



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

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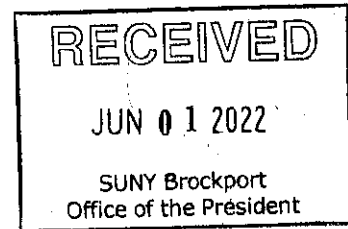
Resolution 2021-22 #60  
**College Senate**

Supersedes Res #: \_\_\_\_\_

TO: Dr. Heidi Macpherson, College President

FROM: The College Senate:

RE: I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Fitness of*)  
III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: *Psychology ODC program* (#55\_21-22 UC)

Implementation Effective Date\*\*: \_\_\_\_\_

Signed:   
(Dr. James Spiller, 2021-2022 College Senate President) Date: 5/17/22

Signed:   
(Dr. Eileen Daniel, Vice Provost, The College at Brockport) Date: 5/16/22

**\*\*Implementation of resolution requires final approval from SUNY- State Education Department.**

YES  NO

**Please fill out the bottom portion and follow the distribution instructions at the end of this page.**

TO: Dr. James Spiller, College Senate President

FROM: Dr. Heidi Macpherson, College President

RE: I. Decision and Action Taken on Formal Resolution (circle choice)

a. Accepted

b. Deferred for discussion with the Faculty Senate on \_\_\_/\_\_\_/\_\_\_

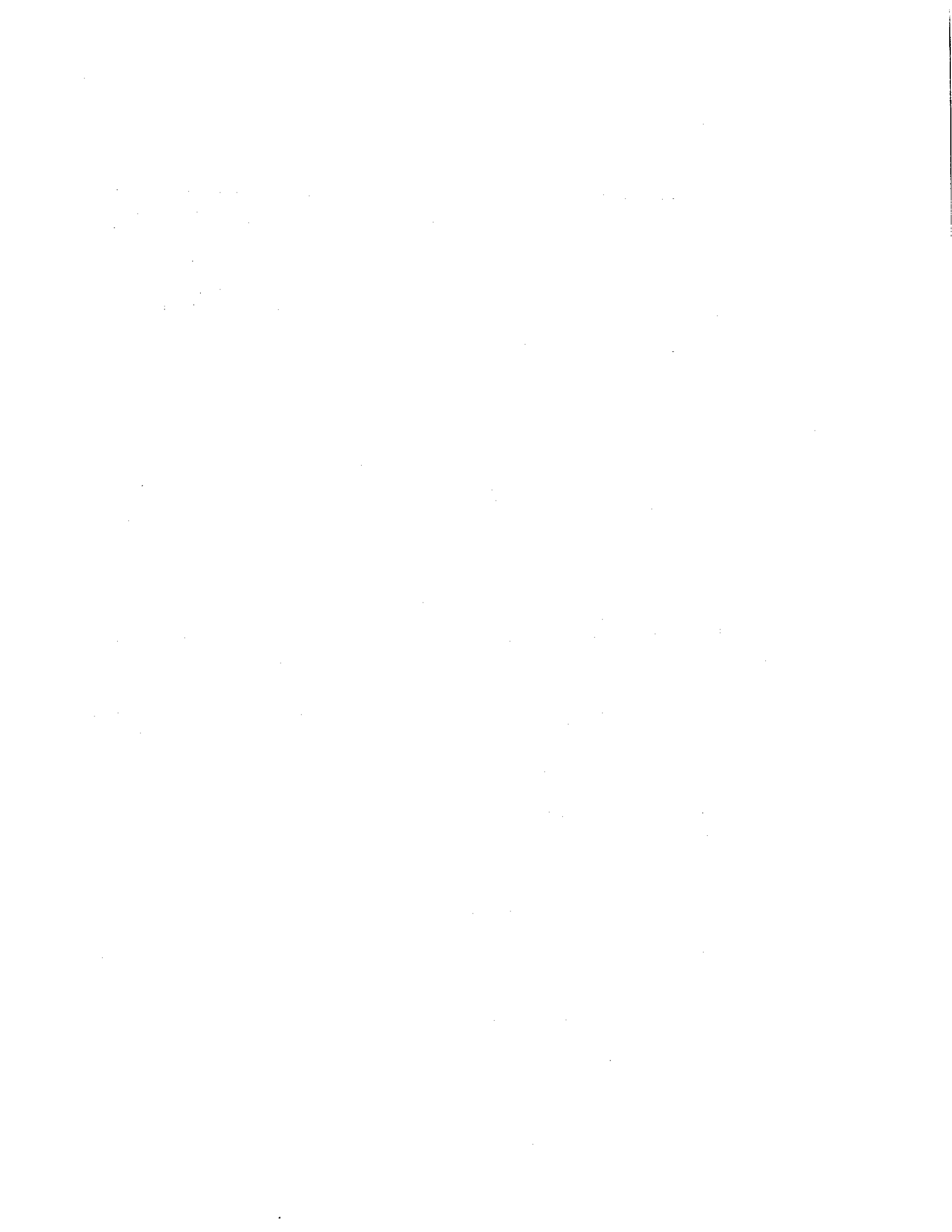
c. Unacceptable for the reasons contained in the attached explanation.

