|  |  |
| --- | --- |
| **SEDseal** | **THE STATE EDUCATION DEPARTMENT** / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234 |

Application to Add the Distance Education Format

# To a New or Registered Program[[1]](#footnote-1)

|  |  |
| --- | --- |
| MC900411244[1] | This application should NOT be used to add the Distance Education Format to the following types of programs or proposals:   * Programs Preparing Teachers, Educational Leaders, and Other School Personnel   The application materials for those types of proposals can be found at: <http://www.nysed.gov/college-university-evaluation/register-or-change-program>  Doctoral programs: please [contact](http://www.nysed.gov/college-university-evaluation/office-college-and-university-evaluation-ocue-contact-information) the Office of College and University Evaluation.  **Directions for submission of application:**   1. For an application to add the distance education format to an **existing general academic (non-licensure) program**:   Create a ***single*** PDF document that includes the following completed forms:   * Application to Add the Distance Education Format * CEO (or Designee) Approval Form   Attach the PDF document to an e-mail and send to:  [**OCUERevAdmin@nysed.gov**](mailto:OCUERevAdmin@nysed.gov)  When submitting to the mailbox, include the following elements in the subject line  of the e-mail:  Institution Name, Distance Education Format, Degree Award, and Program Title  E.g., Subject: AAA College, Distance Education Format, Master of Science, English Literature   1. For an application to add the distance education format to a **proposed general academic (non-licensure) program**:   Complete the form and include it in the application PDF document.   1. For proposals to add distance education to a proposed or existing program in a [**licensed profession**](http://www.nysed.gov/college-university-evaluation/professional-licensure-programs) or a related field, complete this distance education form but submit it to the [Office of the Professions](http://www.op.nysed.gov/prof/). |

**Task 1 Institution and Program Information: Complete this task for applications to add the distance education format to an existing program.**

|  |  |
| --- | --- |
| **Institution Information** | |
| **Institution Name:**  Institution Code (6 digits):  ***The name and code of the institution should reflect the information found on the*** [***Inventory of Registered Programs***](http://www.nysed.gov/heds/IRPSL1.html) | Rochester Institute of Technology  460500 |
| Institution Address: | One Lomb Memorial Drive |
| City: | Rochester |
| State/Country: | New York, USA |
| Zip: | 14623 |
| [Regents Regions](http://www.nysed.gov/college-university-evaluation/counties-organized-regents-higher-education-region)*:* | Finger Lakes Region |
| Specify campus(s) of the institution where program is offered, if other than the main campus:  ***The name and code of the location(s) should reflect the information found on the*** [***Inventory of Registered Programs***](http://www.nysed.gov/heds/IRPSL1.html) | N/A |
| Specify any other additional campus(s) where the program is offered besides the ones selected above: | N/A |
| If any courses will be offered off campus, indicate the location and number of courses and credits: | N/A |
| If the program will be registered jointly with another institution, please provide the partner institution's name: | N/A |

|  |  |
| --- | --- |
| **Program Information for Existing Programs: *Program information should reflect the information found on the*** [***Inventory of Registered Programs***](http://www.nysed.gov/heds/IRPSL1.html) | |
| Program Code: (for [registered programs](http://www.nysed.gov/heds/IRPSL1.html) only) | 39597 |
| Program Title: | Business Administration |
| Degree Award: | AAS |
| [HEGIS code](http://www.nysed.gov/college-university-evaluation/new-york-state-taxonomy-academic-programs-hegis-codes): | 5001.00 |

|  |  |
| --- | --- |
| **Contact Information** |  |
| Name of contact person |  |
| Title of contact person: |  |
| Telephone |  |
| Fax: |  |
| Email: |  |

|  |  |
| --- | --- |
| **Instructions** | |
| Guidance for this task can be found by clicking here: [Review Process for Approval of Programs in the Distance Education Format](http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format) | |
| **1. Anticipated enrollment in distance program** | |
| Initial Enrollment: 6 | Maximum by year 3: 26 |
| **2. Program Information** | |
| 1. **Term length** (in weeks) for the distance program: 15 | |
| 1. **Is this the same as term length for the classroom program?**  Yes  No | |
| 1. **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)   Answer: Average 1.4 for technical courses; 1 for GenEd/Service courses. | |
| 1. **What proportion of the program will be offered in Distance Education format?**   Answer:100% | |
| 1. **What is the maximum number of students who will be enrolled in an online course section?**   Answer: 32 | |

