



November 19, 2018

Dr. Tod A. Laursen
Senior Vice President Chancellor and Provost
State University of New York
State University Plaza
Albany, NY 12246

Dear Dr. Laursen:

On behalf of the faculty at the University at Albany, I am pleased to transmit the attached proposal seeking registration of an Advanced (Graduate) Certificate Program in Communication, with distance education delivery authorization. This proposal has been fully review and approved through our campus governance structure.

We will be thankful for efforts by your staff in the Office of Program Review for timely consideration of this proposal and transmittal to NYSED for review and registration purposes. Should there be any technical questions or the need for additional materials, please have inquiries directed to Jonathan Bartow, Vice Dean for Graduate Education (jbartow@albany.edu) at our campus. As always, we thank you for your on-going support.

Sincerely,

James R. Stellar
Senior Vice President for Academic Affairs and Provost

Enclosure

- c. Dean Kevin Williams, Vice Provost for Graduate Education
- Dean Edelgard Wulfert, College of Arts & Sciences
- Vice Dean Jon Bartow, Graduate Education



New Program Proposal: Certificate or Advanced Certificate Program

Form 2C

Version 2016-10-13

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to a certificate or an advanced certificate. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 5 and 10 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available [here](#).

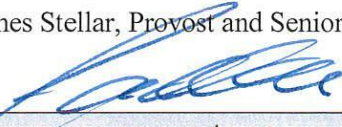
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NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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¹Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information	
a) Institutional Information	Date of Proposal: 3/5/2018
	Institution's 6-digit SED Code : 210500
	Institution's Name: University at Albany
	Address: 1400 Washington Avenue, Albany, NY 12222
	Dept of Labor/ Regent's Region : Capital Region
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): University at Albany, SUNY 210500
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable :
c) Proposed Program Information	Program Title: Communication
	Award(s) (e.g., Certificate.): Advanced Certificate
	Number of Required Credits: Minimum [12] If tracks or options, largest minimum []
	Proposed HEGIS Code : 0601
	Proposed 6-digit CIP 2010 Code : 09.0101
	If the program will be accredited, list the accrediting agency and expected date of accreditation:
	If applicable, list the SED professional licensure title(s) ³ to which the program leads:
d) Campus Contact	Name and title: Jonathan Bartow, Vice Dean for Graduate Education
	Telephone: 518-437-5062 E-mail: jbartow@albany.edu
e) Chief Executive or Chief Academic Officer Approval	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.
	Name and title: Dr. James Stellar, Provost and Senior Vice President for Academic Affairs
	Signature and date:  11/20/18
	If the program will be registered jointly⁴ with one or more other institutions, provide the following information for each institution:
Partner institution's name and 6-digit SED Code :	
Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):	

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2. Program Information

2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
*NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and **append** a [Distance Education Format Proposal](#)*
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Related Degree Programs

All coursework required for completion of the certificate or advanced certificate program must be applicable to a currently registered degree program at the institution (with the possible exception of post-doctoral certificates in health-related fields). Indicate the registered degree program(s) by title, award and five-digit SED Inventory of Registered Programs (IRP) code to which the credits will apply:

Communication, MA, 15128.

2.3. Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The Graduate Certificate in Communication is a 12 credit (4 three-credit courses) fully online Master's level program with two possible concentrations, Strategic Communication or Organizational Communication. This program is intended to position jobseekers competitively in comparison to bachelor's-only individuals and to demonstrate a commitment to professional development for individuals who are already in the workplace and help to position them for advancement. In addition, the certificate is fully transferrable into the Department's Master's of Arts program, and can therefore serve as a bridge to that program for students who wish to pursue a more advanced educational credential. The Certificate offers a blend of theoretical and applied study to prepare participants for the challenges of an ever-changing global society, and to function effectively as communication leaders. The Certificate brings diverse theories and methods to engaging with communication problems and opportunities generated by new technologies and an increasingly interdependent, pluralistic society. Courses in the Certificate offer opportunities to utilize new communication technologies; however, the Certificate is not primarily designed to teach participants specific technical skills. Specific technologies are constantly changing; graduate course work in Communication at the University at Albany is designed to provide students with an understanding of the dynamics of human communication that will serve them as managers and designers of communication processes, in addition to carrying out communication strategies.