d. Comments: *no new faculty hires unless growth supports it*

Signed:   
(Dr. Heidi Macpherson, President, The College at Brockport) Date: 6/1/22

**DISTRIBUTION:**

The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at





**COLLEGE SENATE RESOLUTION  
PROPOSAL COVER PAGE**

**DEADLINE FOR SUBMISSIONS: January 31**

**For full consideration during the academic year**

- 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).

<b>Routing Number</b> <i>Routing # assigned by Senate Office</i>	55_21-22UC
<b>This Proposal Replaces Resolution</b>	
<b>Revision Date(s)</b>	
<b>Anticipated Effective Date:</b>	

**Title of Proposal in Title Style**

New Online Degree Completion (ODC) Program in Psychology (Bachelor Program)

**Brief Description of Proposal**

The Department of Psychology is proposing a new Online Degree Completion (ODC) Program. There will not be any differences between the current bachelor and the new ODC program, except that the new program will be conducted in an online, asynchronous format. We intend to recruit students who cannot attend classes face-to-face but already earned a significant number (60+) of credits. We expect applicants may come from regions beyond the immediate vicinity, including out of state.

**Effect on Transfer Students if Applicable**

There will not be any effect on transfer students

**Proposer Information**

Amanda-Lipko-Speed, Department of Psychology, 585-395-5082, alipko@brockport.edu

**Senate Office Use Only**

	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee		
<b>Standing Committee</b>	Standing Committee	1/31/2022
<input type="checkbox"/> Equity, Diversity and Inclusion Committee		
<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	
<b>NOTES:</b>		

### College Senate Curriculum Proposal Form

Please check:

Undergraduate     Graduate     Combined Degree Program     Accelerated Program

**Department/Major:**

Psychology

**Title of Proposal:**

New Online Degree Completion (ODC) Program in Psychology (Bachelor Program)

**Rationale:**

SUNY Brockport administrators have identified our department as a strong candidate for an ODC program. Psychology is a very popular major (e.g., largest major in the School of Arts and Sciences at SUNY Brockport). Only 39-43 credits are required to complete the major and the coursework is not highly sequential, making the major easily navigable. Thus, it is a good candidate for an ODC program as students who have an Associate's degree in psychology or many other majors can realistically complete the major and remaining credits to earn their bachelor's degree. Additionally, over the past few years, there has been an increase in students' desire and need for online learning. Currently, students cannot complete their bachelor's degree in Psychology entirely online here so when they are searching for an institution in which to enroll to complete their degree, SUNY Brockport is not on the list. An ODC program would allow us to recruit and enroll students who cannot attend classes face-to-face but already earned a significant number of credits. Creation of an ODC program may also help to bring back students who have left Brockport (e.g., during the pandemic) and not returned for geographical reasons but are close to finishing their degree. More significantly, because geography is not an issue with an ODC program, we will be able to recruit in regions beyond the immediate vicinity, including out of state, which can generate far more tuition revenue.

**A Side-by-Side Comparison of the Current and New Program** (credit hours must be included for each course and totaled in clear tabular form). Identification of Pre-Requisites as appropriate.

There are no differences in the current program and the new program, except that the new program will be conducted in an online, asynchronous format.