|  |
| --- |
| **Part A: Institution-wide Issues:** Submit this part for the **first** Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes. |
| **I. 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.   Answer: |
| 1. Describe your institution’s resources for distance learning programs and its support services to ensure their effectiveness. What course management system does your institution use?   Answer: |
| 1. Describe how faculty are trained and supported in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train faculty, or are otherwise in charge of online education.   Answer: |
| 1. 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.   Answer: |
| 1. 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?   Answer: |
| **II. Learner Support** |
| 1. Describe how your institution provides distance students with **clear information** on:    * Program completion requirements, including which courses, if any, **must** be taken in an on-ground, face-to-face format    * The nature of the learning experience    * Any specific student background, knowledge, or technical skills needed    * Expectations of student participation and learning    * The nature of interaction in the courses.    * Any technical equipment or software required or recommended    * Scheduling of online and on-ground sections of the same course   Answer: |
| 1. 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?   Answer: |
| 1. 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.   Answer: |
| 1. What **orientation** opportunities and resources are available for students of distance learning?   Answer: |

|  |
| --- |
| **Part B: Program-Specific Issues:** Submit this part for **each new request** to add Distance Education Format to a registered program. |
| **III. 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.   Answer: RIT ensures that the same academic standards and requirements for curriculum are applied to all programs on campus and those programs offered in a distance learning format by requiring programs to develop and publish curriculum content and associated learning outcomes in a common course outline format. RIT uses a common course outline and course outlines are approved by the appropriate College Curriculum Committee. In this way, the curriculum does not differ from that of the on-campus program. |
| 1. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?   Answer: Courses are offered in a sequence that allows for timely completion of requirements. The same scheduling process is used for distance learning programs and students complete a plan of study to guide timely completion of requirements. In addition, the University requires that online courses be offered with a degree of frequency similar to on-campus courses. |
| 1. How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?   Answer: RIT follows a documented process to evaluate emerging academic technologies including their appropriate use in supporting student learning. Only approved technologies are made available for faculty and supported at the institute through the Innovative Learning Institute (ILI) and Information Technology Services (ITS). Training is provided for faculty to support their use of RIT’s approved academic technologies and includes information about effective academic technologies for different teaching needs/challenges and methods. |
| 1. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?   Answer: Program faculty are provided training through the Innovative Learning Institute (ILI) in effective online course design which includes a high level of student-faculty interaction and interactivity. RIT’s approved academic technologies offer a variety of interactive methods for faculty and students which include: discussion boards, chats, document sharing, web conferencing, peer evaluation, virtual office hours and e-mail. The program’s online courses include assignments and activities that include sharing and collaborating which are essential for successful completion. |
| 1. How do faculty teaching online courses verify that students are doing their own work?   Answer: Students use a password-protected RIT Computer account. In addition, in a distance learning environment, every effort is made to maintain RIT’s Policy on Academic Integrity. All distance education instructors are required to state the Academic Integrity Policy in the course syllabus. Additional emphasis is on this policy is recommended to course instructors through the RIT Libraries and the Innovative Learning Institute’s faculty development offerings. RIT faculty teaching online courses are provided with numerous opportunities to engage in best practices involving academic integrity including:  •Incorporating the Student Identify Verification Checklist in all online courses to affirm student identity.  •Using the anti-plagiarism software “Turnitin” for every online course drop box, where students submit their written work.  •Supporting exam proctoring for every online course. Procedures include using the University’s access to a remote proctoring service (Examity); requiring approval of a proctor, if that method is chosen; and offering on-campus proctoring to students close enough to access it. For all procedures, verification of the student’s identify is included.  •Reducing cheating in online courses through specific training for faculty members including RIT Libraries’ workshops on preventing high-stakes cheating. |
| **IV. 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?   Answer: The distance learning and classroom-based programs have the same learning outcomes as documented on the program learning outcomes assessment plan. Program faculty develop and identify the knowledge and skills that students should be able to demonstrate throughout the program. All RIT programs are required to maintain this program level assessment plan which includes program goals, student learning outcomes, specific methods of measuring student learning, and achievement benchmarks. Assessment of these outcomes is done on a prescribed schedule. |
| 1. 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.   Answer: Although the learning outcomes remain the same for programs offered in both on-site and distance formats, the method with which the student learning outcomes are measured may vary due to delivery method and student characteristics. Faculty choose a variety of assessment strategies in each course including:  Test and Quiz methods may include:  • using test banks to provide varied questions  • requiring students to complete the exam during one session (no re-entry)  • setting shorter times that the test is open for completion (1-2 days vs.1 week)  • setting password protected exams  Assignments and Projects may include:  • emphasizing authentic written assignments  • collecting and grading various writing process components (outline, lit review, annotated bib, rough draft, final)  • giving focused assignments that are tied to the course  • making assignments cumulative (turn in parts of the project along the way –concept plan or proposal through finished product). |
| **V. Program Evaluation** |
| 1. What process is in place to monitor and **evaluate the effectiveness** of the distance learning program on a regular basis?   Answer: The program has a program learning outcomes assessment plan that is implemented on an established cycle. Annually, RIT monitors the effectiveness of each program’s assessment of program goals and student learning through a university-wide annual progress report completed by the program. The program meets at least once a year to review and discuss the effectiveness of the program.  In addition, RIT moved to an online student rating of teaching effectiveness with common core questions. The information collected in course evaluations is the same for all learning formats. Students complete course evaluations for every course in the program. Course evaluations are included in the annual review by the program.  The program routinely uses other methods to evaluate program effectiveness including: alumni surveys, student exit interviews, and employer surveys. |
| 1. How will the evaluation results will be used for **continuous program improvement**?   Answer: As an institution, RIT is committed to a culture of continuous program improvement. In addition to maintaining program level assessment plans, the program is required to formally report on the use of outcomes assessment data for program improvement through RIT’s Annual Progress Report. The program is asked to provide evidence on how they use assessment results to make changes or improvements to teaching and learning. The program uses the course evaluations to work with faculty on improving teaching and learning. |
| 1. 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?   Answer: The program uses the results from the assessments to continuously evaluate the program’s goals, outcomes, benchmarks, and monitor the quality of the student learning. The program established benchmarks for student achievement that are consistent with the appropriate rigor and breadth of the degree. The benchmarks ensure that students graduate with the competencies expected of the degree and are also reviewed as part of an iterative process. |

