



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](#), 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.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code : 211000
	Institution's Name: Binghamton University
	Address: P.O. Box 6000 Binghamton, NY 13902-6000
b) Registered or Proposed Program	Program Title: Occupational Therapy: Post-Professional Program
	SED Program Code
	Award(s) (e.g., A.A., B.S.): OTD
	Number of Required Credits: Minimum 36 credits
	HEGIS Code : 1208
	CIP 2010 Code : 51.2306
c) Distance Education Contact	Name and title: Donald G. Nieman Executive Vice President for Academic Affairs and Provost Telephone: 607-777-2070 E-mail: dneiman@binghamton.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. <i>E-signatures are acceptable.</i> Name and title: Donald G. Nieman Executive Vice President for Academic Affairs and Provost Signature and date: If the program will be registered jointly¹ with one or more other institutions, provide the following information for <u>each</u> institution:

¹ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

	Partner institution's name and 6-digit SED Code : N/A Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):
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Section 2: Enrollment

Year	Anticipated Total Headcount Enrollment
	All students are Part-Time
	Total
1	14
2	28
3	56
4	84
5	130

Section 3: Program Information

- a) **Term length** (in weeks) for the distance program: 15 weeks for Fall and Spring, 10 weeks for Summer
- 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](#).

Viewing [SUNY Policy and SED Guidance](#), and developed from the Binghamton University Syllabus Statements on credit hours and course expectations (retrieved March 2020; dated March, 2014) from the Provost's Office: A 4-credit for Fall/Spring Session (14 week) course requires a student workload total of 12.5 hours per week.

- d) 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 remote/online? If not, what proportion will be able to be completed remote/online?

This proposed Post-Professional OTD Program is following the Occupational Therapy Profession educational model and expectations of the applicants to participate in the 36-credit program delivered in a remote/online format.

- e) What is the maximum number of students who would be enrolled in an remote/online course section? The program is designed to follow the usual and customary enrollment pattern in an remote/online class that is experienced in Occupational Therapy Education.

The individual sections for each course are anticipate to not exceed 15 students following the customary practice in OTD Post-Professional programs (remote/online) to allow for substantive in-class discussion.

<p>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 remote/online program, unless there are significant changes, such as a new platform.</p>

N/A – Not first program proposed for distance education

Part A.1. 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.

The Post-Professional OTD Program coursework in Occupational Therapy are all offered in Distance Education formats to improve upon the accessibility for practicing Occupational Therapist to advance their education to enrich their career opportunities into clinical leadership or academic positions. The OTD Post-Professional Program's intended audience is for practicing occupational therapists who hold a master's degree and who meet the program admission criteria. Students' identities would be verified via the enrollment and registration process through both the OT Division's admissions process and the Graduate School. During Zoom classes, instructors will verify the students attending via Zoom through traditional attendance processes.

- 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?

Binghamton University currently fully supports distance learning through several models both synchronous and asynchronous. Technological support is currently available to instructors in the form of short courses (eg. Zoom, Panopto (video), etc.) Binghamton University uses MyCourses as the course management system. In addition, Decker College of Nursing and Health Science has two staff resources (IT specialist and Media Specialist) within the College who are consulted in choosing technological tools as well as solving technology issues that may occur. The Division will work closely with this office to ensure the use of current, effective, and appropriate technological supports.

- c) Describe how the institution trains faculty and supports them in developing and teaching remote/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 remote/online education.

Faculty and the Decker Technology Support will assist faculty who are new to online educational practice, and we will advise engagement in the Center for Teaching and Learning as an important and valuable university opportunity. The Center for Learning and Teaching currently supports faculty in developing and teaching courses - both distance learning and in-person teaching. In addition, their staff provides one-on-one support to any faculty member who reaches out for assistance.

- 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.

Not Applicable

- 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.

The Occupational Therapy Division will follow SUNY policy around ownership of course materials which can be found here: <https://system.suny.edu/academic-affairs/faculty/faculty-ownership/> This policy is currently shared as part of the orientation and mentoring process for all new faculty.

Part A.2. 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.

