



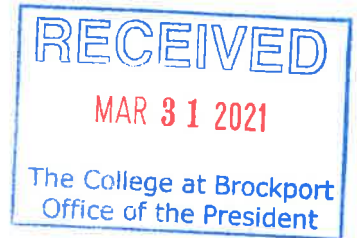
**SUNY
BROCKPORT**

350 New Campus Dr
Brockport, NY 14420
senate@brockport.edu

**Resolution # 27 2020-21
College Senate**

Supersedes Resolution #

To: Dr. Heidi Macpherson, College President
From: Cathy Houston-Wilson, College Senate President
Re:
 I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the Fitness of)
 III. Other, For Your Information (Notice, Request, Report, etc.)



SUBJ: Reg of Rec & Leisure as Meeting Criteria for Distance Ed Format (#39_20-21 UC)

Signed: Cathy Houston-Wilson Date: 3/31/21
(Dr. Cathy Houston-Wilson, 2020-2021 College Senate President)

Implementation of resolution requires final approval from:

SUNY Yes No NYS Dept of Education Yes No

Signed: Eileen Daniel Date: 4-1-21
(Dr. Eileen Daniel, Vice Provost, SUNY Brockport)

Decision and Action Taken on Formal Resolution (circle choice below)

- a. Accepted
- b. Deferred for discussion with the Faculty Senate
- c. Unacceptable for the reasons contained in the attached explanation.

Signed: Heidi Macpherson Date: 4/20/21
(Dr. Heidi Macpherson, College President, SUNY Brockport)

Implementation Effective Date: _____

DISTRIBUTION:

The College Senate President will forward the signed resolution to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY and/or the State Education Dept. The Vice Provost will then sign and forward the resolution with that designation to the College President. Upon approval, the College President will forward the resolution to an Administrative Assistant who will distribute the final resolution to the Senate Office. The Senate Office will scan the resolution and send to the Coordinator of Digital Commons where it will be posted to https://digitalcommons.brockport.edu/senate_resolutions/

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

DEADLINE FOR SUBMISSIONS: January 31

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

See https://brockport.edu/support/college_senate/proposals.html for full details.

Complete this cover page. Email it along with all relevant files (individual .docx or .pdf files) to senate@brockport.edu. Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

Routing Number <i>Routing # assigned by Senate Office</i>	39_20-21UC
This Proposal Replaces Resolution	
Revision Date(s)	
Anticipated Effective Date:	

Title of Proposal in Title Style

Registration of the Recreation & Leisure Studies program as meeting criteria for distance education format.

Brief Description of Proposal

Based on guidelines of the Middle States Commission on Higher Education, programs that offer 50% or more of their courses in an online format should be registered/approved using the Distance Education Format Proposal form. As 75% of courses in the Recreation & Leisure Studies program are offered in an online format and faculty continue to add online options of alternate existing face-to-face courses, approval as a distance education program is requested.

Budgetary Resources Needed

There are no additional resources affecting budget needed.

Student Learning Outcomes Assessment Data

As noted on the attached Distance Education Format Proposal Form, courses in the Recreation & Leisure Studies program have been carefully planned to ensure they align with academic standards of the program. Specifically, all courses in the program are designed to introduce, develop, and/or provide mastery in one or more program student learning outcomes (SLOs). The Department of Recreation, Therapeutic Recreation & Tourism's program in Recreation & Leisure Studies adopts their SLOs from the Council on Accreditation for Parks, Recreation, Tourism, and Related Profession (COAPRT). As documented in the curriculum map for the program on file with the College's accreditation office, the program SLOs are aligned with one or more institutional SLOs. To ensure consistency between courses, faculty instructing online and in-person sections of the same course collaborate to develop artifacts to assess student performance with respect to SLOs. Each course has one or more artifacts used to assess student performance that are implemented each semester. Data pertaining to these artifacts offers the ability to continually evaluate student performance in online courses in comparison to and/or in conjunction with those courses offered in a face-to-face format.

Effect on Transfer Students

These changes will not impact transfer students or seamless transfer except to give students more options and flexibility for completing their degrees.