**ADDENDUM**

**Rochester Institute of Technology Program Response**

**Business Administration AAS Degree**

**August 7, 2020**

1. *Provide a curriculum outline, sample schedule (with course numbers, titles, and credit)*

**Online Business Administration AAS degree – Curriculum Outline (75 credits total)**

|  |  |
| --- | --- |
| **Fall Semester - Year 1 (15 credits)**  NACC-130 Personal Finance (3 cr)  NAST-160 Fundamentals of Spreadsheet Applications (3 cr)  NBUS-200 Orientation to Business (3 cr)  General Education Elective: NMTH 140 or higher (3 cr)  General Education Elective (3 cr)  NCAR-010 Freshman Seminar: Successful Strategies for Online Learners (0 cr) | **Spring Semester - Year 1 (15 credits)**  NACC-201 Accounting 1 (3 cr)  NBUS-217 Fundamentals of Management (3 cr)  NACT-170 Intro to Web Development (3 cr)  General Education – First-Year Writing:  UWRT-150 FYW: Writing Seminar (WI) (3 cr)  General Education - Scientific Principles Perspective (3 cr) |
| **Fall Semester - Year 2 (15 credits)**  NBUS-213 Applied Ethics (3 cr)  NAST-210 Essentials of Business Communication (3 cr)  NBUS-221 Essentials of Human Resource Management (3 cr)  NACC-202 Accounting 2 (3 cr)  General Education - Global Perspective (3 cr) | **Spring Semester - Year 2 (15 credits)**  NAST-220 Fundamentals of Database Applications (3 cr)  NBUS-223 Fundamentals of Marketing (3 cr)  NBUS-226 Introduction to Organizational Behavior (3 cr)  NBUS-224 Business Law (3 cr)  General Education - Social Perspective (3 cr) |
| **Summer term before Year 3 (0 credits)**  NAST-299 Summer Co-op: Business Administration (0 cr) | **Fall Semester - Year 3 (15 credits)**  NBUS-220 Introduction to Economics (3 cr)  NBUS-228 Leadership Essentials (3 cr)  General Education - Artistic Perspective (3 cr)  General Education - Ethical Perspective (3 cr)  Open Elective (3 cr) |

1. *Please confirm whether the admissions requirements for the classroom-based program are the same as the proposed distance education program.* *If different, please explain.*

The criteria for acceptance into the distance education program are the same as the published criteria for the classroom-based program.

1. *Please confirm if enrolled students can take a combination of distance education and classroom courses as they work toward program completion.*

Students enrolled in the distance education program will not be eligible to take a combination of distance and classroom-based courses; they will take all courses fully online to complete the program. The distance education students will be coded as distance only and the tuition fee is different. Students matriculated in the classroom-based program will be eligible to take online courses offered by the college as part of their full-time load if seats are available.

1. *Since the program is proposed to be offered both online and on campus, and to ensure appropriate faculty coverage, please clarify*

*(a) how existing faculty will be able to take on the additional teaching responsibilities to fulfill both distance education and classroom formats and*

*(b) how the institution plans to schedule both online and on campus/in seat versions of program courses. Will the institution look to hire additional faculty for this program? Will courses be offered in both formats concurrently?*

1. NTID is experiencing a reduction in its full-time, on-campus student enrollment.  This decrease will allow the department to balance faculty teaching responsibilities between the online and on campus programs. The NTID online AAS degree in Business Administration is predicting an initial enrollment of 6 eligible deaf online-only students in the first year and a maximum of 26 enrolled students by the end of year 3.
2. Our goal is to offer course sections in both formats concurrently. Matriculated online-only students will be given priority registration to designated online sections. Any remaining seats in designated online-only sections will be opened to matriculated on-campus students. This ensures maximum capacity in our online sections as well as capitalizes on the availability of our current faculty.

We do not anticipate the need to hire additional faculty to teach the online version of this degree program.

1. CUNY and SUNY institutions: contact System Administration for application submission process. [↑](#footnote-ref-1)