This information will be shared and discussed with students during their initial advisement meeting with faculty prior to the start of the program, clearly communicated within the student handbook, the department website, communicated at orientation, and regularly scheduled advisement.

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?

This information will be shared and discussed with students during their initial advisement meeting with faculty prior to the start of the OTD Program, clearly communicated within the student handbook and Division webpages. In addition, course-specific learning experiences will be clearly communicated within each specific course syllabi.

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.

What *orientation* opportunities and resources are available for students of distance learning?

The Program Director and the Director of Academic Advising & Student Support Services will work in collaboration with the Decker College Academic Technology Specialist to develop an orientation video for placement on the Occupational Therapy website. The video or series of videos will discuss: 1) a brief intro to the OTD Program; 2) the admissions criteria and admissions process; 3) acceptance and matriculation into the program; 4) academic advising and other student support services specific to remote students; 5) the Graduate Student Handbook including Academic Policies & Procedures; 6) the curriculum along and academic progression; 7) library usage access; 8) Immersive Residencies; 8) capstone projects; 9) use of LMS and distance education tools and specific technology requirements. Students will also be required to participate in an orientation for MyCourses/Blackboard, trial tests of Zoom and self-production of videos that will be used for demonstration of skill progressions.

The documents mentioned above will be available in electronic format on the Binghamton University OTD website.

Part B: Program-Specific Issues: Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

The proposed OTD Post Professional Program is only going to be offered remote/online to be adherent with educational practice for this type of program in the Occupational Therapy profession nationally.

Part B.1. 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.

This curriculum will only be offered using the remote/online/distance education synchronous/asynchronous formats utilizing a flipped classroom teaching model. The program will utilize the usual and customary strategies followed in Decker College to ensure that academic standards and requirements are applied to assess academic success. This program is exclusively based on lecture/seminar interactive forums for course delivery that will be reliant on videoconferencing media.

Each course syllabi includes course objectives. Faculty teaching in the proposed OTD Post-Professional Program will work with the OT Division faculty on the proposed curriculum. This committee will interact with the Division Director and the School Curriculum Committee. Course objective completion is assessed through a variety of activities that include by are not limited to critique of readings, participation in course activities such as discussion boards in terms meaningful reflections and depth of understanding, quizzes and examinations, case studies, writing assignments/papers, and the development of presentations to be shared with classmates and or clinical facilities.

The OTD Post-Professional Program will adhere to the Graduate School's requirement that student maintains a B average to stay in the program, and grading rubrics and grading criteria will be clearly spelled out in syllabi. Another way that learning outcomes are assessed in the OTD Post-Professional Program will be in the Capstone Project, which provides students with the opportunity to demonstrate mastery and synthesis of all components of the OTD Post Professional program including, theory, research, advocacy, and policy, while applying it to the real word via capstone project dissemination experience.

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

There are two to three courses offered each Fall/Spring/Summer term, the courses are not lock-step; only the culminating course: **OCT 724: OTD CAPSTONE DISSEMINATION** is restricted in its enrollment until the student's final semester of study. The program is sequenced for student to complete the course or study over a two-year period, and also allows for a faster or slower progression to support work schedule demands.

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

In addition to the university structure of faculty representation on committees reviewing and choosing technological tools, The University has the Center for Teaching and Learning (CLT) as a resource for faculty and those teaching in a wide array of formats. Faculty teaching in remote/online courses will receive training on how to use the courseware and how to teach in a remote/online environment. Faculty are also able to seek individual consultation from CLT or attend classes or workshops that may highlight various technological tools to assist with teaching in different modalities. Binghamton University and Decker College utilize several technological tools currently including the Blackboard/MyCourses Learning Management System; WebEx webinar software; and Spark virtual chat. Decker College has two staff resources (IT specialist and Media Specialist) within the College who are consulted in choosing technological tools as well as solving technology issues that may occur.

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

The remote/online program will encourage student-to-student interactions through in-class discussions, webinars, projects and assignments. The Blackboard/MyCourses teaching platform allows for group interaction and will be a resource for remote/online students. Faculty teaching remote/online will be expected to hold "virtual office hours" with specific times where they will be available to remote/online students. Currently faculty and students often communicate via email, phone, Google Hangout (in groups or individually) as well as using the MyCourses platform for interaction

- e) How do faculty teaching remote/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?