<i>Current Program</i>	<i>New Program</i>
<b>Required core courses (10 total)</b>	<b>Required core courses (10 total)</b>
- PSH 110 Principles of Psychology (3)	- PSH 110 Principles of Psychology (3)*
- PSH 202 Introduction to Statistics (3)	- PSH 202 Introduction to Statistics (3)*

- PSH 301 Research Methods (4)	- PSH 301 Research Methods (4)
<b>Required content courses (15 total)</b>	<b>Required content courses (15 total)</b>
- Biological Bases (3)	- Biological Bases (3)
- Learning and Cognition (3)	- Learning and Cognition (3)
- Sociocultural Bases (3)	- Sociocultural Bases (3)
- Developmental (3)	- Developmental (3)
- Psychopathology (3)	- Psychopathology (3)
<b>Application course (3)</b>	<b>Application course (3)</b>
<b>Integration course (3)</b>	<b>Integration course (3)</b>
<b>Psychology electives (9)</b>	<b>Psychology electives (9)</b>

\* PSH 110 and PSH 202 will need to be offered as part of the ODC program. Students may have taken these courses previously but failed to meet our existing program's requirement for these courses (C grade or above). Additionally, students who enter the program with coursework from a different major or Associate's degree may not have taken these core courses but are still able to complete the ODC program as long as these core courses are offered.

#### **Non-Psychology Electives:**

Other than psychology courses, students may also take online courses offered by other departments/ programs (e.g., African-American Studies, Anthropology, Art History, Business, Communication, Computing Sciences, Criminal Justice, Developmental Disabilities, Earth Sciences, Economics, Education and Human Development, English, Integrative Studies, Mathematics, Music, Political Science, Public Health Education, Recreation and Leisure Studies, Social Work, Sociology, Women and Gender Studies etc.

Currently, there are two online programs on campus that regularly provide multiple, regular courses per semester, i.e., Bachelor program in Integrative Studies, ODC program in Business. Our students are likely to benefit from these courses as well. Below is the list of courses of the two online programs:

**Integrative Studies:**

- BIS 300 Introduction to Integrative Studies
- BIS 4XX Integrating Seminar in Humanities or Arts and Social Studies
- BIS 4XX Integrating Seminar in Social Sciences and Natural or Mathematical Sciences
- BIS 4XX Integrating Seminar in Natural or Mathematical Sciences and Humanities or Arts
- BIS 4XX Mixed Methods and Research Seminar

**Business:**

- ECN 304 Intermediate Statistics<sup>1,4</sup>
- BUS 302 Business Writing
- BUS 317 Management Information Systems<sup>3,4</sup>
- BUS 325 Principles of Finance<sup>3,4</sup>
- BUS 335 Principles of Marketing
- BUS 345 International Business Environment
- BUS 361 Production and Operations Management
- BUS 375 Business Law I<sup>1</sup>
- BUS 378 Business, Government, and Society<sup>1,4</sup>
- BUS 438 Supply Chain Management<sup>4</sup> (offered once per year)
- BUS 462 Quality Management Systems<sup>2</sup> (offered irregularly)
- BUS 464 Electronic Commerce<sup>2,4</sup> (offered irregularly)
- BUS 465 Human Resources Management<sup>1,2,4</sup>
- BUS 466 Project Management (offered once per year)
- BUS 467 Employment Law and Compliance<sup>4</sup> (offered irregularly)

<sup>1</sup>These are not currently offered online but will be offered online in the future

<sup>2</sup>These are open to declared business majors or minors only

<sup>3</sup>These are open to declared business majors only (or require departmental approval)

<sup>4</sup>Prerequisites applied

**Admission Requirements & Exit Requirements** if applicable – if not applicable write NA:

**Admission Requirements:**

To be admitted into the program, students must have a minimum GPA of 2.5, and 60 college credits. Students also need to demonstrate their needs and suitability for the ODC program.

**Exit Requirements:**

To exit the program, students will need to complete at least 120 credit hours, including 39-43 credit hours in psychology, 48 credits in upper division courses, fulfill the requirement of General Education and other Brockport local requirements, and have a minimum of 2.0

cumulative GPA, and a grade of "C" or above is required in each of the psychology core courses (9-10 credits) and each of the psychology content courses (15 credits). For details about the psychology core courses and content courses, please see "Program Requirements" below.

