**NEW YORK CITY COLLEGE OF TECHNOLOGY**

**of the City University of New York**

**Department of Business**

**CURRICULUM MODIFICATION PROPOSAL**

**Proposal to Add the Distance Education Format to Business Department Programs**

**Accounting, AAS**

**Business and Technology of Fashion, AS**

**Business and Technology of Fashion, BS**

**Marketing, Management and Sales, AAS**

**Ophthalmic Dispensing, AAS**

 **October 15, 2020**

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New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

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| **Title of Proposal** | **Add NYSED Distance Format to all Business Programs** |
| **Date** | **October 8, 2020** |
| **Major or Minor** | **Minor** |
| **Proposer’s Name** | **Nazanin Munroe** |
| **Department** | **Business** |
| **Date of Departmental Meeting in which proposal was approved** | **10/7/2020** |
| **Department Chair Name** | **Lucas Bernard** |
| **Department Chair Signature and Date** | ***Lucas Bernard 10/11/2020*** |
| **Academic Dean Name** | **David Smith** |
| **Academic Dean Signature and Date** | **2020-10-16** |
| **Brief Description of Proposal**(Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | Add the NYSED Distance Education format to the Accounting AAS, Marketing Management & Sales AAS, Business & Technology of Fashion AS, Business & Technology of Fashion BS, and Ophthalmic Dispensing AAS programs. |
| **Brief Rationale for Proposal**(Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body).  | The College’s student body is comprised of a diverse population of students with competing priorities regarding jobs, family and school. Distance education caters to their needs as it provides flexibility in managing their schedule. The COVID-19 pandemic demonstrated that distance education is vital and the uncertain times we continue to face bolster the need for NYSED certification of our online programs. |
| **Proposal History**(Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | v1: This is the initial submission of this minor curriculum modification proposal; 2020-10-16.v2: Added survey results; 2020/11/09. |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

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| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal
 | X |
| * Rationale for proposal
 | X |
| * Date of department meeting approving the modification
 | X |
| * Chair’s Signature
 | x |
| * Dean’s Signature
 | x |
| Evidence of consultation with affected departmentsList of the programs that use this course as required or elective, and courses that use this as a prerequisite. | N/A |
| Documentation of Advisory Commission views (if applicable). | N/A |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
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| Documentation indicating core curriculum requirements have been met for new programs/options or program changes.  |  |
| Detailed rationale for each modification (this includes minor modifications) |  |

**Survey Results** (statistical facts and study design available upon request)

Question 1:





Question 2:





Question 3:









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

|  |
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| **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) | New York City College of Technology - CUNY 333800 |
| Institution Address: | Business Department,300 Jay Street, N-1012 |
| City: | Brooklyn |
| State/Country:  | NY |
| Zip: | 11201 |
| [Regents Regions](http://www.nysed.gov/college-university-evaluation/counties-organized-regents-higher-education-region)*:* | Kings County |
| 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) | New York City College of Technology - CUNY Department of Business – Accounting |
| 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 |

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| **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) | **01338** |
| Program Title: | Accounting |
| Degree Award: | Associate of Applied Science |
| [HEGIS code](http://www.nysed.gov/college-university-evaluation/new-york-state-taxonomy-academic-programs-hegis-codes): | 5002.00 |

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| **Contact Information**  |  |
| Name of contact person  | Rachel Raskin, CPA |
| Title of contact person:  | Director, Accounting Programs and Assistant Professor  |
| Telephone  | **718.260.5773**  |
| Fax:  | 718.260.5774 |
| Email:  | rraskin@citytech.cuny.edu |

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| **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: 300 | Maximum by year 3: 600 |
| **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?** X 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: Instructional time for a 3-credit course is 3 hours per week. Students are expected to complete 2 hours of activity outside of class for every credit hour. |
| 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: 34 |

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| **Part A – Applies to ALL Programs** |
| **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:** Much of human activity has shifted from an in-person environment to online. This has been fueled by the growth of the Internet, *e*-commerce, and social media. More recently, COVID-19 has brought home the essential nature of online capability. From this perspective, it can actually be more beneficial for students to work in digital format with the very platforms that they will go on to use on a daily basis as professionals. Based on the high enrollment of our current students in online and hybrid courses, we expect that enrollment will meet or exceed the current numbers. Students will be informed of technology requirements for online learning ahead of time, and we can arrange for loaner laptops/tablets when needed.  |
| 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:** Course management is primarily through Blackboard and Open Lab, a Word Press multisite with a BussyPress wrapper plugin where faculty can build their own course sites. Faculty can also acquire Zoom licenses for lectures, as well as utilizing tools in Blackboard including Collaborate Ultra and Yuja for live-streaming or creating lectures. |
| 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:** All City Tech faculty are required to obtain Online Teaching Certification through our internal training program in order to participate in remote instruction. Faculty training requires proficiency in online instructional platforms, as well as rigorous pedagogical training. Advanced-level workshops are offered regularly to faculty for grading, online testing, and online course design. These are provided by our iTec Department, led by Dr. Karen Lundstrem, who is supported by a team of IT professionals; in addition to workshops, they provide tech support to faculty.  |
| 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:** N/A |
| 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:**  The CUNY Intellectual Property Policy: “Electronically Published Course Materials. Courses designed to be delivered over the internet, by computer or through similar technologies may involve both Copyrightable Works and other Intellectual Property. Consistent with its intent to recognize the Creator as the owner of Scholarly or Pedagogical works, **the University claims no ownership rights** in either the intellectual content of such courses, or the tools and technologies used to present them, unless the work was the result of Sponsored Research or is Commissioned Work, in which case B.1 or B.2 of this Part shall apply”From CUNY Intellectual Property Policy: see<https://www.cuny.edu/research/research-compliance/sponsored/guidance/pre-award/ip/> |

