Academic Continuity Q&A

(Created March 16, 2020 and
Updated April 13, 2020)

For assistance with academic program matters, please contact your campus program review liaison or Associate Provost David Cantaffa at: david.cantaffa@suny.edu.

Remote Learning
1. What resources are available to support faculty and students in remote learning?
2. Do I need approval to offer programs via the distance education format?
3. What does "Substantive Interaction" mean for remote learning? Is there any guidance on maintaining virtual contact with students?
4. What guidance and resources are available to support the learning of students with disabilities?
5. What are some resources for inclusive remote learning?
6. What can I do to increase security of Zoom meetings for remote learning?

Course Credits
7. What is sufficient course coverage to consider a course completed such that full credit can be awarded?
8. Is there any flexibility in meeting credit hour requirements?
9. What is the limit to the number of credit hours for which students can register during short sessions, such as the summer terms?

Course Grading
10. What guidance is there for pass/fail (or equivalent) course grading?
11. Are there guidelines regarding course extensions and/or assigning a grade of incomplete?

Degree Conferral
12. Can a campus be flexible with its spring degree award date to accommodate for extended time to complete program requirements (such as clinical practice experiences) so that students are not required to wait until the next planned award date?

Academic Calendar
13. What is the process for making adjustments to the academic calendar?

Partnering with Other Institutions
14. Is there guidance on partnering with another institution or entity to provide instruction?

Clinical, Laboratory, Studio, Field-Based, and Applied Learning
15. Is there guidance regarding educator preparation programs as related to clinical experience requirements?
16. Is there guidance regarding licensure-qualifying programs as related to clinical experience requirements?
17. Is there guidance about how to handle course and/or program requirements that include laboratory, studio, field-based, and/or applied learning experiences?
18. Can we adjust the timing of when clinical, laboratory, studio, field-based, and applied learning may occur?
19. For required and unchangeable curricular components that are not replicable and/or practicable to be completed via remote learning, what priorities should be given to students to complete these after the spring 2020 semester?

Concurrent Enrollment
20. What are the expectations regarding Concurrent Enrollment courses?

Assessment
21. What are the expectations regarding assessment?

Incoming Students
22. What are the expectations regarding acceptance of scores for the modified Advanced Placement (AP) exams?
23. What are the expectations for fall 2020 undergraduate admissions as related to seniors who have already applied to SUNY campuses that currently require standardized test scores for admissions?
24. What are the expectations for standardized admissions tests for rising seniors and others applying for admission for spring 2021 or later to SUNY campuses that currently require standardized test scores for admissions?
25. What are the expectations for fall 2020 graduate admissions for campuses/programs that require Graduate Record Exam (GRE) scores for admissions?

Program Development and Review
26. Are SUNY and NYSED advancing the regular business of academic program proposal development and review?

Remote Learning

1. **What resources are available to support faculty and students in remote learning?**

SUNY has established [resources for remote learning](#), which contains a range of online tools and technology solutions for academic programs, including information about proctoring and accessibility resources. Additionally, the SUNY Center for Professional Development, via the [remote teaching clinic](#), has developed a set of recordings to present ideas in support of remote learning.

2. **Do I need approval to offer programs via the distance education format?** <mark>REVISED</mark>

Middle States issued [guidance](#) on March 9, 2020 temporarily adjusting the substantive change process. Rather than seek approval, an institution must submit formal written notice only if the institution is not fully approved to offer programs by this delivery method. If sending notice to Middle States, please cc: SUNY at program.review@suny.edu.

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).

For programs with programmatic accreditation, please consult with the accreditor regarding approval requirements. This varies across accreditors and continues to evolve.

3. **What does "Substantive Interaction" mean for remote learning? Is there any guidance on maintaining virtual contact with students?**

For remote learning, faculty must communicate with students through one of several types of technology—either individually or collectively—on a regular basis. An instructor could use email to provide instructional materials to students enrolled in their class, use chat features to communicate with students, set up conference calls to facilitate group conversations, engage in email exchanges or require students to submit work electronically that the instructor will evaluate (adapted from [USDE guidance](#) of March 5, 2020). In those instances where a student lives in an area with limited internet connectivity, campuses may consider teleconferencing via land-line phone augmented with communication via surface mail.

