Academic Continuity

Conversations with Program Reviewers (CPR)
April 14, 2020

Academic Programs Team
Campus Reviewer Contact Information:
https://system.suny.edu/academic-affairs/acaproplan/app/find-your-campus-reviewer/
Academic Continuity Q & A

Distributed March 16, 2020
Updated April 13, 2020

Available within the Academic Programs Planning website:
https://system.suny.edu/academic-affairs/acaproplan/app/covid-19/

The following slides highlight parts of the fuller Q & A
(for guidance, please refer to the complete guidance)
Remote Learning

Distance Education Format Approval

• NYSED issued updated guidance on April 2, 2020 granting institutions that wish to offer courses/programs online that are not currently registered with NYSED in the distance education format temporary approval through the summer 2020 term(s) to offer programs in this delivery method. This approval was also extended to include programs with students who will be newly admitted for the summer 2020 term(s).
Remote Learning

Resources to Support Remote Learning of Students with Disabilities

Our responsibilities to provide individual academic adjustments or modifications remain unchanged

Nazely Kurkjian, SUNY Coordinator of Disability, Diversity, and Nontraditional Student Services

Accessibility

• Choose accessible platforms for collaborating and scheduling meetings
• Prepare materials in an accessible manner
• Share materials beforehand if possible
• People may be using technology (e.g., screenreaders) during the presentation to follow along and access the platform.
Remote Learning

Resources for Inclusive Remote Learning

• Maintaining equity in a virtual classroom. [https://diversity.sdsu.edu/resources/inclusive-pedagogy](https://diversity.sdsu.edu/resources/inclusive-pedagogy)

• Tools and strategies for inclusive teaching, organized around different facets of diversity—gender, sexual orientation, race, social class, disabilities, etc. [https://rossier.usc.edu/tools-for-inclusive-teaching/](https://rossier.usc.edu/tools-for-inclusive-teaching/)

• “Humanizing” on-line instruction. [https://cae.appstate.edu/inclusive-excellence/inclusive-online-teaching](https://cae.appstate.edu/inclusive-excellence/inclusive-online-teaching)

• Inclusive learning environment while teaching remotely. [https://cte.rice.edu/blogarchive/2020/3/13/inclusion-equity-and-access-while-teaching-remotely](https://cte.rice.edu/blogarchive/2020/3/13/inclusion-equity-and-access-while-teaching-remotely)

• Identifying and responding to bias incidents and offers 10 tips for identifying bias and 7 tips for responding to bias. [https://www.tolerance.org/professional-development/identifying-and-responding-to-bias-incidents](https://www.tolerance.org/professional-development/identifying-and-responding-to-bias-incidents)
Remote Learning

**Zoom**: Steps to increase the security of meetings

- **Creating meetings**
  - Password protect meetings
  - Auto-generate the Meeting ID, rather than use your Personal Meeting Room ID
  - Disable the Join Before Host setting
  - Use the Waiting Room option to admit participants and control who can join
  - Do not announce meetings on social media or other public outlets

- **During meetings**
  - Inspect the list of participants periodically; consider designating a co-host to assist
  - Control screen sharing
  - Be aware of everything within camera view to avoid accidentally providing personal information; consider using a virtual background instead
Course Credits

Limit to number of credit hours to register for during summer term(s)

The SUNY policy on Credit/Contact Hour

- Credit hours may be earned in short sessions (summer sessions, intersessions, etc.) proportionately to those earned for the same activity during a regular term of the institution, normally at no more than one credit per week of full-time study.

The one credit per week limit is derived from the instructional and supplementary assignment hours expected per credit hour.

- One (1) credit hour equals the equivalent of 15 instructional hours and 30 supplementary assignment hours.
- 1 credit hour per week would equate with the equivalent of 45 hours of work per week
- Much more than 1 credit hour per week would present a logistical challenge (e.g., 1.5 credit hours per week is the equivalent of 67.5 hours of work per week)
- Campuses should be quite careful about this and it would be inadvisable to consider anything more than 1.5 credit hours per week
- Additionally, campuses should engage their financial aid officer to determine financial aid considerations
Course Grading

Pass/Fail, including as related to Transfer

- Campuses have the flexibility to extend their policies so that students may opt—with appropriate advisement—to have spring 2020 courses graded Pass/Fail.

- We advise against adopting an across-the-board Pass/Fail grading scheme unless absolutely necessary, because there are multiple considerations that could render such a process problematic.

- There are transfer considerations related to course grading and students need to be advised of the impact of Pass/Fail grades on both intra-SUNY transfer and transfer to non-SUNY institutions.
  
  - When evaluating general education course credit earned during the spring 2020 term by incoming transfer students, transfer of credit is guaranteed at all SUNY campuses if a SUNY general education course is successfully completed with any passing grade, including a ‘P’ in a Pass/Fail grading system.
  
  - Each campus has discretion about whether a particular course grade satisfies graduation requirements outside SUNY-GER, provided that the campus treats native and transfer students the same.
  
  - For all other courses outside of the general education requirement, campuses must apply the same flexibilities in their local grading policies to transfer students as they do for native students for the same period of time.
  
  - For transfer to non-SUNY institutions, students should be advised to consult their intended receiving campus to understand how Pass/Fail courses would be received in transfer.
Flexibility exists within SUNY and NYSED policy to implement a range of possibilities based on campus processes and individual student needs.

Examples:

- For students who meet their degree requirements with coursework in the spring 2020 semester, but have outstanding items such as incompletes, late grades, or late transfer credit submissions, a campus may award a degree with a retroactive conferral date, as long as there have been no additional registrations or impactful changes to the student record.