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| **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:** * Program completion requirements will be the same for face-to-face and online courses. Each course section is clearly labeled in the schedule as either online, in person, or a combination of the two [hybrid]. Currently, we do not anticipate that our programs would require students to be on campus for any particular course.
* Students will obtain expertise by communicating and researching through online resources in their area of expertise. Completing degree requirements online prepares students well for today’s industry by having gained a high level of proficiency in using web-based technology.
* Ideally, courses will be set up so students will complete course work using digital platforms that they will use on a daily basis in the professional realm, including: Word Press web sites and blogs, social media, and Office 365, and other software. Instruction will incorporate technology with the goal of preparing students to work both online and offline.
* Students will be expected to attend synchronous sessions as well as participate online in chat forums, wikis, and other web-based formats, including digital submissions of individual and group assignments.
* For design-based courses, City Tech students use desktop iMac computers, and may be provided with access to design software and loaner laptops or tablet devices, allowing them to work on projects from any location.
* In terms of scheduling, online and face-to-face courses have the same requirements for student participation and course assignments, and assessments are the same for either modality. The only difference between face-to-face and online courses would be the flexibility for students to attend in-person class or remotely.
 |
| 1. What **orientation** opportunities and resources are available for students of distance learning?
 |
| **Answer:** The college provides students access to technology, providing them with devices and WiFi if required.. Students are presented with multiple opportunities to hone their online skills through free workshops led by City Tech’s iTec department. Face-to-face and online workshops are available for students in Blackboard, Open Lab, and other web-based software throughout the academic year. City Tech provides Microsoft 365software to students at no cost, and the use of design-based software such as Adobe Creative Suite or AutoCAD is available with course enrollment. The City Tech Library has extensive databases that are accessible on- or off-campus, including J-Store, and Oxford Art Library information, including ways to contact librarians; this is included in the college-wide student orientation materials and programming. City Tech has been expanding its Open Educational Resource (OER) program, and students have the opportunity to select zero textbook cost (ZTC) courses with 100% free online content, allowing them to study on their mobile devices. The online orientation for students is available here: <http://websupport1.citytech.cuny.edu/videos/itec_online_learning_student_video.mp4> |

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| **Part B – Accounting – AAS** |

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| **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:** The curriculum in the Distance Education program would be the same as that of the on-ground program. Many of our courses have been taught in a hybrid and online instructional setting for several years and the same academic standards and requirements are applicable to the courses taught through distance learning. We believe that student participation and course completion is equivalent or greater in our online courses than face-to-face courses. The course outlines specify the content that each course must cover throughout the semester as well as the learning outcomes. Proficiency in web-based communication tools is necessary for the type of positions our students are seeking. To this end, course content is consistent in either face-to-face or online courses; it is only the delivery method that changes. Each section of our courses undergoes peer observations to ensure that the pedagogy is appropriately matched to the modality, and that a specially designed online course assessment rubric is satisfied. The department chair also spot-checks online courses to ensure frequent instructor-student interaction is taking place. Learning objectives are clearly defined for each course and approved by our College Curriculum Committee, and our faculty are expected to meet these objectives regardless of the course modality.  |
| 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 for the distance learning program will be offered in the same sequence as our face-to-face courses. Distance learning allows for much more flexibility in scheduling for students, providing the opportunity to complete their degrees faster by eliminating time spent on commuting and juggling other priorities. Asynchronous modalities provide even greater flexibility, as participation does not require a specific day/time. Courses are also offered in the Summer and Winter sessions, allowing for students to stay on track with their graduation requirements. |
| 1. How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

**Answer:** There are frequent reassessments in our program courses to ensure the most appropriate and up-to-date software and hardware tools are being utilized. These include web-based enhancements as well as pedagogical training. There is no question that technology is at the heart of Accounting now, and by providing students with access to hardware, software, and appropriate training, they will be well-equipped to enter the industry. The program leverages Blackboard, the Cengage Unlimited platform, and Zoom to deliver the content and achieve the intended learning outcomes. The use of these technological tools has proven to be successful over the years in fully online and hybrid courses. The College also provides technological devices for students that need them to complete their coursework.  |
| 1. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

**Answer:** The courses may be run synchronously or asynchronously. Regardless of format, all instructors are required to hold virtual office hours to meet with students. Synchronous courses meet at a scheduled time and day weekly where students are able to interact with the instructor and other students. Asynchronous courses do not have set virtual meetings, but interaction occurs via the Blackboard Discussion Board, where students are required to have discussions with the instructor and with their peers.  |
| 1. How do faculty teaching online courses verify that students are doing their own work?