4. **What guidance and resources are available to support the learning of students with disabilities?** ==NEW==[1]

The Americans with Disabilities Act, Section 504, and the NYS Human Rights Law continue to apply during the public health emergency. Our responsibilities to provide individual academic adjustments or modifications remain unchanged. Nazely Kurkjian, System Coordinator of Disability, Diversity, and Nontraditional Student Services has worked in cooperation with the Office of General Counsel, to prepare the following guidance and resources.

- Institutions may see an increase in accommodation requests overall, particularly chronic health and mental health (link) disability accommodation requests. People with serious chronic health conditions (link) are at a higher risk of getting sick from COVID-19. Maximum flexibility for campus community members with immunocompromised disabilities students is strongly encouraged.
- Students who utilize assistive technologies (e.g., text-to-speech software) may only have access to these technologies at the physical campus. Therefore, campuses may need to consider how those students can use such assistive technology remotely. There may be alternative software or other technologies available on the student's home device to provide equivalent access but this will require dedicated conversations to assess.
- Transitioning to online or other forms of remote instruction may change the accommodation plans for students with disabilities. Some accommodations faculty used before may no longer apply, and some accommodations not considered previously may need to be considered now.

While students are not required to disclose their disability to the institution, students should be provided contact information for your campus Accessibility/Disability Services office and offered the opportunity to update their accommodation plan as needed. To that end, students may have difficulty obtaining documentation from secondary institutions and/or medical providers at this time. As such, campuses are encouraged create mechanisms to permit students to receive accommodations when documentation of the disability is not readily available. Offices should also permit students to send pictures of their documentation. Ultimately, these offices can conduct the interactive process with students through teleconferencing solutions.

As you explore different types of distance/remote technologies, please consider the following.

Teleconferencing/Lecture Capture Technologies: Not all teleconferencing software is accessible to individuals with disabilities. To make sure students can fully engage in the online learning environment:

- Identify the accessibility barriers for the product of your choosing and limit interactions of inaccessible features;
- Provide accessibility features and resources to enable using the product independently;

---

[1] New to Academic Continuity Q&A document; response derived from March 18th Provost memo

- Establish responsibility for quickly addressing equal access needs, such as closed or live captioning. Consider using Microsoft Office PowerPoint with the [Presentation Translator Plug-in (link)](link), or [Google Slides with live captions (link)](link); and
- As screen sharing occurs, audio [description (link)](link) is needed to provide the important visual content to people who are blind or visually impaired.

Additional third party or open-source digital learning technologies used to facilitate instruction, such as polling software, must also be evaluated for accessibility. If the required technology is inaccessible to users with disabilities, work closely with your campus disability services office to create equally effective access for the known barriers.

Digital Content: As various types of content are uploaded to the Learning Management Systems (LMS), establish a plan to prioritize making course materials and related technologies accessible to all learners. It is recommended to use the following hierarchy:

- Content for registered students with disabilities;
- Large enrollment courses; and
- Required courses.

There are numerous free or campus-sponsored tools to enhance the inclusiveness of the course. Here are some basic universal design tips:

- If you post a PDF, make sure it is searchable text and not just an image;
- If you post a [PowerPoint](link) (link) presentation, use larger size fonts and high-contrast color schemes. Avoid the use of color or animation to convey information;
- If you post a video, check and see if it has intelligible captions. At minimum, use automatic caption features (e.g., [YouTube (link)](link)) and improve accuracy as needed;
- If you post audio, also share a written transcript. The [Google Docs Voice Typing feature (link)](link) creates a transcript for you;
- If you post photographs, graphs or other media, add [alternative text](link) (link) to describe the image and its context;
- If you are a campus that uses accessibility tools in your LMS, leverage them; and
- If you use a new technology for engagement/discussion, check with your campus disability services office to be sure all your students can use it.

Online Exams/Quizzes: For courses moved online, the process for scheduling and delivering exams and quizzes may change. As campuses plan to deliver exams online, ensure that assistive technologies (e.g., screen reader, text-to-speech) are not blocked from taking exams remotely. While proctoring/testing systems allow for exam security, they may pose barriers to students with disabilities. To extend time on exams and quizzes, most, if not all, LMS have built-in features to accomplish this. However, you may need to extend the time manually for the individual student for each exam and quiz.