Binghamton University provides each student with a unique identifier (B#), secure logins and passwords. Students are also expected to adhere to the Binghamton University Academic Integrity Policy. All methods of verifying student identity in distance learning must protect the privacy of student information

Part B.2. 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?

The proposed program is only offered in the remote/online/distance education format. The OTD Post Professional Program courses are designed to meet the standards for the national accreditation (Accreditation Council for Occupational Therapy Education). Learning objectives are noted in the syllabi of all the OTD Post Professional Program courses. Faculty are responsible for the initial and ongoing development and delivery of instruction in distance programs, and for ensuring that their courses meet the accreditation requirements. Ongoing course faculty meetings, designated course mapping meetings, and graduate curriculum and policy committee meetings will also safeguard that all OTD Post Professional distance education courses meet requirements warranting quality, integrity and consistency.

The American Occupational Therapy Association and the Accreditation Council for Occupational Therapy Education Accreditation Statement on Distance Education Policies, notes: “All occupational therapy education courses delivered through distance learning technologies must meet the same academic program and learning support standards and accreditation criteria as courses provided in face-to-face formats”.

- 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 will be assessed via in-class discussion engagement, discussion board contributions, presentations, submitted papers, and case studies the mechanisms for assessment based on course/student outcome needs. Blackboard/MyCourses allows for content posting (multiple formats, including audio/visual) discussions, mash-ups, journals, blogs, and wikis. It also has access to a Video Platform (Panopto), which provides video management, webcasting, and recording for faculty and students. Decker College also utilizes WebEx to allow for real-time, synchronous interaction with students. These features allow for varied, outcome-based, means of assessing student learning. The student experience will also end with their developing an evidence-based capstone project, which will demonstrate the cumulative results of their learning.

Part B.3. Program Evaluation

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

Decker College has a structured evaluation process (and document) that was reviewed and revised in Spring 2017 and approved by the College Faculty Council in April 2017. As a new program in Decker College, this will be used in the OTD Post Professional program. This document identifies evidence required, where evidence is stored, person or group responsible for the information, frequency of evaluation and the feedback loop for sharing information with the community of interest.

The University and Decker College use WEAVE an assessment and planning management system to standardize and document the evaluation process. Each program coordinator /director in the College (in consultation with faculty and curricular committees) has established for each program the Following: Major Program Goals; Student Learning Outcomes / Objectives to be measured; Targets for each outcome. Once the Occupational Therapy Division has a faculty, its curricular committee will be established within the Division following the model in place in Decker College. Annually the Division Director will document the findings for each target (met or not met). For those targets that are not met an action plan will be filed and findings reassessed at a later date. Evidence to support the assessment of whether the target was met or not is uploaded. Frequently these are

grading rubrics, grading sheets with redaction of names, it may include a copy of a student paper with redacted names and student permission.

The Division director and the evaluation committee will track specific outcomes such as program completion rate, employment status and alumni satisfaction as is the practice in Decker College. SkyFactor® surveys are administered at two intervals, once as an exit survey and once as a one-year alumni survey. This survey measures the alumni perception of program satisfaction and effectiveness, along with effectiveness in addressing the OTD Post Professional Program Outcomes.

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

These data will be incorporated within semester and annual reports, and will be compiled for completion for reports to Middle States and NYSED Office of Professional Programs. These data and documents are utilized within the continuous program improvement process as documented in WEAVE. The Decker College systematic process involves the curriculum committee, the Division Program Director, the Assistant Dean of Enrollment and Academic Success, and the Evaluation Committee. Students participate in course evaluation for all their courses, and course faculty prepare end of course reports, which include suggestions for individual course improvement. Recommendations for curricular change or further development will be referred to the Occupational Therapy Division Curriculum Committee and recommendations for Policy changes will be referred to the Policy and Procedure Committee. If recommended solutions involve faculty development or investment in technology appropriate campus support services will be accessed.

c) 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?