**Answer:** Faculty can verify originality by using anti-plagiarism software with global and institutional databases, such as SafeAssign and TurnItIn. More importantly, faculty working with online modalities will be required to create challenging assignments that encourage critical thinking about contemporary issues in the field. Assignments, term projects and examinations in any online section of a course will be assessed with the same rigor as any face-to-face course.  |

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| **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:** Learning outcomes are clearly specified in the syllabi, and rubrics are used to evaluate the assessment metrics to determine whether they have been met. Both programmatic and general education learning outcomes are identified in the respective course outlines, which can be found on the Department website here: <http://www.citytech.cuny.edu/business/accounting-aas.aspx>. Learning objectives are required to be included in the course syllabi. The learning outcomes for each course are the same regardless of instructional modality. See course outlines for Accounting by clicking on the course number here: http://www.citytech.cuny.edu/business/course-listing.aspx  |
| 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:** Following the assessment cycle, faculty discuss the assessment results and devise an improvement plan. The learning outcome is then reassessed after the improvement plan is deployed and instructional practices are redesigned to help students meet the learning outcomes. Faculty then evaluate the effectiveness of the improvement plan, allowing for continuous program improvement.  |
| **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: City Tech’s Office of Assessment, Institutional Research and Effectiveness (AIRE) is performs cyclical assessments under the College aegis. AIRE has multiple assessment cycles and data that can be used to evaluate effectiveness in quantitative terms, and around a consistent framework. <http://air.citytech.cuny.edu/assessment/>Additionally, effectiveness is evaluated through peer observations, self-evaluations, and discussions between the department chair and faculty. Lead instructors guide junior faculty to best practices, ensuring that instructors across modalities offer examinations and other assessments that are uniform throughout all sections of the course. Student evaluations of teaching (SETs) provide helpful feedback that is then incorporated into each course across all sections. In either an in-person or online course, the faculty member is responsible for monitoring and guiding the discussion and work product of students through specific feedback and constructive comments.  |
| 1. How will the evaluation results be used for **continuous program improvement**?

**Answer:** The department uses a term-by-term assessment process, which is used to make changes in the program on an ongoing basis. Faculty engage in reflective analysis of pedagogy, which can be used during the term to improve or change delivery methods. The Department requires that students earn a C or better in all program courses to be able to receive credit toward the degree and move on to the next sequential course.  |
| 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:** A broad-based and comprehensive assessment program is employed to evaluate each course. The evaluation process ensures uniformity across all sections. Assignments, term projects and examinations in any online section of a course will be assessed with the same rigor as any face-to-face course. Lack of participation in the online portion of any course will result in a low or failing grade, requiring the student to retake the course. |

**Chancellor’s Report Form**

**Add/Change/Delete NYSED Format to Existing Program**

**PROG CODE PROGRAM TITLE HEGIS AWARD INSTITUTION NAME**

**--------- ------------------------------ ------- ----- -------------------------**

**01338 ACCOUNTING 5002.00 AAS NYC COLLEGE OF TECHNOLOGY**

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| **From**: | **To**: |
|  | STD DSTED |
| **Rationale**: |  |
| The College’s student body is comprised of a diverse population of students with competing priorities regarding jobs, family and school. Distance education caters to their needs as it provides flexibility in managing their schedule. The COVID-19 pandemic demonstrated that distance education is vital and the uncertain times we continue to face bolster the need for NYSED certification of our online programs. |
| **Effect Outside Department:** None |
| **Date of Department Approval**: October 09, 2020 |
| **Date of College Council Approval**:  |

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

|  |
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| **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) | New York City College of Technology - CUNY 333800 |
| Institution Address: | Business Department,300 Jay Street, N-1012 |
| City: | Brooklyn |
| State/Country:  | NY |
| Zip: | 11201 |
| [Regents Regions](http://www.nysed.gov/college-university-evaluation/counties-organized-regents-higher-education-region)*:* | Kings County |
| 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) | New York City College of Technology - CUNY Department of Business – Business & Technology of Fashion |
| 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 |

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| **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) | **01340** |
| Program Title: | Business and Technology of Fashion |
| Degree Award: | Associate of Science |
| [HEGIS code](http://www.nysed.gov/college-university-evaluation/new-york-state-taxonomy-academic-programs-hegis-codes): | 5004.00 |

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| --- | --- |
| **Contact Information**  |  |
| Name of contact person  | Dr. Nazanin Munroe |
| Title of contact person:  | Director, Textile Technology and Assistant Professor  |
| Telephone  | **718.260.5773**  |
| Fax:  | 718.260.5774 |
| Email:  | nmunroe@citytech.cuny.edu |

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| **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: 133 | Maximum by year 3: 250 |
| **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?** X 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: Instructional time for a 3-credit course is 3 hours per week. Students are expected to complete 2 hours of activity outside of class for every credit hour. |
| 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: 34 |

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| **Part B – Business & Technology of Fashion – AS**  |