Additional Resources:

- New! Ally software (link) is an accessibility tool for courses that provides faculty with user-friendly feedback on the accessibility of their content. Ally is now available to all campuses at no cost through June 30th of this year; your campus Chief Information Officer has been sent the Participating Institution Agreement (PIA) to setup Ally.
- SUNY's Electronic & Information Technology (EIT) Accessibility guidance and free, unlimited user access to self-paced online accessibility training through Deque University may accessed by logging into SUNY Blue. Visit blue.suny.edu (link) and enter your campus credentials. Navigate to Enterprise Projects > SUNY EIT Accessibility. If your campus does not have a Deque University administrator, contact your campus EIT Accessibility Officer.
- Check out 20 Tips for Teaching an Accessible Online Course (PDF) (link).
- For individuals who have a chronic illness, please feel free to share this resource to speak with others who understand this time of heightened stress: Beyond My Battle Support Group (link).

5. **What are some resources for inclusive remote learning?** NEW[2]

Below are links to best practices for inclusive instruction that address accessibility concerns as well as issues of micro-aggressions in the classroom.

- This link is to instructional resources from San Diego University presented in a NADOHE (National Association of Diversity Officers in Higher Education) webinar focused on maintaining equity in a virtual classroom. https://diversity.sdsu.edu/resources/inclusive-pedagogy
- This link is to a website maintained by the Rossier School of Education at the University of Southern California that focuses on tools and strategies for inclusive teaching. It is organized around different facets of diversity—gender, sexual orientation, race, social class, disabilities, etc.—and includes web resources and scholarly articles from a variety of leading institutions. https://rossier.usc.edu/tools-for-inclusive-teaching/
- This link from Appalachian State University offers insight into "humanizing" on-line instruction. https://cae.appstate.edu/inclusive-excellence/inclusive-online-teaching
- This blog from Rice University's Center for Teaching Excellence offers tips on how to create a more inclusive learning environment while teaching remotely. https://cte.rice.edu/blogarchive/2020/3/13/inclusion-equity-and-access-while-teaching-remotely
- This website for general audiences focuses on 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

---

[2] New to Academic Continuity Q&A document; response derived from March 26th Provost memo

6. **What can I do to increase security of Zoom meetings for remote learning?** NEW

Zoom provides information about how to increase the security of meetings, including the following steps:

- 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

7. **What is sufficient course coverage to consider a course completed such that full credit can be awarded?**

Unless explicitly approved by SUNY, the New York State Education Department, Middle States Commission on Higher Education, and United States Department of Education to reduce the academic calendar, 100% course coverage is expected in order to award full credit.

8. **Is there any flexibility in meeting credit hour requirements?**

50.1(o) of the Commissioner's Regulations defines a credit (a.k.a. semester hour) as follows: a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

52.2(c)4iii provides that a semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in 50.1(o) due to temporary closure of an institution by the State or local government as a result of a disaster. Though SUNY campuses have suspended on-campus learning, SUNY campuses have not ceased academic operations and thus have not closed; therefore, this provision is not applicable. Instead, campuses are focused on providing academic continuity via remote learning opportunities consistent with established expectations.

For courses offered in a remote format, the total learning time remains the same (45 hours per credit hour), but the breakdown between instruction and supplementary assignments can vary. When calculating time, faculty should consider the time it would take for students to engage in the following:

interacting with course presentations/lectures; reading other materials; participation in online discussions; doing research; writing papers or other assignments; and completing all other assignments (e.g., projects).

9. **What is the limit to the number of credit hours for which students can register during short sessions, such as the summer term(s)?** <mark>NEW</mark>

The SUNY policy on [Credit/Contact Hour](#) establishes expectations regarding the number of contact hours per credit hour. This is consistent with NYSED definition of credit hour described in question 8. In this policy, short sessions are addressed as follows: 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. Therefore, 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. But, for example, if a campus can ensure that a student registered for 1.5 credit hours per week is able to complete the equivalent of 67.5 hours of work per week, that would be possible. Though, 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

10. **What guidance is there for Pass/Fail (or equivalent) course grading?** <mark>REVISED[3]</mark>

Campuses have the flexibility to extend their policies so that students may opt—with appropriate advisement—to have spring 2020 courses graded Pass/Fail. There is no SUNY, NYSED, or Middle States approval needed to enact such flexibilities on an ad hoc basis according to programmatic needs; instead, this is a campus-based decision.