Concentration requirements are fulfilled by selecting 3 courses from one of the two core groupings, and 1 additional course (either from the core grouping that the student has declared, or from the other concentration grouping, or as advised).

Organizational Communication Concentration Courses

COM652 Interactions in Institutional Contexts
COM655 Communication, Work & Organization Life
COM664 Corporate Communication
COM620 Communicating Globally

Strategic Communication Concentration Courses

COM660 Digital & Social Media in Strategic Communication
COM628 New Media & Engagement
COM640 Risk & Crisis Communication in the Public Interest
COM600 Understanding Data in Strategic Communication

b) What are the program’s educational and, if appropriate, career objectives, and the program’s primary student learning outcomes (SLOs)? **NOTE:** *SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as “clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program.”*

- Organizational communication concentration: Apply knowledge of theory and research within the field of organizational communication to understanding and explaining communication phenomena experienced within practical contexts, and proposing courses of action designed to achieve relevant communication-related goals, including those related to adapting to external environments and stakeholders, and those related to integrating activities of internal stakeholders.
- Strategic communication concentration: Apply knowledge of theory and research within the field of strategic communication to understanding, explaining, designing and critiquing communication practices that aim to build and sustain engagement between audiences and message designers, with a particular focus on online platforms, in a variety of social contexts (e.g., health, politics and government, workplaces).

c) How does the program relate to the institution’s and SUNY’s mission and strategic goals and priorities? What is the program’s importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives?

- A strategic goal of SUNY is to promote online learning and to increase the numbers of students graduating across SUNY. Through this proposal the University at Albany will broaden its online offerings to help advance SUNY’s strategic goals in this area.
- The Advanced Certificate program is related to the Department of Communication’s existing MA program. All coursework required for completion of the Advanced Certificate program are applicable to the MA program, should a student wish to continue with graduate studies in the Department to obtain a more advanced educational credential.
- Cultural diversity and international perspectives are threaded through multiple courses available in this certificate program. Each concentration includes at least one course in which these perspectives are prominent; e.g., in the Organizational Communication concentration, COM655 Communication, Work and Organization Life, and COM620 Communicating Globally; and in the Strategic Communication concentration, COM640 Risk and Crisis Communication, and COM628 New Media and Engagement.

d) How were faculty involved in the program’s design?

A core study group of faculty expressing interest in the project of developing an advanced certificate to be delivered online worked to develop a curriculum blueprint, which was shared with the rest of the faculty. This core group continued to work on developing an online orientation to the program. Additional faculty were recruited to participate in the program by developing new coursework. The program development proceeded with the knowledge and support of all department members, whether they were actively involved in the program or not.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program’s design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner’s Regulations for the Profession](#), **append** a side-by-side chart to show how the program’s components meet those external standards. If SED’s Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, **append** a completed form at the end of this document.

N/A

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	0	1-2	1-2	0.5-1.0
2	0	3-4	3-4	1.5-2.0
3	0	5-6	5-6	2.5-3.0
4	0	7-8	7-8	3.5-4.0
5	0	9-10	9-10	4.5-5.0

This advanced certificate program has been developed with the assumption, based on the popularity of the graduate level courses that the Department currently offers offline, that increased flexibility in our course offerings, combined with targeted marketing efforts, can result in 5 years in a 30% increase in our master’s level enrollments. The

certificate may also contribute to MA enrollments, as we anticipate that some number of Certificate holders may elect to continue their studies toward the more advanced educational credential. No new faculty are being hired expressly for the purpose of supporting this program. The courses in the Certificate program, in addition to being offered to the students enrolled in that program, will also be available to non-matriculated graduate students, matriculated MA students, and matriculated doctoral students, thus minimizing risk that courses will be cancelled due to under enrollment by advanced certificate students. Enrollments will be monitored carefully to ensure that sufficient course work is being offered to meet demand, and sufficient seats are available to certificate students.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements, but do not list each General Education course. The certificate program has no prerequisites, other than holding a bachelor's degree from an accredited institution. It has no core course or capstone requirements. Concentration requirements are fulfilled by selecting 3 courses from a core grouping, and 1 additional course (either from the core grouping that the student has declared, or from the other concentration grouping, or as advised).

