|  |  |
| --- | --- |
| 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 Registered Teacher or

Educational Leader Preparation Program

|  |  |
| --- | --- |
| Name of Institution: | |
| CEO or Designee: | |
| Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| The signature of the institutional representative indicates the institution’s commitment to support the proposed distance education program. | |
| Distance Education Contact Person: | |
| Telephone: | Fax: |
| E-mail: | |
| Program Title: | Program Code: |
| Degree or Certificate Awarded: | HEGIS Code: |

|  |  |
| --- | --- |
| NOTE: For teacher preparation or educational leader preparation programs that are not already registered in the on ground classroom format, a full program proposal must be submitted. | |
| 1. Anticipated enrollment in distance program | |
| Initial Enrollment: | Maximum by year 3: |
| 2. Program Information | |
| 1. Term length (in weeks) for the distance program: | |
| 1. Is this the same as the 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: | |
| 1. What proportion of the program will be offered in Distance Education format?   Answer: | |
| 1. What is the maximum number of students who will be enrolled in an online course section?   Answer: | |
| 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    * 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   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 education 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: |
| 1. Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?   Answer: |
| 1. How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?   Answer: |
| 1. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?   Answer: |
| 1. How do faculty teaching online courses verify that students are doing their own work?   Answer: |
| IV. Six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention  Commissioner’s regulations Part 52.21 (a)(5) *requires all registered teacher education programs leading to certification in the classroom teaching service, school service, or administrative and supervisory service to provide six clock hours,* ***of which at least three hours must be conducted through face-to-face instruction****, of coursework or training in the prevention and intervention of harassment, bullying and discrimination. Such coursework or training shall include, training on the social patterns of harassment. bullying and discrimination, as defined in section 11 of the Education Law, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion. bias and aggression in educational settings.* |
| ***How is this requirement met in a distance education format?*** |
| V. Field Experience and Student Teaching for Teacher Education Programs  Complete Section V Only If the Program Leads to Teacher Certification |
| 1. 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?*  Answer: |
| 1. 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. 2. *How are the coursework and seminar designed to support the teaching candidate during their field experience and student teaching placements?*   Answer: |
| 1. *How frequently will the student teacher be observed by the IHE faculty supervisor?*   Answer:   1. *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.*   Answer:   1. *Describe the responsibilities of institutional faculty and cooperating teachers in the observation, supervision and assessment of candidates’ field experiences and student teaching.*   Answer: |
| 3. 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 in high need schools and experiences with students with a variety of characteristics that include: socioeconomically disadvantaged, English language learners and students with disabilities at the appropriate grade levels or school districts?*  Answer: |
| VI. Leadership Experiences for Educational Leadership Programs.  Complete Section VI only if the Program Leads to Educational Leadership Certification. |
| 1. 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 in high need schools and experiences with students with a variety of characteristics that include: socioeconomically disadvantaged, English language learners and students with disabilities?*  Answer: |
| 2. 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.*   Answer:   1. *How frequently will the educational leadership candidate meet with the IHE faculty supervisor?*   Answer:        *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.*  *Answer:*   1. Leadership experiences must be supervised by certified school leaders and by program faculty who have preparation and expertise in supervision related to school leadership.   *Describe the responsibilities of institutional faculty and supervising educational leaders in the observation, supervision and assessment of candidates’ educational leadership experiences.*  *Answer:* |
| VII. 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: |
| 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: |
| VIII. Program Evaluation |
| 1. What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?   Answer: |
| 1. How will the evaluation results will be used for continuous program improvement?   Answer: |
| 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: |