Note, however, that if you consider shifting *all* spring 2020 course grading to Pass/Fail, you must first consult Middle States and all applicable programmatic accreditors, as well as review all licensing/certification requirements for licensure/certification-qualifying programs.

Further, please note that 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, including the following:

---

[3] Revised response in Academic Continuity Q&A document; response derived from April 7th Provost memo

- A student may need GPA-impacting course grades in order to meet the institutional GPA requirement for graduation;
- A student may need GPA-impacting course grades in order to demonstrate satisfactory academic progress;
- A student may want GPA-impacting course grades in order to be competitive for graduate school admissions (and other purposes external to the program);
- Programmatic accreditors may have requirements regarding the maximum percentage of courses that may be graded Pass/Fail and/or the particular kinds of courses that may be graded Pass/Fail;
- Licensure/certification-qualifying programs may be impacted by licensing/certification requirements; and

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.

- Within SUNY, campuses should consider the following when evaluating Pass/Fail grades for course transfer credit:
    - A guiding principle cited in SUNY's transfer policies is equity between native and transfer students, such that SUNY transfer students and native students are treated the same for academic purposes (see MTP Vol. 11., No. 1, Salient Provisions I.1.).
    - Due to the extraordinary circumstances surrounding SUNY's response to the COVID-19 pandemic, 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.
    - Consistent with prior policy, a passing grade counts as successful completion for the SUNY-GER area at any campus. 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 (see MTP Vol. 13., No. 3, III.B.i).
    - 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 example, if native students are allowed Pass/Fail grading in certain courses for the spring 2020 term, transfer students should also be granted credit for Pass/Fail grades earned in equivalent courses for the spring 2020 term.
    - Campuses may consider providing additional flexibility in terms of the timing of Pass/Fail grading and withdrawal date decisions, to allow time to consider carefully—in consultation with academic and financial aid advisors, as needed— the potential impact of these decisions. If withdrawal dates are moved to later in the semester, this could have financial aid implications, so students should be encouraged to first consult with their financial aid advisor before pursuing this option.
    - Consistent with accreditation requirements, campuses must publish and communicate broadly any updates to their grading policies for the spring 2020 term as soon as

possible, and include specific provisions for both native and transfer students to inform timely advising decisions for currently enrolled and prospective students. As a best practice, campuses should document all decisions related to academic policies, both in general and in specific ad hoc cases.

- 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. SUNY policies do not apply to non-SUNY institutions, and therefore academic advising in consultation with the receiving campus should inform the decision to pursue Pass/Fail options.

11. **Are there guidelines regarding course extensions and/or assigning a grade of incomplete?**

There is no SUNY-wide policy regarding this; instead, this is a campus-based decision. For the duration of this public health emergency, campuses are encouraged to be flexible where appropriate. NYSED has issued guidance that indicates the following: Institutions may consider exceptions to their published policies on granting course extensions/incompletes and extend the deadline for incompletes to be resolved, but should be mindful of possible impact on student financial aid eligibility.

Degree Conferral

12. **Can a campus be flexible with its spring degree award date to accommodate for extended time to complete program requirements (such as clinical practice experiences) so that students are not required to wait until the next planned award date?** REVISED

Yes, flexibility exists within SUNY and NYSED policy to implement a range of possibilities based on campus processes and individual student needs. The following are examples of possibilities that a campus may adopt:

- 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 can use an effective date that represents the date the degree was awarded, but apply the spring 2020 conferral date (e.g., the conferral date of June 1, 2020 can be applied even if the date the campus awards the degree is after June 1, 2020). In other words, 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 (e.g., September 1, 2020). 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 (e.g., monthly), so that students do not have to wait until the conclusion of a subsequent term.

Academic Calendar

13. What is the process for making adjustments to the academic calendar?

Middle States issued [guidance](#) on March 9, 2020 temporarily adjusting the substantive change process related to changes to the academic calendar. Rather than seek approval, an institution must submit formal written notice of the plan. If sending notice to Middle States, please cc: SUNY at program.review@suny.edu. There is no requirement to submit notice to NYSED regarding an adjustment such as this.

