

Expected Enrollment	When Program Begins	Maximum by Year 3
Number of Students:	25	60

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](#).

One hour per week for a semester-long course, similar to face-to-face courses; additional time for reading textbooks and completing assignments similar to face-to-face courses; time adjusted for shorter 3- or 6-week sessions.

- d) What proportion or percentage of the program will be available in Distance Education format?
100%. The certificate program contains six credits of required core courses. Currently, all of the core courses are available as online courses

- e) What is the maximum number of students who would be enrolled in an online course section?
Twenty-five (25) students for each of the two courses.

- 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 online Work Based Learning certificate program will follow the same program requirements as the face-to-face program. Correspondingly, online courses' learning objectives and expected outcomes are identical to classroom-based courses. Online courses are taught by Oswego's full-time and a cadre of part-time faculty who teach for SUNY Oswego regularly. Faculty design course syllabi based on course proposals that have been approved by faculty governance. This program is one of the many programs in SUNY Oswego's Career & Technical Educator Preparation department which serves students across New York State.

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

Courses for the online Work Based Learning certificate program will be offered regularly in spring, fall, and summer terms. Courses will be offered regularly so that students will be able to complete the certificate within a reasonable timeframe.

- c) 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

Students are provided with program information through the department's Newsletter, Website (<https://www.oswego.edu/vocational/home>), and faculty communication.

The certificate in the Work Based Learning program does not require clinical placements.

d) 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 before 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 an NYSED registered provider.

e) 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 of 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 office productivity software and remote meeting software. These applications support learning activities in the core classes and are supported and maintained by the SUNY Oswego Campus Technology Services.

SUNY Oswego completed its migration to Brightspace last along with other SUNY campuses. Faculty were offered several training sessions to assist with the transition of their course materials and for the instructional designers to assist with the changes in the course management system. The Extended Learning staff partnered with the college's

Center for Excellence in Teaching, Learning, and Campus Technology services to provide faculty workshops, training sessions, and mentoring.

f) 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 Brightspace 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. This allows students to interact with faculty and other students virtually/face-to-face over the computer free of charge, allowing online students the same opportunity to meet with their professor and other classmates as in-class students. All the faculty in CTE are experienced in using Brightspace for both synchronous and asynchronous learning. These resources are available for students and faculty to use outside of class time for group meetings and discussions.

Small group activities are created where appropriate. Students are also assigned to groups within Blackboard and a separate discussion forum may be established for each group. Small group discussions, wikis, blogs, and file sharing enable student-to-student interaction.

g) 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 registers through the college's student information system. The registration system requires the student to provide a variety of personal information that 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 Work-based Learning program, many 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.

Professors can use test-bank databases to develop online tests, ensuring that two students simultaneously taking the same test will not receive the same questions. Also, professors can obtain from Brightspace a report that shows when each student logs on and off, what IP address they used, and which questions they miss. This allows professors the ability to quickly scan the report to determine if there are test irregularities.

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

Field experiences are not required for the Work Based Learning certificate 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 course outcomes, content, expectations, and assignments for the two online courses are the same as the online course offerings for our existing, standards aligned, approved BSED and MSED programs. Two of the 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.

As with all CTE department's approved distance program courses, the means of assessing student learning is determined, within the guidelines of the course proposal (local governance, SUNY System Administration, and the New York State Education Department (NYSED), and by the faculty teaching the online course. Faculty develop learning goals for each online unit of instruction and then create supporting assessment activities. The assessment may include but is not limited to, the use of rubrics, class participation, case analysis, papers, projects, and exams.

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?

There is an opportunity to monitor the distance learning program. Each course offers the student an opportunity to provide feedback on their distance learning experience through a survey administered by SUNY Oswego. This student feedback is provided to the faculty member at the end of instruction. Course evaluation results are also provided to the relevant department chair.

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

The CTE department has an assessment coordinator and an assessment plan which evaluates each student's learning outcome. The assessment coordinator also serves on the School of Education assessment committee and is involved in the TK20 initiative and the Commission for the Accreditation of Educator Preparation (CAEP) accreditation. TK20 is a comprehensive online assessment and e-portfolio system. CAEP is the national accrediting body for Schools of Education. The School of Education, which completed its CAEP accreditation review this past year, has begun to review the CAEP standards so that our programs remain at the leading edge. The result of each assessment recommends changes for continuous program improvement.

Assurances of learning and continuous program improvement are critical aspects of the department program review. The results of the collected data are shared with the faculty and discussed in one of the departmental meetings as a main agenda item. Previous assessment cycles have resulted in curricular changes that have led to program improvements.

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 Work-based Learning program learning outcomes have been approved by SUNY Oswego faculty governance, SUNY System Administration, and the New York State Education Department. The CTE faculty has offered online courses since the late 1990s.

The CTE department uses program evaluations to identify specific learning objectives and to refine and strengthen its course offerings to assure rigor and breadth. The CTE department, as a part of SUNY Oswego's School of Education, is accredited by CEAP.

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>