**Program Requirements** if applicable – if not applicable write NA:

To obtain a Bachelor of Science degree in Psychology, students must satisfy the following requirement:

- 39-43 credits, see below for details
- A grade of "C" or above is required in each of the core courses (9-10 credits) and each of the content courses (15 credits). Grades of "C-" or lower in these courses are not acceptable and require repeats unless otherwise specified.
- Completion of an application course (3 credits)
- Completion of a capstone course (3 credits)
- Completion of psychology electives (9-12 credits)

**Core courses**

- PSH 110 Principles of Psychology
- PSH 202 Introductory Statistics for Psychology or an approved course from another discipline (ECN 204, PBH 488, MTH 243, SOC 200)
- PSH 301 Research Methods in Psychology

**Content courses**

Student may select one course from each content group

**Biological Bases**

- PSH 341 Biopsychology
- PSH 352 Sensation and Perception

**Learning and Cognition**

- PSH 322 Learning and Behavior
- PSH 351 Cognitive Processes

**Sociocultural**

- PSH 331 Personality
- PSH 332 Social Psychology

**Developmental**

- PSH 384 Child Psychology
- PSH 484 Adolescence

**Psychopathology**

- PSH 334 Abnormal Psychology
- PSH 486 Psychological Disorders of Children

**Application course**

Student may select one course from the following list:

- PSH 336 Clinical Psychology

- PSH 397 Health Psychology
- PSH 402 Industrial/Organizational Psychology
- PSH 410 Psychology and the Law
- PSH 480 Principles of Assessment
- PSH 482 Community Psychology
- PSH 483 Applied Behavior Analysis

**Capstone course**

Student may select one course from the following list:

- PSH 425 Motivation
- PSH 431 Close Relationships
- PSH 436 Psychology of Aging
- PSH 441 Clinical Neuropsychology
- PSH 442 Psychology of Eating
- PSH 446 Cognitive Development
- PSH 451 Cognitive Neuroscience
- PSH 494 Prejudice and Discrimination
- PSH 496 Meditation/Mindfulness
- PSH 424 Positive Psychology

**Elective coursework**

Student selects at least 9-12 credits from the above-listed courses and/or from the following list:

- PSH 342 Animal Behavior
- PSH 405 Psychology of Sustainability
- PSH 433 Psychology of Gender
- PSH 445 Psychopharmacology
- PSH 468 Practicum in Teaching Psychology
- PSH 488 Developmental Disabilities
- PSH 398, 399, 499 Independent Research/Independent Study

**Course Revision(s):** Please describe changes for each course as well as methods for assessment if applicable

There will not be any changes in any courses, except that they will be provided in online, asynchronous format

**Resource Implications and Estimated Costs:** (Personnel, Supplies, Labs, Technology...):

Considering the best utilization of teaching resources, we will start the program by converting some sections of courses we would normally offer in-person to online



asynchronous format and earmark a percentage of seats for ODC students. We can primarily accomplish this utilizing our current staffing (assuming no significant changes in staffing occur) including the adjunct instructors we typically hire each semester (~3). If the ODC program continues to grow and we see a return to our typical enrollment levels in our face-to-face courses (like most departments, we have seen some dips in some face-to-face course enrollments lately), we will need one additional teaching staff (ideally tenure-track position) to help handle online teaching, advisement, and related service in order to make the ODC program successful and sustainable. The other resource needed is technology. All faculty currently have a computer, but we will need to provide web cams or updated computers to those who do not have them integrated in their computers. We will also need to invest in some writing pads and headphones.

**Other Supporting Information:** (if applicable)

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**Attach Course Description Form for New Courses**

**Attach Letters of Support from Chair; Dean; Cooperating or Affected Departments or Offices (if applicable); Dissenting letters if applicable**