Partnering with Other Institutions

14. Is there guidance on partnering with another institution or entity to provide instruction?

Middle States issued [guidance](#) on March 9, 2020 temporarily adjusting the substantive change process related to temporary agreements with other institutions. Rather than seek approval, an institution must submit formal written notice of the plan. If sending notice to Middle States, please cc: SUNY at program.review@suny.edu. There is no requirement to submit notice to NYSED regarding a temporary agreement such as this.

Clinical, Laboratory, Studio, Field-Based, and Applied Learning

15. Is there guidance regarding educator preparation programs as related to clinical experience requirements? REVISED

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.

For educator preparation programs that are also licensure-qualifying and registered through the Office of the Professions (OP), such as Speech Language Pathology, please also see question 16.

For programs with programmatic accreditation, please consult with the accreditor regarding approval requirements. This varies across accreditors and continues to evolve.

16. **Is there guidance regarding licensure-qualifying programs as related to clinical experience requirements?** <mark>REVISED</mark>

Because of the variability across disciplines and programs, NYSED has not developed a singular set of criteria for remote learning options for licensure-qualifying programs registered through the Office of the Professions (OP). Instead, NYSED is expecting faculty are developing and sharing ideas with each other and through supports from related professional associations.

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).

For programs with programmatic accreditation, please consult with the accreditor regarding approval requirements. These vary across accreditors and continue to evolve.

17. **Is there guidance about how to handle course and/or program requirements that include laboratory, studio, field-based, and/or applied learning experiences?**

For facility-dependent laboratory and studio courses as well as courses with field-based and applied learning experiences external to the classroom that are part of a registered program or are graduation requirements, but not explicitly required by NYSED regulation, an institution may make contextually-appropriate modifications to the student learning outcomes and the means for meeting course expectations. As applicable, consideration should be given to the framework of professional association guidelines that establish expectations for curricular components at a particular award level. Note that the SUNY Center for Professional Development [remote teaching clinic](#) includes ideas for remote studio and science instruction.

18. **Can we adjust the timing of when clinical, laboratory, studio, field-based, and applied learning may occur?**

Campuses may adjust the timing of when clinical practice requirements, as well as laboratory, studio, field-based, and/or applied learning experiences may take place during the semester. For example, didactic instruction can be the focus during remote learning, with these other experiences rescheduled

as intensive/clustered experiences later in the semester and/or after, depending on the conditions at that time.

19. **For required and unchangeable curricular components that are not replicable and/or practicable to be completed via remote learning, what priorities should be given to students to complete these after the spring 2020 semester?**

For students with expected graduation in spring 2020, arrange for completion of non-replicable components as soon as practicable (priority for summer experiences should be given to those expected to graduate in spring 2020) and award the degree as soon as possible post-completion. And, to the extent possible and permissible, arrange for alternative experiences such as experiential learning (including service learning) that enables the student to demonstrate mastery of required learning outcomes.

For students not graduating this spring, be flexible with completion of non-replicable components of their courses and allow them to finish requirements over the summer or during the fall 2020 semester.

Concurrent Enrollment

20. **What are the expectations regarding Concurrent Enrollment courses?** REVISED

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). Within the Academic Good Practice section of this policy, there are two parts related to the current public health emergency that are especially relevant to highlight: 1. The appointing institution has a commitment to support the professional development of the high school instructor and 2. Assessment of student learning in the course is comparable to that in its campus counterpart.

- Regarding the first, the campus should be in regular communication with its instructors of concurrent enrollment courses. It is the responsibility of the campus to assist these instructors in meeting the expectations of the course. For example, remote learning resources that have made available to campus-based faculty should be extended, as appropriate, to concurrent enrollment course instructors.

- Regarding the second, the concept of comparability is expected to be maintained. Related sub-questions are as follows:

  - Q: What course grading options may be applied to concurrent enrollment courses? A: The options for concurrent enrollment courses are expected to be comparable to the campus counterpart. For example, if the campus counterpart allows for students to opt for Pass/Fail grading, the same would be applied to the concurrent enrollment course.