Proposer Information

Priya Banerjee, Interim-Chair
Department of Recreation, Therapeutic Recreation & Tourism
pbanerjee@brockport.edu
585-395-5442

Senate Office Use Only

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	1/29/2021
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5	3	8	6.5
2	8	5	13	10.5
3	11	7	18	14.5
4	14	9	23	18.5
5	17	11	28	22.5

Section 3: Program Information

- a) *Term length* (in weeks) for the distance program: 15 weeks
- 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.) 3-4 hours **NOTE:** See SUNY policy on credit/contact hours and SED guidance.
- 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 online? If not, what proportion will be able to be completed online? 75%
- e) What is the maximum number of students who would be enrolled in an online course section? 40

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 online program, **unless there are significant changes, such as a new platform.**

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

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.
- 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?
- 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.
- d) What *orientation* opportunities and resources are available for students of distance learning?

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

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.

The course syllabi and learning outcomes have been evaluated and approved by appropriate campus authorities. In addition, the courses are subject to rigorous assessment practices of the campus. Specifically, both online and in-person sections of the same course use identical artifacts for departmental assessment purposes to evaluate student performance each semester against benchmarks for achievement in regard to learning outcomes. All other assignments in online sections are carefully constructed to meet the same rigorous academic standards and requirements of the on-campus courses. Administration of the established Instructional Assessment Survey (IAS) is implemented online for courses offered in a distance format.

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

Yes. The program has been carefully constructed to enable students to complete the program in a timely manner. The majority of courses in this program do not have pre-/co-requisite requirements (other than a single introductory course), offering students a high level of flexibility in scheduling. In addition, the department continues to develop new online sections of courses in this program

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

Faculty are required to meet regularly with the College's instructional design specialist (IDS). Faculty are also encouraged to attend regular professional meetings/conferences to stay current in appropriate technologies. Faculty new to online teaching may complete a six-week Introduction to Online Traing Program facilitated by the College's IDS. All faculty may participate in the Distance Learning Community sponsored by the College's Center for Excellence in Learning and Teaching (CELT). Finally, faculty may have online courses reviewed through the Open SUNY Course Quality Review (OSCQR) rubric to identify areas of improvement in their courses.

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

All courses provide opportunities for significant interaction between and among students and require students to interact with faculty. Students have access to the faculty member instructing the course through Blackboard, email, virtual office hours, and the telephone. The course schedule provides opportunities for interactions between faculty and students to take place throughout the week/semester, as there are no required synchronous meeting times.

- e) How do faculty teaching 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?

Students are held to an academic honesty policy. Faculty utilize tools such as Safe Assign in an effort to be certain the work is unique to the student submitting it. In addition, carefully constructed quizzes/assignments ensure that the work is that of the registered student. Furthermore, there is an existing authentication policy that students are made aware of and the College has implemented an authentication "pop-up" form that requires a student's electronic signature prior to completion of assignments. Students must also login to their Blackboard account using their unique NetID and password. Additionally, faculty have the option of utilizing proctored exams via technology or via proctoring sites.

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?

This is ensured through faculty expertise, the requirements of the syllabus, and the rigorous assessment methods used to ensure that students meet the learning outcomes expected of the course. The faculty have selected specific assessment measures to measure knowledge, skills and behaviors appropriate to the curriculum as part of the assessment plan for each course and the program as a whole. As noted earlier, when courses have both online and face-to-face sections, the same artifact is utilized to assess student performance for assessment purposes in both course modalities. All learning outcomes have been approved by the department curriculum committees and the College Senate as appropriate.

- 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.

In addition to information noted above, faculty instructing online and face-to-face sections of the same course routinely collaborate to develop and/or select appropriate artifacts for use in course/program assessment. This ensures that artifacts utilized to measure progress in achieving student learning outcomes are consistent between online and face-to-face sections, yet meet the needs of each student population served.

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?

Periodic Program Review and Middle States accreditation reviews all ensure accurate evaluation of effectiveness. Moreover, student feedback in the form of Instructional Assessment System scores will be used to evaluate effectiveness of the instructional effort.