## Distance Education Format Proposal For A Proposed or Registered Program

**Form 4**

Version 2016-10-18

When a new or existing program is designed for a distance education format, a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu). According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Sections 1 - 3, and Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Section 1: General Information													
<b>a)</b> Institutional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Institution's 6-digit SED Code:</td> <td style="padding: 2px;">230500</td> </tr> <tr> <td style="padding: 2px;">Institution's Name:</td> <td style="padding: 2px;">The College at Brockport</td> </tr> <tr> <td style="padding: 2px;">Address:</td> <td style="padding: 2px;">350 New Campus Drive</td> </tr> </table>	Institution's 6-digit SED Code:	230500	Institution's Name:	The College at Brockport	Address:	350 New Campus Drive						
Institution's 6-digit SED Code:	230500												
Institution's Name:	The College at Brockport												
Address:	350 New Campus Drive												
<b>b)</b> Registered or Proposed Program	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Program Title:</td> <td style="padding: 2px;">Psychology</td> </tr> <tr> <td style="padding: 2px;">SED Program Code</td> <td style="padding: 2px;">12100</td> </tr> <tr> <td style="padding: 2px;">Award(s) (e.g., A.A., B.S.):</td> <td style="padding: 2px;">B.S.</td> </tr> <tr> <td style="padding: 2px;">Number of Required Credits:</td> <td style="padding: 2px;">Minimum [ 60 ] If tracks or options, largest minimum [    ]</td> </tr> <tr> <td style="padding: 2px;">HEGIS Code:</td> <td style="padding: 2px;">2001.00</td> </tr> <tr> <td style="padding: 2px;">CIP 2010 Code:</td> <td style="padding: 2px;">42</td> </tr> </table>	Program Title:	Psychology	SED Program Code	12100	Award(s) (e.g., A.A., B.S.):	B.S.	Number of Required Credits:	Minimum [ 60 ] If tracks or options, largest minimum [    ]	HEGIS Code:	2001.00	CIP 2010 Code:	42
Program Title:	Psychology												
SED Program Code	12100												
Award(s) (e.g., A.A., B.S.):	B.S.												
Number of Required Credits:	Minimum [ 60 ] If tracks or options, largest minimum [    ]												
HEGIS Code:	2001.00												
CIP 2010 Code:	42												
<b>c)</b> Distance Education Contact	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 2px;">Name and title: Eileen Daniel, Vice Provost</td> </tr> <tr> <td style="width: 50%; padding: 2px;">Telephone: 585-395-5505</td> <td style="padding: 2px;">E-mail: <a href="mailto:edaniel@brockport.edu">edaniel@brockport.edu</a></td> </tr> </table>	Name and title: Eileen Daniel, Vice Provost		Telephone: 585-395-5505	E-mail: <a href="mailto:edaniel@brockport.edu">edaniel@brockport.edu</a>								
Name and title: Eileen Daniel, Vice Provost													
Telephone: 585-395-5505	E-mail: <a href="mailto:edaniel@brockport.edu">edaniel@brockport.edu</a>												
<b>d)</b> Chief Executive or Chief Academic Officer Approval	<p style="margin: 0;"><b>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.</b></p> <p style="margin: 0;">Name and title: Heidi Macpherson, President</p> <p style="margin: 0;">Signature and date:</p> <div style="background-color: #cccccc; padding: 2px; margin: 5px 0;"> <p style="margin: 0;"><b>If the program will be registered jointly<sup>1</sup> with one or more other institutions, provide the following information for each institution:</b></p> </div> <p style="margin: 0;">Partner institution's name and 6-digit SED Code:</p> <p style="margin: 0;">Name, title, and signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):</p>												
Section 2: Enrollment													

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

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1		20	20	
2		40	40	
3		50	50	
4		55	55	
5		60	60	

### Section 3: Program Information

- a) *Term length* (in weeks) for the distance program: 15
- b) Is this the same as term length for classroom program? [ ] No [X] Yes
- c) How much "*instructional time*" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See SUNY policy on credit/contact hours and SED guidance.

3 hours

- 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?

*Up to 100% will be able to be completed online. The proposed program will provide courses that are required in the junior and senior years of the B.S. in Psychology degree, as well as additional foundation courses (PSH 110, PSH 202, PSH 301) in case students took these courses previously but failed to meet our existing program's requirement for these courses (C grade or above) or that they have not taken these courses at all (it is not uncommon that applicants with associate degrees did not take these courses). These courses will be offered and completed online. Other local General Education requirements will also be completed online.*

- e) What is the maximum number of students who would be enrolled in an online course section?

*All online courses will be limited to no more than approximately 50 students (and no more than approximately 25 students per capstone courses), and these numbers are based on the existing practice in face-to-face courses.*

**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 copyright and faculty ownership of instructional content, and/or faculty contract provisions.