Curriculum review is an ongoing process within Decker College. The Division Director as well as the Associate Dean are responsible for assuring that there is systematic evaluation of programs and the College as a whole. Learning outcomes are assessed in a myriad of ways and through various ongoing processes with input from several key personnel. The faculty and administration are mindful of the reputation the College has for producing qualified and well-prepared graduates and thus have a vested interest in assuring that the appropriate rigor and breadth of the education is addressed for existing and new programs within Decker College. The College and Binghamton University systematic review processes assist in the establishment and evaluation of learning outcomes appropriate to the degree.

To ensure that the learning outcomes are appropriate to the rigor and breadth of the college degree awarded and the Occupational Therapy profession, the courses in the program will adhere, even though accreditation for this program is not required nor is it available, to meet the Accreditation Council for Occupational Therapy Education [ACOTE) Standards for each course. The ACOTE Standards are documented on each syllabus. In addition to satisfying the professional standards for content, the courses in this curriculum are designed for best practice and will be monitored as all graduate curricula are in Decker College for the following seven principles: High expectations; Time on task; Active learning; Interaction among classmates; Interaction with faculty; Prompt feedback; Respect for diversity.

Part B.4. 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?

The Division Director will examine state of residence as part of the admission criteria into the OTD Post Professional program. The Division of Occupational Therapy website will clearly indicate which states we are authorized to operate in. The program will not accept applications from prospective students who reside in states

which we do not have authorization to operate in. This information will be updated as new information becomes available or as new state authorizations are received. Additionally, the campus has applied for membership in the National Council for State Authorization Reciprocity Agreements (S.A.R.A.).

From the NYS Education Department (<http://www.nysed.gov/higher-ed-authorization/state-authorization-reciprocity-agreement-sara>): State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for the approval of interstate postsecondary distance education courses and programs.

On September 13, 2016, the New York State Board of Regents adopted new regulations requiring out-of-state institutions of higher education to seek and obtain New York State Education Department (NYSED) approval to offer distance education to New York State residents, and to permit the Department to enter into the State Authorization Reciprocity Agreement (SARA). New York State joined SARA on December 9, 2016.

New York State institutions participating in SARA are authorized to conduct distance education activity in other SARA member states under the terms and provisions of SARA. Please refer to the [SARA Policy and Operations Manual \(link is external\)](#) for more information about coverage under the SARA agreement. A list of states and institutions participating in the State Authorization Reciprocity Agreement is available on the [SARA States & Institutions webpage \(link is external\)](#).

- 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? **NOTE:** *Links to information for other states can be found at [here](#).*

Students from other states wishing to file complaints will be able to access the link to appropriate SUNY information through the State Higher Education Executive Officers Association (SHEEO) website <http://www.sheeo.org/stateauth/Complaint%20Process%20Links.pdf> The SHEEO will be acknowledged for this document.

In accordance with our humanistic philosophy, effective interpersonal communication based on mutual trust and respect is an essential part of becoming a health care professional. Decker College strongly supports a climate in which attempts to understand differences are guided by these principles. The College subscribes to the belief that most issues can be mutually resolved at the informal level, and that learning can be enhanced through the use of this process. The following procedure shall be used to resolve an academic grievance brought by students or faculty in Decker College. A grievance involves a case in which one party believes another party has harmed him or her directly and seeks some redress or resolution of a perceived harm. Possible cases may include, but are not limited to, disagreements over course or program requirements, the process by which a grade was determined, intellectual property, unfair treatment, or whether due process was followed. Interpersonal conflicts that do not affect a student's grades, academic progress, intellectual property and the like cannot be grieved. The formal grievance procedure is preceded by an informal process for seeking resolution and an informal mediation process. The College strongly supports that all efforts to resolve the issue at the informal level are exhausted prior to resorting to the formal process. The informal or mediated process must be completed prior to beginning the formal process.

The Binghamton University Graduate School Grievance Policy is accessible to OTD Post Professional Students via the Graduate School Manual at: <https://www.binghamton.edu/grad-school/resources/policies-procedures/manual/index.html#grievance-procedures>