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| --- |
| **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:** Proficiency in web-based communication tools is necessary for the type of positions our students are seeking. To this end, course content is consistent in either face-to-face or online courses; it is only the delivery method that changes. Each section of our courses undergoes peer observations to ensure that the pedagogy is appropriately matched to the modality, and that a specially designed online course assessment rubric is satisfied. The department chair also spot-checks online courses to ensure frequent instructor-student interaction is taking place. Learning objectives are clearly defined for each course and approved by our College Curriculum Committee, and our faculty are expected to meet these objectives regardless of the course modality.  |
| **2.** Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**? **Answer:** Courses for the distance learning program will be offered in the same sequence as our face-to-face courses. Distance learning allows for much more flexibility in scheduling for students, providing the opportunity to complete their degrees faster by cutting out time spent on commuting and juggling other priorities. Courses are also offered in the summer, allowing for students to stay on track with their graduation requirements. |
| **3**. How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes? **Answer:** There are frequent reassessments in our program courses to ensure the most appropriate and up-to-date software and hardware tools are being utilized. These include web-based enhancements as well as pedagogical training. There is no question that technology is at the heart of fashion now, and by providing students with access to hardware, software, and appropriate training, they will be well equipped to enter the industry.  |
|  **4**. How does the program provide for appropriate and flexible interaction between faculty and students, and among students? **Answer:** Faculty use Zoom and Blackboard Collaborate to communicate with students in groups and individually, following up with professor feedback through email or message boards. For asynchronous courses, faculty can upload pre-recorded lectures or create videos with specific instructions for students to view on their own timetable. Students can participate in discussions online and receive feedback from instructors both privately and in class forums. |
| **5**. How do faculty teaching online courses verify that students are doing their own work?**Answer:** Faculty can verify originality by using anti-plagiarism software with global and institutional databases, such as SafeAssign and TurnItIn. More importantly, faculty working with online modalities will be required to create challenging assignments that encourage critical thinking about contemporary issues in the field. Assignments, term projects and examinations in any online section of a course will be assessed with the same rigor as any face-to-face course.  |

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| **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:** Learning outcomes are clearly specified in the syllabi, and rubrics are used to evaluate the assessment metrics to determine whether learning outcomes have been met. Fashion students are expected to be ready to join the industry as merchandisers, junior designers, and e-commerce professionals. Since the majority of these specialties require strong skills in technology, distance learning will better prepare them for the professional world. Both programmatic and general education learning outcomes are identified in the respective course outlines, which can be found on the Department website here: <http://www.citytech.cuny.edu/business/fashion-as.aspx> Learning objectives are required to be included in the course syllabi. The learning outcomes for each course are the same regardless of instructional modality. See course outlines for Fashion by clicking on the course number here: http://www.citytech.cuny.edu/business/course-listing.aspx  |
| **2**. 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: Students will be assessed based on their ability to complete complex assignments within the time frame given in any fashion-related course. Our students are astute to rapidly shifting trends through social media and web-based content; assessments are therefore based on their ability to decode the information available to them. As an example, in my BUF-4700 course students are tasked with analyzing a contemporary fashion company that claims to be sustainable by analyzing the information on company practices available on their web site, questioning transparency with regard to ethical production methods. This type of assignment is crucial for their understanding of the direction in which the fashion industry is headed and can be completed regardless of whether they are discussing the issues face-to-face or on a discussion board.  |
| **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: City Tech’s Office of Assessment, Institutional Research and Effectiveness (AIRE) is performs cyclical assessments under the College aegis. AIRE has multiple assessment cycles and data that can be used to evaluate effectiveness in quantitative terms, and around a consistent framework. <http://air.citytech.cuny.edu/assessment/>Additionally, effectiveness is evaluated through peer observations, self-evaluations, and discussions between the department chair and faculty. Lead instructors guide junior faculty to best practices, ensuring that instructors across modalities offer examinations and other assessments that are uniform throughout all sections of the course. Student evaluations of teaching (SETs) provide helpful feedback that is then incorporated into each course across all sections. In either an in-person or online course, the faculty member is responsible for monitoring and guiding the discussion and work product of students through specific feedback and constructive comments. Instructors check in with students on a weekly or semi-weekly basis, sending reminders and chiming in on discussions and wikis.  |
| **2**. How will the evaluation results will be used for **continuous program improvement**?Answer: The department uses a term-by-term assessment process, which is used to make changes in the program on an ongoing basis. Faculty engage in reflective analysis of pedagogy, which can be used during the term to improve or change delivery methods.  |
|  **3**. 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:** A broad-based and comprehensive assessment program is employed to evaluate each course. The evaluation process ensures uniformity across all sections. Assignments, term projects and examinations in any online section of a course will be assessed with the same rigor as any face to face course. Lack of participation in the online portion of any course will result in a low or failing grade, requiring the student to retake the course. |

**Chancellor’s Report Form**

**Add/Change/Delete NYSED Format to Existing Program**

**PROG CODE PROGRAM TITLE HEGIS AWARD INSTITUTION NAME**

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**01340 BUSINESS AND TECHNOLOGY OF FASHION 5004.00 AS NYC COLLEGE OF TECHNOLOGY**