### 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 curriculum in the Distance Education program (i.e., the ODC program in Psychology) does not differ from the on-ground Psychology program. The same academic standards, curriculum and course learning outcomes, and requirements will be in effect for the online sections of the courses that are currently taught in face-to-face format. There will be no differences in courses required in the online courses for the ODC students. Because of COVID-19 and all of our courses going online in Spring 2020 and nearly all in Fall 2020 and Spring 2021, all of the faculty in the Department of Psychology have prepared and taught their courses online.*
- 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 online courses will be carefully scheduled with the expectation that full-time students can successfully complete the program within two years. The Brockport Psychology major does not require a lot of sequencing (except for the capstone course), and students have a lot of flexibility in navigating the major.*

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

*Because of COVID-19, almost all of our courses have been delivered online at least once (if not more). 93% of faculty (all but one faculty) in the Department of Psychology completed related training (a multi-week "Introduction to Online Teaching" course, provided by the Department of Academic Systems & Instructional Support). When there is a need for new course preparation, faculty can meet with an instructional designer (staff at the Department of Academic Systems & Instructional Support) to facilitate the process of developing an online course, support the technical design, and implementation of the online course technology. The Department of Academic Systems & Instructional Support also provides regular training and instructional programs throughout the semester.*

*The College at Brockport has different resources for online instruction (for both faculty and students), which include:*

- 24 hour Help Desk availability
- Local, well-qualified personnel
- Online learning system (e.g., Bright Space by D2L, to be adopted next academic year) with greater resources to support interactive discussion and assignments between and among students
- More updated resources, which may found at <https://www.brockport.edu/academics/online/onlinefacultyresources.html>

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

*Appropriate and flexible interaction between faculty and students, and among students will be provided in multiple platforms. Students may contact faculty members through Bright Space by D2L (a new platform that will be launched next academic year), e-mail, virtual meetings (Zoom, MS Teams etc.), and telephone. All approved online courses include regular (daily to weekly) interaction with the instructing faculty members. Faculty will also offer online advisement to cater for the needs of non-traditional students in this program.*

- 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 will be held to an academic honesty policy. Faculty will use tools such as Respondus and SafeAssign to ensure the identity of students in completing course assessment. The tools have features that allow faculty to screen for plagiarism as students complete their assignments (i.e., SafeAssign) and confirm students' identity (using webcam) as students take their exams.*

## **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?

*We have designed the ODC Psychology program to be consistent in policies, coursework, major student learning outcomes, course student learning outcomes, and assessment processes as our bricks and mortar major.*

*The Psychology Major and its Student Learning Outcomes (SLOs) were designed according to recommendations outlined in:*

Halpern, D. F. (Ed.). (2010). *Undergraduate education in Psychology: A blueprint for the future of the discipline*. American Psychological Association. <https://doi.org/10.1037/12063-000>.

*We have 6 Student Learning Outcomes (SLOs): Knowledge Base, Research Methods, Critical Thinking, Application, Ethics, Quality of Written Argument. Knowledge base breaks down into 5 sub-SLOs, which reflect the Major's 5 content areas: Biological Bases, Learning and Cognition, Sociocultural Bases, Developmental, and Psychopathology.*

- 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.

*The means for assessing student outcomes are arrived at through discussion and consensus among the faculty members involved in the courses relevant to the outcomes assessed. Instructors of ODC sections will be involved in these discussions. In the past these have been assessed based upon quizzes and exams, writing assignments, presentations, and group projects. Faculty will coordinate course materials and assessment activities to provide comparable and consistent content to students. As a department we use standardized rubrics and benchmarks across instructors and sections to insure uniformity.*

*In addition, The ODC program will fold into our yearly assessment activities. We created a content map linking sets of courses to each of the 10 SLOs. Each year we assess a subset of major SLOs, rotating through the entire set across multiple years. At the beginning of each year, the outcomes to be assessed are identified: the instructors of the courses meet to identify assessment strategies, develop rubrics, and set bench-marks. At the end of each semester, the instructors report their data to our assessment coordinator who compiles it.*

*Each course has course student learning outcomes that are disseminated to new instructors of that course and that appear in the syllabi. Instructors of each course developed sets of multiple-choice items assessing the SLOs. These questions appear in our "big test" that is administered online as part of the capstone course, typically one of the final courses taken in the major. The ODC students will take this test as part of their capstone course.*