However, if the campus counterpart is not allowing for students to opt for Pass/Fail grading, the concurrent enrollment course would likewise not be graded Pass/Fail.

- o Q: Must a concurrent enrollment course be completed in full to award college credit?
  A: 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

21. What are the expectations regarding assessment? NEW[4]

The SUNY policy and procedures on Assessment establish expectations regarding assessment. For the duration of this emergency, SUNY has developed the following guidance regarding continuity of assessment, which is aligned with standards of the Middle States Commission on Higher Education (for programs with programmatic accreditation, please consult with the applicable accreditor regarding program-specific expectations).

The leading principle of this guidance is the expectation that institutions maintain a culture of assessment. A supporting principle is that rather than conceiving of assessment as an all-or-nothing proposition, institutions may adopt modified assessment practices.

- Although it may seem expedient to suspend all assessment practices during this emergency, such a course of action is inadvisable. A culture of assessment is foundational to ensuring quality and continuous improvement and remains so even during times of significant challenge.
- Notwithstanding the first point, full implementation of standardized, complex, and comprehensive assessment practices may not be practicable at this time due to the extent of the efforts necessary to ensure academic continuity.
- In the current context, each institution must review its assessment practices to determine which are most essential and which could be temporarily adjusted or suspended. This type of review is an expectation of the broader accreditation process and is part of the Standard V criteria.
- 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. Shared governance involvement in this process is crucial to effective decisions about which practices are most essential and which could be temporarily adjusted or suspended. There should be clear direction from campus leadership in this effort.

---

[4] New to Academic Continuity Q&A document; response derived from April 13th Provost memo

- 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.
- And lastly, just to reinforce its importance: document, document, and document.

Incoming Students

22. **What are the expectations regarding acceptance of scores for the modified Advanced Placement (AP) exams?** NEW

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).

Within the framework of the SUNY policy on Award of Academic Credit by Evaluation that establishes expectations regarding the acceptance of AP exam scores, including university-wide guarantees for such scores, we are in the process of considering this question and developing a response.

23. **What are the expectations for fall 2020 undergraduate admissions as related to seniors who have already applied to SUNY campuses that currently require standardized test scores for admissions?** NEW[5]

Due to the public health emergency, SAT and ACT test administrations through May 2020 have been cancelled.

- For applicants who have taken standardized tests but not yet requested official test score reports be sent to the campus, campuses should notify them that the scores are required for admission and should be officially reported.
- 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." As always, System encourages campuses to take a holistic approach in their review of all applicant academic records, including grades, rigor of program, any available Regents Exam scores, essays, and other academic indicators, to determine fit and likelihood for success. As always, campuses should take into consideration prior decisions made for students with similar academic profiles who had submitted test scores.
- If a student who has made a reasonable effort to get scores reported and a delay would cause them disadvantage, campuses should review their application and academic record to determine whether the applicant should be treated as a "Special Admit" or "Regular Admit" (i.e., essentially meeting the campus' standard admissions criteria).

---

[5] New to Academic Continuity Q&A document; response derived from March 25th Provost memo

24. **What are the expectations for standardized admissions tests for rising seniors and others applying for admission for spring 2021 or later to SUNY campuses that currently require standardized test scores for admissions?** <mark>NEW</mark>[6]

The next scheduled SAT examination date is June 6, with additional anticipated test dates (previously announced and posted on the College Board website) for August 29, October 3, November 7, and December 5.

The next ACT national test dates are June 13 and July 18. Also, ACT has announced that beginning September 2020, twenty (20) free score reports will be available for students who have taken the ACT with a fee waiver.

25. **What are the expectations for fall 2020 graduate admissions for programs that require Graduate Record Exam (GRE) scores for admissions?** <mark>NEW</mark>

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](#). According to ETS, "the test is identical in content, format, on-screen experience and scoring to the GRE General Test taken at a test center. It is monitored online by a trained human proctor from start to finish to maintain test security." For more information about this format, including as related to equipment and environment requirements, please select the provided link. Note that in order to use a Mac for the at-home format, Windows must be installed.

Program Development and Review

26. **Are SUNY and NYSED advancing the regular business of academic program proposal development and review?** <mark>NEW</mark>

Yes, 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.

---

[6] New to Academic Continuity Q&A document; response derived from March 25th Provost memo