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| **From**: | **To**: |
|  | STD DSTED |
| **Rationale**: |  |
| The College’s student body is comprised of a diverse population of students with competing priorities regarding jobs, family and school. Distance education caters to their needs as it provides flexibility in managing their schedule. The COVID-19 pandemic demonstrated that distance education is vital and the uncertain times we continue to face bolster the need for NYSED certification of our online programs. |
| **Effect Outside Department:** None |
| **Date of Department Approval**: October 09, 2020 |
| **Date of College Council Approval**:  |

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

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| **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) | New York City College of Technology - CUNY 333800 |
| Institution Address: | Business Department,300 Jay Street, N-1012 |
| City: | Brooklyn |
| State/Country:  | NY |
| Zip: | 11201 |
| [Regents Regions](http://www.nysed.gov/college-university-evaluation/counties-organized-regents-higher-education-region)*:* | Kings County |
| 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) | New York City College of Technology - CUNY Department of Business – Business & Technology of Fashion |
| 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 |

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| **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) | **38384** |
| Program Title: | Business and Technology of Fashion |
| Degree Award: | Bachelor of Science |
| [HEGIS code](http://www.nysed.gov/college-university-evaluation/new-york-state-taxonomy-academic-programs-hegis-codes): | 5009.00 |

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| **Contact Information**  |  |
| Name of contact person  | Dr. Nazanin Munroe |
| Title of contact person:  | Director, Textile Technology and Assistant Professor  |
| Telephone  | **718.260.5773**  |
| Fax:  | 718.260.5774 |
| Email:  | nmunroe@citytech.cuny.edu |

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| **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: 400 | Maximum by year 3: 500 |
| **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?** X 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: Instructional time for a 3-credit course is 3 hours per week. Students are expected to complete 2 hours of activity outside of class for every credit hour |
| 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: 34 |

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| **Part B – Business & Technology of Fashion – BS** |

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| **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:** Proficiency in web-based communication tools is necessary for the type of positions our students are seeking. To this end, course content is consistent in either face-to-face or online courses; it is only the delivery method that changes. Each section of our courses undergoes peer observations to ensure that the pedagogy is appropriately matched to the modality, and that a specially designed online course assessment rubric is satisfied. The department chair also spot-checks online courses to ensure frequent instructor-student interaction is taking place. Learning objectives are clearly defined for each course and approved by our College Curriculum Committee, and our faculty are expected to meet these objectives regardless of the course modality.  |
| **2**. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**? **Answer:** Courses for the distance learning program will be offered in the same sequence as our face-to-face courses. Distance learning allows for much more flexibility in scheduling for students, providing the opportunity to complete their degrees faster by cutting out time spent on commuting and juggling other priorities. Courses are also offered in the summer, allowing for students to stay on track with their graduation requirements. |
| **3.** How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes? **Answer:** There are frequent reassessments in our program courses to ensure the most appropriate and up-to-date software and hardware tools are being utilized. These include web-based enhancements as well as pedagogical training. There is no question that technology is at the heart of fashion now, and by providing students with access to hardware, software, and appropriate training, they will be well equipped to enter the industry.  |
| **4.** How does the program provide for appropriate and flexible interaction between faculty and students, and among students? **Answer:** Faculty use Zoom and Blackboard Collaborate to communicate with students in groups and individually, following up with professor feedback through email or message boards. For asynchronous courses, faculty can upload pre-recorded lectures or create videos with specific instructions for students to view on their own timetable. Students can participate in discussions online and receive feedback from instructors both privately and in class forums. |
| **5.** How do faculty teaching online courses verify that students are doing their own work?**Answer:** Faculty can verify originality by using anti-plagiarism software with global and institutional databases, such as SafeAssign and TurnItIn. More importantly, faculty working with online modalities will be required to create challenging assignments that encourage critical thinking about contemporary issues in the field. Assignments, term projects and examinations in any online section of a course will be assessed with the same rigor as any face-to-face course.  |