*At the end of the academic year, the assessment coordinator meets first with subgroups of faculty whose courses were tapped for assessment to discuss the results and to brainstorm closing the loop improvements and then with the department as-a-whole to discuss these results and plans as well as the results of the big test prompting more closing the loop plans.*

*AY 2020-2021 saw many to most of our classes going online. Jim Witnauer, our assessment coordinator, compared the performance of students in the online versions of our courses, to performance of students in previous semesters when the courses were face to face. The students in the online courses performed as well as the students who took these courses face-to-face. We have no reason to expect that this will not hold true under the auspices of the ODC.*

*We have the technology to hold face to face meetings with individuals zooming in.*

*Recently, we adopted a new policy in which students must receive a grade of C or better in our core and content area courses. This policy will be operative for ODC program as well.*

### 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?

*In addition to our regular assessment activities described above, teaching effectiveness of ODC sections will be assessed via Instructional Assessment Surveys (IAS) or whatever instrument the college adopts in its place to gauge student satisfaction. We also regularly assess student satisfaction with their experiences as students in our*

department via anonymous survey, and we will adapt the current survey to be more appropriate to online learning for our ODC students, adjusting and adding items.

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

*Individually, faculty monitor how their courses are going and make adjustments semester to semester based upon their experiences and student feedback, both formally through IAS instrument and through informal channels of communication.*

*As mentioned above the department engages in extensive assessment activities including in course assessment of departmental learning outcomes, the departmental "exit exam," and the student satisfaction surveys. The results of these assessments drive our end of the year meeting where we finalize plans to close the loops.*

*Additionally we have a committee structure in place that seeks improvement. The undergraduate curriculum advisory committee reviews course proposals for rigor. We successfully challenged cuts to our library resources, thereby assuring that our students will have continued online access to primary sources necessary for their success in courses and in independent scholarship. We have a Recruitment/Engagement Committee that seeks to help students feel connected to the department. This active committee structure will consider improvements to how we do the online completion program as well.*

- 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?

*Our individual faculty annual reports, the department annual report, the department assessment reports are compiled and reviewed by the department chair, the Dean, and Provost to ensure rigor and breadth. Additionally, we participate in periodic program reviews (PPR) and recently an academic planning process. The ODC program will be included in these reports and, in the case of PPR, be subject to the scrutiny of external reviewers.*

#### **Part B.4. Students Residing Outside New York State**

SUNY programs must comply with all "authorization to operate" regulations that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state's definitions.

- a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

*The Admissions Office and Registrar's Office monitors the US residency of all students enrolled at the College at Brockport. In addition, the director of the Special Sessions and Programs monitors out-of-state students taking online courses each term (through the report generated through the Office of Research, Analysis, and Planning).*

- 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](#).

*Below are a few URLs that students can contact the College to file complaints:*

**Office of Special Sessions & Programs**  
<https://brockport.edu/academics/online/>

**Distance Education Compliant Resolution**

[https://brockport.edu/academics/online/distance\\_education\\_complaint\\_resolution.html](https://brockport.edu/academics/online/distance_education_complaint_resolution.html)

***Student Policies***

<https://brockport.edu/support/policies/student/index.php>





Department of

**Psychology**

**SUNY BROCKPORT**

January 18, 2022

Re: Psychology Online Degree Completion Program

Dear Members of the Committee,

I am writing in support of the proposal for the Online Degree Completion (ODC) Program in the Department of Psychology. The Psychology major is well-suited for an ODC program due to its non-sequential curriculum and low credit requirement. As such, it has the potential to attract students who have not only earned an Associate's degree in Psychology (or at least 60 credits) but also students from other majors. The development of an ODC program will be relatively easy to implement and at least initially will not require any additional resources beyond our current instructional staff (assuming no substantive changes occur) and basic technology. An ODC program allows us to recruit students from beyond the Rochester area and creates potential opportunities for students who left during the pandemic for geographical reasons but are close to completing their degree to return to Brockport both of which can yield significant benefits for the department and the college.

I am in full support of this program. If you have any questions, please contact me.