Organizational Comm. Concentration Course Title	Credits	Strategic Comm. Concentration Course Title	Credits
COM652 Interactions in Inst. Contexts	3	COM660 Digital & Soc Media in Strat Comm	3
COM655 Comm, Work & Org Life	3	COM628 New Media & Engagement	3
COM664 Corporate Communication	3	COM640 Risk & Crisis Communication in the Public Interest	3
COM620 Communicating Globally	3	COM600 Understanding Data in Strat Comm	3
Total required credits: 12			

h) Program Impact on SUNY and New York State

h)(1) Need: What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

Audience: New BA graduates, especially from COM programs, at the University at Albany and other SUNY institutions. Individuals working in communication-related positions. As an online program, this program can serve not only the Capital Region but individuals throughout New York State and beyond.

Need was determined in part by noting the success of online graduate level coursework in our Department, and in part by surveying the SUNY system for comparable programs. We find only two other advanced certificate programs in Communication being offered in the system: one in Integrated Media & Social Networks at Oswego, and one in Health Communications at Stony Brook. These are more specialized than the concentrations we propose in Organizational Communication and Strategic Communication, and are also classroom based rather than online programs. We have chosen Organizational Communication as one of our concentrations based on the fact that it is the single most popular track in our existing MA program. We have chosen Strategic Communication as our other concentration based on the popularity of two of the courses that are options for completing this concentration: COM660 Digital & Social Media in Strategic Communication, and COM628 New Media & Engagement, in addition to what we observe to be to the growing popularity of this area of communication studies at academic institutions across the United States.

This online certificate program will provide an official credit-bearing educational credential from a well-respected, accredited institution. As such it will position jobseekers competitively in comparison to bachelor's-only individuals and will also demonstrate a commitment to professional development for individuals who are already in the workplace and help to position them for advancement. The Graduate Certificate in Communication is a 12 credit (4 three-credit courses) Master's level program with two possible concentrations, Strategic Communication or Organizational Communication. Because the certificate is fully transferrable into the Department's Master's of Arts program, it can serve as a bridge to that program for students who wish to pursue a more advanced educational credential but may be hesitant to commit to a 33 credit program or unable to commit to a graduate level program that is not entirely online. The Certificate offers a blend of theoretical and applied study to prepare participants for the challenges of an ever-changing global society, and to function effectively as communication leaders. The Certificate brings diverse theories and methods to engaging with communication problems and opportunities generated by new technologies and an increasingly interdependent, pluralistic society. Courses in the Certificate offer opportunities to utilize new communication technologies; however, the Certificate is not primarily designed to teach participants specific technical skills. Specific technologies are constantly changing; graduate course work in Communication at the University at Albany is designed to provide students with an understanding of the dynamics of human communication that will serve them as managers and designers of communication processes, in addition to carrying out communication strategies.

h)(2) *Employment:* For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and describe their specific employment needs. If letters from employers support the program, they may be **appended** at the end of this form. As appropriate, address how the program will respond to evolving federal policy on the “gainful employment” of graduates of certificate programs whose students are eligible for federal student assistance.

N/A

Employer	Need: Projected positions	
	In initial year	In fifth year

h)(3) *Similar Programs:* Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED’s Inventory of Registered Programs](#).