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| **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:** Learning outcomes are clearly specified in the syllabi, and rubrics are used to evaluate the assessment metrics to determine whether learning outcomes have been met. Fashion students are expected to be ready to join the industry as merchandisers, junior designers, and e-commerce professionals. Since the majority of these specialties require strong skills in technology, distance learning will better prepare them for the professional world. Both programmatic and general education learning outcomes are identified in the respective course outlines, which can be found on the Department website here: <http://www.citytech.cuny.edu/business/fashion-bs.aspx> Learning objectives are required to be included in the course syllabi. The learning outcomes for each course are the same regardless of instructional modality. See course outlines for Fashion by clicking on the course number here: http://www.citytech.cuny.edu/business/course-listing.aspx  |
| **2**. 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:** Students will be assessed based on their ability to complete complex assignments within the time frame given in any fashion-related course. Our students are astute to rapidly shifting trends through social media and web-based content; assessments are therefore based on their ability to decode the information available to them. As an example, in my BUF-4700 course students are tasked with analyzing a contemporary fashion company that claims to be sustainable by analyzing the information on company practices available on their web site, questioning transparency with regard to ethical production methods. This type of assignment is crucial for their understanding of the direction in which the fashion industry is headed and can be completed regardless of whether they are discussing the issues face-to-face or on a discussion board.  |
| **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:** City Tech’s Office of Assessment, Institutional Research and Effectiveness (AIRE) is performs cyclical assessments under the College aegis. AIRE has multiple assessment cycles and data that can be used to evaluate effectiveness in quantitative terms, and around a consistent framework. <http://air.citytech.cuny.edu/assessment/>Additionally, effectiveness is evaluated through peer observations, self-evaluations, and discussions between the department chair and faculty. Lead instructors guide junior faculty to best practices, ensuring that instructors across modalities offer examinations and other assessments that are uniform throughout all sections of the course. Student evaluations of teaching (SETs) provide helpful feedback that is then incorporated into each course across all sections. In either an in-person or online course, the faculty member is responsible for monitoring and guiding the discussion and work product of students through specific feedback and constructive comments. Instructors check in with students on a weekly or semi-weekly basis, sending reminders and chiming in on discussions and wikis.  |
| **2.** How will the evaluation results will be used for **continuous program improvement**?**Answer:** The department uses a term-by-term assessment process, which is used to make changes in the program on an ongoing basis. Faculty engage in reflective analysis of pedagogy, which can be used during the term to improve or change delivery methods. Fashion students in the Bachelor of Science program select an area of specialization in Merchandising, Global Fashion, E-Commerce, or Textiles (module courses pending), and are expected to be ready to join the industry as merchandisers, junior designers, and e-commerce professionals. |
| 3. 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:** A broad-based and comprehensive assessment program is employed to evaluate each course. The evaluation process ensures uniformity across all sections. Assignments, term projects and examinations in any online section of a course will be assessed with the same rigor as any face to face course. Lack of participation in the online portion of any course will result in a low or failing grade, requiring the student to retake the course. |

**Chancellor’s Report Form**

**Add/Change/Delete NYSED Format to Existing Program**

**PROG CODE PROGRAM TITLE HEGIS AWARD INSTITUTION NAME**

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**38384 BUSINESS AND TECHNOLOGY OF FASHION 5009.00 BS NYC COLLEGE OF TECHNOLOGY**

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| **From**: | **To**: |
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| **Rationale**: |  |
| The College’s student body is comprised of a diverse population of students with competing priorities regarding jobs, family and school. Distance education caters to their needs as it provides flexibility in managing their schedule. The COVID-19 pandemic demonstrated that distance education is vital and the uncertain times we continue to face bolster the need for NYSED certification of our online programs. |
| **Effect Outside Department:** None |
| **Date of Department Approval**: October 09, 2020 |
| **Date of College Council Approval**:  |

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

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| **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) | New York City College of Technology - CUNY 333800 |
| Institution Address: | Business Department,300 Jay Street, N-1012 |
| City: | Brooklyn |
| State/Country:  | NY |
| Zip: | 11201 |
| [Regents Regions](http://www.nysed.gov/college-university-evaluation/counties-organized-regents-higher-education-region)*:* | Kings County |
| 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) | New York City College of Technology - CUNY Department of Business – Marketing Management & Sales |
| 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 |

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| **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) | **01339** |
| Program Title: | Marketing Management & Sales |
| Degree Award: | Associate of Applied Science |
| [HEGIS code](http://www.nysed.gov/college-university-evaluation/new-york-state-taxonomy-academic-programs-hegis-codes): | 5004.00 |

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| **Contact Information**  |  |
| Name of contact person  | Roy Iraggi |
| Title of contact person:  | Assistant Professor  |
| Telephone  | **718.260.5773**  |
| Fax:  | 718.260.5774 |
| Email:  | riraggi@citytech.cuny.edu |

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| **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: 300 | Maximum by year 3: 600 |
| **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?** X 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: Instructional time for a 3-credit course is 3 hours per week. Students are expected to complete 2 hours of activity outside of class for every credit hour |
| 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: 34 |

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| **Part B – Marketing Management & Sales – AAS** |

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| **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:** The curriculum in the Distance Education program would be the same as that of the on-ground program. Many of our courses have been taught in a hybrid and online instructional setting for several years and the same academic standards and requirements are applicable to the courses taught through distance learning. The course outlines specify the content that each course must cover throughout the semester as well as the learning outcomes. Proficiency in web-based communication tools is necessary for the type of positions our students are seeking. To this end, course content is consistent in either face-to-face or online courses; it is only the delivery method that changes. Each section of our courses undergoes peer observations to ensure that the pedagogy is appropriately matched to the modality, and that a specially designed online course assessment rubric is satisfied. The department chair also spot-checks online courses to ensure frequent instructor-student interaction is taking place. Learning objectives are clearly defined for each course and approved by our College Curriculum Committee, and our faculty are expected to meet these objectives regardless of the course modality.  |
| 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 for the distance learning program will be offered in the same sequence as our face-to-face courses. Distance learning allows for much more flexibility in scheduling for students, providing the opportunity to complete their degrees faster by cutting out time spent on commuting and juggling other priorities. Courses are also offered in the summer, allowing for students to stay on track with their graduation requirements. |
| 1. How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