Sincerely,

*Amanda R. Lipko-Speed*

Amanda R. Lipko-Speed

Associate Professor, Chair of the Department of Psychology



**SUNY  
BROCKPORT**

School of Arts and Sciences

31 January 2002

Prof. Jamie Spiller  
President, College Senate  
SUNY Brockport

Dear Prof. Spiller,

The Department of Psychology is submitting to the College Senate a proposal to introduce an Online Degree Completion (ODC). I wholeheartedly support the proposal.

This undergraduate degree program is aimed at qualified individuals, including transfer students, who are interested in completing a bachelor's degree in Psychology, but are unable to participate in an on-campus program. The College already offers such a program, BS in Business Administration.

To launch the program, the Department is proposing to utilize its current fulltime—tenured, tenure-track, and a Lecturer—and part-time (~3) faculty. As the ODC program grows and/or as the department returns to its pre-pandemic enrollment levels, it would need an additional fulltime position. Apart from human resources, some faculty contributing to the program would need their computers upgraded with webcams and headphones.

I want to thank Dr. Lipko-Speed, the department chair, and her colleagues for the time and energy that went into developing the proposal.

Sincerely,

Jose Maliekal  
Dean



School of  
**Business and Management**  
**SUNY BROCKPORT**

January 26, 2022

Dr. Celia Wong  
Department of Psychology  
School of Arts and Sciences

Dear Dr. Celia Wong,

This is a letter of support for the proposed Online Degree Completion (ODC) program in Psychology. As one of the largest majors on campus, the Psychology program has more than 400 students and enrolls about 100 new students each year. The newly designed ODC program is going to satisfy needs of non-traditional students and provide them a means to completing coursework in an online format. It also has the potential to attract transfer students in broader geographic areas who are unable to commit to the on-campus program because of location constraints. Students in the Psychology ODC program are required to take 39-43 credits of psychology courses, and 48 credits of upper division courses. The School of Business & Management has an ODC program in Business Administration. We regularly offer upper division business courses in the online format in Fall, Spring, and Summer. Some of these courses have open seats and excess capacity. Psychology ODC students can benefit from taking these online business courses to fulfill their non-Psychology elective requirements.

In summary, I believe this program will benefit our students by providing them an accessible and flexible option to obtain their B.S. degree in Psychology. Thus, it has my full support. Please do not hesitate to contact me if you have further questions.

Sincerely,

Dr. Lerong He  
Associate Dean, Professor of Management,  
School of Business and Management  
State University of New York at Brockport  
Tel: 585-3955781  
Email: [lhe@brockport.edu](mailto:lhe@brockport.edu)

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350 New Campus Drive, Brockport, NY 14420-2973

Phone: (585) 395-2985

[https://www.brockport.edu/academics/school\\_business\\_management/](https://www.brockport.edu/academics/school_business_management/)



**Integrative Studies**

**TO:** College Senate Undergraduate Curriculum Committee  
Amanda Lipko-Speed, Chair, Department of Psychology

**FROM:** Janie Hinds, Director, Integrative Studies

**SUBJECT:** Access to IGS courses

**DATE:** January 24, 2022

The seminar courses offered for IGS (Integrative Studies) majors will be open to all non-majors, and we would be happy to enroll students from the proposed ODC program in Psychology. The first IGS seminar course will be offered in Spring 2023.



# SUNY BROCKPORT

Date: January 4, 2022  
To: Undergraduate Curriculum Committee  
From: Stephen Cook, Director of Information Technology Services  
Re: BITS support for Psychology Department Online Degree Completion Program .

I write to offer LITS support for the Department of Psychology Department's Online Degree Completion Program as proposed by the Department of Psychology. Brockport Information Technology Services will continue to support this program using our current set of tools as listed below:

- The College utilizes a world-class Learning Management System (Blackboard).
- The College provides instructional design support for all faculty using Blackboard.
- We have Help Desk services available 24\*7, year-round.
- Library services are continually improving. Students have access to numerous Library databases and journals 24\*7, as well as access to Drake Memorial Library's vast resources and open hours of availability.
- 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.
- Technology enhanced classrooms are located across the campus.

We look forward to supporting the program to help make this a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely,

Stephen Cook  
Director of Information Technology Services  
Brockport Information Technology Services  
SUNY Brockport  
scook@brockport.edu  
Phone 585-395-5152