- For students who need to meet their degree requirements with summer coursework, a campus may use the summer 2020 conferral date. If a student needs proof of the award prior to that date, a campus may indicate that a degree is “Approved” on the transcript without yet officially conferring the degree.

- A campus may temporarily establish additional conferral dates, so that students do not have to wait until the conclusion of a subsequent term.
Clinical Experience Requirements

Educator Preparation Programs

• For educator preparation programs registered through the Office of College and University Evaluation (OCUE), NYSED distributed guidance on March 30, 2020 that describes the allowance for alternate clinical experience. This guidance applies to programs that lead to a recommendation for the issuance of a New York State certificate as a teacher, school/district leader, school counselor, and school psychologist.

Licensure-Qualifying Programs

• NYSED created a form for campuses to propose alternate ways to meet clinical experience requirements. As of April 12, 2020, for the spring 2020 semester 39 campuses had obtained approval for their programs in nursing. Additionally, campuses have received approval for 15 other licensure areas and others are under consideration.

• For campuses that received approval for the spring 2020 semester, but are planning alternate clinical experience for the summer 2020 term(s), an updated proposal must be submitted to and approved by NYSED.

• NYSED is working to approve or respond with questions within 48 hours. If a response is not received in this timeframe or if the response is a denial, please contact your campus program review liaison and Associate Provost David Cantaffa (david.cantaffa@suny.edu).
Concurrent Enrollment

The SUNY policy on Credit Courses in High Schools establishes general expectations for concurrent enrollment courses (i.e., college courses taught in the high schools by either high school or college faculty).

• The campus has a commitment to support the high school instructor...the campus should be in regular communication with its instructors of concurrent enrollment courses.

• Assessment of student learning in a concurrent enrollment course is comparable to the campus counterpart.
  
  • What course grading options may be applied to concurrent enrollment courses?
    The options for concurrent enrollment courses are expected to be comparable to the campus counterpart.
  
  • Must a concurrent enrollment course be completed in full to award college credit?
    College credit cannot be granted for a course that is not completed. The campus must be in communication with their high school partners to develop plans for completion such that there is an opportunity for all intended student learning outcomes to be addressed and assessed.
Assessment

Maintain a culture of assessment

Assessment is not an all-or-nothing proposition; instead, institutions may adopt modified assessment practices

- A culture of assessment is foundational to ensuring quality and continuous improvement and remains so even during times of significant challenge
- Full implementation of standardized, complex, and comprehensive assessment practices may not be practicable at this time
- Each institution must review its assessment practices to determine which are most essential and which could be temporarily adjusted or suspended
- For the duration of this emergency, an intentionally and strategically focused approach with streamlined practices may be the most effective way to maintain a culture of assessment without overburdening the campus community
- All decisions about assessment practices for the duration of this emergency ought to be documented with accompanying rationale that supports these decisions, as well as the timeframe(s) for reviewing such decisions to determine when to resume established practices
Incoming Students

Advanced Placement Exam Scores

- The SUNY policy on Award of Academic Credit by Evaluation establishes expectations regarding the acceptance of AP exam scores, including university-wide guarantees for such scores. Given the current public health emergency, the College Board has modified the AP exams to be given in spring 2020 (for more information, see https://apcoronavirusupdates.collegeboard.org/educators).

- SUNY campuses are expected to accept AP exam scores as per their published exam articulation schedule. If a department has a concern that a score on a particular exam is an incomplete assessment of a student’s knowledge and if credit is granted for a course in a student’s major, the department may consider requiring supplementary, no-cost learning opportunities to address any possible gaps.
Incoming Students

SAT/ACT

• Fall 2020 undergraduate admissions for applicants to SUNY campuses that currently require standardized test scores for admissions
  • In those cases where a high school senior applicant has not been able to take a standardized test, campuses may, on a case-by-case basis, treat those applicants as “Special Admits.”

• Post-Fall 2020 undergraduate admissions for applicants to SUNY campuses that currently require standardized test scores for admissions
  • SAT and ACT exams dates are scheduled to resume in June

GRE

• There exists no SUNY-wide policy requiring GRE (or equivalent) scores for admission to graduate studies. However, certain programs may have requirements that stem from law, regulation, and/or accreditation standards. In these instances, GRE (or equivalent) scores may still be required.

• Due to the public health emergency, in-person GRE test administrations have been suspended. However, the Educational Testing Service is offering at-home testing for the GRE General Test.
Both SUNY and NYSED are attending to regular business in addition to addressing the needs presented through the public health emergency (during the month of March, SUNY approved approximately 60 program actions and NYSED registered approximately 30 SUNY programs). However, urgent matters related to the emergency have introduced temporary delays to the program development and review process. Please contact your campus program review liaison to continue to work together.
Resources

- SUNY Health Alert: http://suny.edu/health-alert
- SUNY Remote Learning Resources: https://innovate.suny.edu/community/covid19/
- SUNY Academic Programs: https://system.suny.edu/academic-affairs/acaproplan/app/
- Middle States: https://www.msche.org/covid-19/
- The Academic Programs Team (David Cantaffa, Lenora German, Ann Hawkins, Fred Hildebrand, Dan Knox, Deb Moeckel, Lisa Montiel, Phil Ortiz, Angela Pagano, Susan Panetta, Laura Trottier): program.review@suny.edu and/or https://system.suny.edu/academic-affairs/acaproplan/app/find-your-campus-reviewer/