**Answer:** There are frequent reassessments in our program courses to ensure the most appropriate and up-to-date software and hardware tools are being utilized. These include web-based enhancements as well as pedagogical training. There is no question that technology is at the heart of Marketing now, and by providing students with access to hardware, software, and appropriate training, they will be well equipped to enter the industry. The program leverages Blackboard, the Cengage Unlimited platform, and Zoom to deliver the content and achieve the intended learning outcomes. The use of these technological tools has proven to be successful over the years in fully online and hybrid courses. The College also provides technological devices for students that need them to complete their coursework.  |
| 1. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

**Answer:** The courses may be run synchronously or asynchronously. Regardless of format, all instructors are required to hold virtual office hours to meet with students. Synchronous courses meet at a scheduled time and day weekly where students are able to interact with the instructor and other students. Asynchronous courses do not have set virtual meetings, but interaction occurs via the Blackboard Discussion Board, where students are required to have discussions with the instructor and with their peers.  |
| 1. How do faculty teaching online courses verify that students are doing their own work?

**Answer:** Faculty can verify originality by using anti-plagiarism software with global and institutional databases, such as SafeAssign and TurnItIn. More importantly, faculty working with online modalities will be required to create challenging assignments that encourage critical thinking about contemporary issues in the field. Assignments, term projects and examinations in any online section of a course will be assessed with the same rigor as any face-to-face course.  |

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| **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:** Both programmatic and general education learning outcomes are identified in the respective course outlines, which can be found on the Department website here: http://www.citytech.cuny.edu/business/marketing-management-aas.aspx Learning objectives are required to be included in the course syllabi. The learning outcomes for each course are the same regardless of instructional modality. See course outlines for Marketing Management and Sales by clicking on the course number here: http://www.citytech.cuny.edu/business/course-listing.aspx Learning outcomes are clearly specified in the syllabi, and rubrics are used to evaluate the assessment metrics to determine whether learning outcomes have been met. Both programmatic and general education learning outcomes for each course are identified in the respective course outlines, which can be found on the Department website, and are required to be included in the course syllabi. The learning outcomes for each course are the same regardless of instructional modality.  |
| **2**. 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:** Following the assessment cycle, faculty discuss the assessment results and devise an improvement plan. The learning outcome is then reassessed after the improvement plan is deployed and instructional practices are redesigned to help students meet the learning outcomes. Faculty then evaluate the effectiveness of the improvement plan, allowing for continuous program improvement.  |
| **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:** City Tech’s Office of Assessment, Institutional Research and Effectiveness (AIRE) is performs cyclical assessments under the College aegis. AIRE has multiple assessment cycles and data that can be used to evaluate effectiveness in quantitative terms, and around a consistent framework. <http://air.citytech.cuny.edu/assessment/>Additionally, effectiveness is evaluated through peer observations, self-evaluations, and discussions between the department chair and faculty. Lead instructors guide junior faculty to best practices, ensuring that instructors across modalities offer examinations and other assessments that are uniform throughout all sections of the course. Student evaluations of teaching (SETs) provide helpful feedback that is then incorporated into each course across all sections. In either an in-person or online course, the faculty member is responsible for monitoring and guiding the discussion and work product of students through specific feedback and constructive comments. Instructors check in with students on a weekly or semi-weekly basis, sending reminders and chiming in on discussions and wikis.  |
| **2**. How will the evaluation results will be used for **continuous program improvement**?**Answer:** The department uses a term-by-term assessment process, which is used to make changes in the program on an ongoing basis. Faculty engage in reflective analysis of pedagogy, which can be used during the term to improve or change delivery methods. The Department requires that students earn a C or better in all program courses to be able to receive credit toward the degree and move on to the next sequential course.  |
| **3**. 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:** A broad-based and comprehensive assessment program is employed to evaluate each course. The evaluation process ensures uniformity across all sections. Assignments, term projects and examinations in any online section of a course will be assessed with the same rigor as any face to face course. Lack of participation in the online portion of any course will result in a low or failing grade, requiring the student to retake the course. |

**Chancellor’s Report Form**

**Add/Change/Delete NYSED Format to Existing Program**

**PROG CODE PROGRAM TITLE HEGIS AWARD INSTITUTION NAME**

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**01339 MARKETING MANAGEMENT AND SALES 5004.00 AAS NYC COLLEGE OF TECHNOLOGY**

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| **From**: | **To**: |
|  | STD DSTED |
| **Rationale**: |  |
| The College’s student body is comprised of a diverse population of students with competing priorities regarding jobs, family and school. Distance education caters to their needs as it provides flexibility in managing their schedule. The COVID-19 pandemic demonstrated that distance education is vital and the uncertain times we continue to face bolster the need for NYSED certification of our online programs. |
| **Effect Outside Department:** None |
| **Date of Department Approval**: October 09, 2020 |
| **Date of College Council Approval**:  |