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

The department assesses course evaluations on an annual basis and the College uses assessment best practices in an effort to ensure effective, high quality educational programs. The College has an institution-wide assessment office, which oversees assessment plans, data evaluation, and closing-the-loop monitoring to ensure continuous improvement. At the department level, faculty use artifacts to assess student performance in regard to learning outcomes in each course in the program, each semester. Routine collection of data on a semesterly basis provides evidence to support adjustments to course content and/or pedagogical methods. Based on analyses of assessment data, the department's assessment coordinator works with faculty to address deficiencies in student performance and document plans for course/program improvement.

- 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?

The program is carefully aligned with program student learning outcomes and institutional student learning outcomes. Program curriculum maps ensure that each course is aligned with one or more program student learning outcomes and each student learning outcome aligns with one or more institutional learning outcomes. Annual assessment reports, including student learning outcome and assessment metrics, will be compiled and analyzed at the department, school dean and College division level to ensure rigor and breadth. Furthermore, the ongoing accreditation reviews will help ensure that the program maintains appropriate student learning outcomes.

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?

All full and part time students, whether matriculated or non-matriculated, fill out an application which includes their home address including state. Our campus may need to seek individual authorization from those states in which we deliver distance education courses. If SUNY Brockport decides not to seek authorization in states in which authorization is required, we will notify students studying in those particular states that they cannot register for distance education courses.

- 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](#).*
**Out-of-state students can find Information via the SUNY website- Distance Learning, Out of State Authority <https://system.suny.edu/academic-affairs/distance-learning/>
SUNY Brockport also offers an issue reporting center for students to file complaints.
https://www.brockport.edu/support/issue_center/**



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Recreation, Therapeutic Recreation & Tourism

December 22, 2020

Dear Undergraduate Curriculum Committee:

Please accept this letter of support for the proposal to register the Recreation & Leisure Studies program as a distance education program with SUNY. Programs that offer 50% or more of their courses in an online format should be registered/approved using the Distance Education Format Proposal form. As 75% of courses in the Recreation & Leisure Studies program are offered in an online format and faculty continue to add online options of alternate existing face-to-face courses, approval as a distance education program is requested.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer R. Boyle".

Jennifer R. Boyle
Interim-Chair, Department of Recreation, Therapeutic Recreation & Tourism
X2764
jboyle@brockport.edu



SUNY BROCKPORT

School of Education, Health
and Human Services
350 New Campus Drive
Brockport, New York 14420-2957
P: (585) 395-2510 | F: (585) 395-2172
brockport.edu

January 23, 2021

To Whom It May Concern:

I offer my support for the Department of Recreation, Therapeutic Recreation and Tourism's proposal to register the Recreation and Leisure Studies program as a distance education program with the State University of New York (SUNY). The State University of New York requires programs that offer 50% or more of their courses in an online format be approved and registered by SUNY through the distance education proposal process. My support for this program to be registered/approved as a distance education program is based on the fact that 75% of the courses in the Recreation and Leisure Studies program are offered in an online format and this provides additional flexibility to students that facilitate timely degree completion.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thomas J. Hernández', with a long horizontal line extending to the right.

Thomas J. Hernández, EdD, LMHC
Dean, School of Education, Health & Human Services



SUNY BROCKPORT

Date: January 27, 2021
To: Undergraduate Curriculum Committee
From: Robert Cushman, Chief Information Officer
Re: BITS support for Recreation and Leisure Studies program proposal.

I write to offer BITS support for the Department of Recreation, Therapeutic Recreation and Tourism's proposal to register the Recreation and Leisure Studies program as a distance education program with the State University of New York (SUNY). Our support for this program to be registered/approved as a distance education program is based on the fact that 75% of the courses in the Recreation and Leisure Studies program are offered in an online format

Brockport Information Technology Services is well equipped to support this program. Among the areas where BITS can be of assistance are:

- The College utilizes a world-class Learning Management System (Blackboard).
- We have Help Desk services available 24*7, year round.
- Students have access to a wide array of campus licensed software.
- Students can access our virtual computer lab 24 hours a day from wherever they are.

If you have any questions, or need additional information, feel free to contact me.

Sincerely,

Robert Cushman
Chief Information Officer
Brockport Information Technology Services
SUNY Brockport
rcushman@brockport.edu
Phone 585-395-2032