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

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| **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) | New York City College of Technology - CUNY 333800 |
| Institution Address: | Business Department,285 Jay Street, Room A-812 |
| City: | Brooklyn |
| State/Country:  | NY |
| Zip: | 11201 |
| [Regents Regions](http://www.nysed.gov/college-university-evaluation/counties-organized-regents-higher-education-region)*:* | Kings County |
| 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) | New York City College of Technology - CUNY Department of Business – Ophthalmic Dispensing |
| 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 |

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| **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) | **01366** |
| Program Title: | Ophthalmic Dispensing |
| Degree Award: | Associate of Applied Science |
| [HEGIS code](http://www.nysed.gov/college-university-evaluation/new-york-state-taxonomy-academic-programs-hegis-codes): | 5212.00 |

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| **Contact Information**  |  |
| Name of contact person  | Kimberly Strickler |
| Title of contact person:  | Director, VCT Programs and Assistant Professor  |
| Telephone  | **718.260.5298**  |
| Fax:  | 718.254.8521 |
| Email:  | kstrickler@citytech.cuny.edu |

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| **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: 30 | Maximum by year 3: 60 |
| **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?** X 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: Students are expected to complete 2 hours of activity outside of class for every credit hour |
| 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: 34 |

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| **Part B – Ophthalmic Dispensing – AAS** |

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| **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:** Distance Education VCT Lectures will utilize the same academic standards and requirements as those on campus. |
| **2.** Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**? **Answer:** Yes. |
| **3.** How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes? **Answer:** VCT Faculty share syllabi and course resources, and follow set guidelines based on course objectives for learning outcomes. |
| **4.** How does the program provide for appropriate and flexible interaction between faculty and students, and among students? **Answer:** Use of Blackboard/email connection as well as face time meeting sites. |
| **5.** How do faculty teaching online courses verify that students are doing their own work?**Answer:** Use of Blackboard and individual assignments. Tests are conducted through blackboard and are synchronistic, randomized and timed. Assignments are given through ‘Turnitin’ which is an anti-plagiarism tool on the Blackboard platform. |

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| **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:** At City Tech, the Office of Assessment, Institutional Research & Effectiveness (AIRE) helps faculty’s efforts to improve the quality of student learning outcomes through assessment, as well as collect, analyze, interpret, and disseminate accurate and timely information on all aspects of the college’s activities in support of institutional planning, decision-making and reporting. The Vision Care program, under the Business department, regularly participates in critical course evaluation which assesses the course’s achievement of the student learning outcomes. This course-level assessment examines course-based learning outcomes listed in the course syllabus. The distance learning outcomes are the same are classroom-based outcomes since the lecture material has not changed despite the format change. http://www.citytech.cuny.edu/business/ophthalmic-dispensing-aas.aspx See data on program outcomes here: http://www.citytech.cuny.edu/business/ophthalmic-dispensing-aas-outcomes.aspxLearning objectives are required to be included in the course syllabi. The learning outcomes for each course are the same regardless of instructional modality. See course outlines for Ophthalmic Dispensing by clicking on the course number here: http://www.citytech.cuny.edu/business/course-listing.aspx |
| **2**. 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:** Locally developed tests and assignments are created to assess student learning. The exams are given online through the Blackboard platform. The assignments are posted on Blackboard and given to the instructor through the assignment portal called ‘Turnitin’ on Blackboard. Locally developed rubrics are utilized in their evaluation. |
| **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:** City Tech’s Office of Assessment, Institutional Research and Effectiveness (AIRE) is performs cyclical assessments under the College aegis. AIRE has multiple assessment cycles and data that can be used to evaluate effectiveness in quantitative terms, and around a consistent framework. <http://air.citytech.cuny.edu/assessment/>The Vision Care program, under Business, is currently working with the City Tech Office of Assessment, Institutional Research & Effectiveness (AIRE) on its critical course assessment. In addition, student performance on the locally developed tests and assignments are monitored by the instructors. The Program Director is alerted to any potential problems. |
| **2**. How will the evaluation results will be used for **continuous program improvement**?**Answer:** The faculty and program director meet virtually to discuss progress, problems and potential solutions. Improvements to any problems will be implemented into the course by the instructors. |
| **3**. 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 Vision Care program, under Business, is currently working with the City Tech Office of Assessment, Institutional Research & Effectiveness (AIRE) on its program assessment. The program has always participated in this assessment. The program results are assessed to be in line with the National Board exam’s knowledge requirements. |

**Chancellor’s Report Form**

**Add/Change/Delete NYSED Format to Existing Program**

**PROG CODE PROGRAM TITLE HEGIS AWARD INSTITUTION NAME**

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**01366 OPHTHALMIC DISPENSING 0512.00 AAS NYC COLLEGE OF TECHNOLOGY**

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| **From**: | **To**: |
| EVE DAY | EVE DAY DSTED |
| **Rationale**: |  |
| The College’s student body is comprised of a diverse population of students with competing priorities regarding jobs, family and school. Distance education caters to their needs as it provides flexibility in managing their schedule. The COVID-19 pandemic demonstrated that distance education is vital and the uncertain times we continue to face bolster the need for NYSED certification of our online programs. |
| **Effect Outside Department:** None |
| **Date of Department Approval**: October 09, 2020 |
| **Date of College Council Approval**:  |