A Google search of online certificates in Communication identified that Purdue University offers an online Graduate Certificate in Strategic Communication Management; Villanova University offers five certificates of graduate study, including one in Organizational Communication & Leadership; Walden University offers a Graduate Certificate in Communication; the University of Florida offers a Global Strategic Communication Online Graduate Certificate; and Appalachian State University offers a Strategic Communication Graduate Certificate. There may be others that this search did not uncover; however, this suggests that the market is hardly flooded at this point. Within the SUNY system, only two advanced certificates in Communication were found, neither of which is online, and neither of which concentrates in the same areas of communication as the certificate program proposed here.

Institution	Program Title	Degree	Enrollment
SUNY Oswego	Integrated Media & Social Networks	Adv Cert	From 8 to 1
SUNY Stony Brook	Health Communications	Adv Cert	From 5 to 1

h)(4) *Collaboration:* Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result? N/A

h)(5) *Concerns or Objections:* If concerns and/or objections were raised by other SUNY campuses, how were they resolved? N/A

2.4. Admissions

- a)** What are all admission requirements for students in this program? Please note those that differ from the institution’s minimum admissions requirements and explain why they differ.
- A bachelor’s degree from an accredited institution is required; the degree need not be in Communication.
 - Transcripts of all prior coursework are required.
 - Generally a 3.0 undergraduate GPA is preferred; however, applications are reviewed on a case by case basis and exceptions may made, depending on the trajectory of the applicant’s undergraduate career, the length of time the applicant has since been in the workforce, and the quality of the writing sample provided (see below).
 - A personal statement that addresses:
 - how you expect graduate studies in Communication to be relevant to and supportive of your plans and goals

after you receive your degree;

- what you hope to learn as a graduate student and how that will benefit you; and
- what it is about this Albany program in particular that led you to apply here.

- Writing sample. This can be either a substantial piece of professional writing (for example, a report, a proposal), or piece of writing produced in an academic setting.

b) What is the process for evaluating exceptions to those requirements?

The Communication Department's Graduate Admissions committee evaluates possible exceptions to the GPA requirement.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

This certificate program will be publicized to, among other audiences, the Department of Communication's own undergraduate students and recent graduates, who reflect the increasing racial and ethnic, and socioeconomic diversity of the University at Albany's student body. We will also reach out to other institutions serving diverse student bodies, with a particular focus on the colleges of the CUNY system.

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

Program Specific Resources

Advising. Applications to the Advanced Certificate program are evaluated in the same way as applications to the Department's existing MA program; that is, the application is reviewed by the Graduate Admissions Committee, and if the prospective student is admitted, a full-time tenure-line faculty member is assigned as the student's advisor. At this point, the student will also be directed to complete the Online Orientation to Graduate Study, which includes a material on how advising works in the program (please see below for details). Each semester, students are reminded to contact their advisor in advance of the upcoming semester, either by email, phone, or in person. Advisors recommend course work based on student interests, available courses, and program requirements, and then send authorization to the Communication Department to release the student's AVN and permission numbers for individual courses.

Online Orientation to Graduate Study. The core faculty group responsible for the development of this online advanced certificate program has in development a series of online instructional modules for Blackboard that will introduce students to what we expect of our students and what they can expect from the learning experience in the Advanced Certificate in Organizational or Strategic Communication. These modules cover specific concepts, orientations and skills for successfully completing the graduate certificate program and are specifically aimed at students who are new to graduate study and to online learning. Topics include:

1. What is this program? What are its goals and expected learning outcomes? What is it not?
2. What type of online learning experience is this? How is it structured? What resources are available to help me?
3. How do I get advised, how to register, how do I find out what courses are being offered?
4. What is the difference between undergraduate and graduate study in communication?
5. How do I read a research article?
6. What is meant by "plagiarism" and how can I avoid it
6. What is "research," and what are common methods of research in communication?
8. What is "theory," and why is it useful and important?

Students in the Advanced Certificate in Organizational or Strategic Communication are expected to complete these modules prior to registering for courses in the program. Compliance with this requirement will be monitored by the Department of Communication.

Institutional Resources

Online students have access to the University Libraries whose website includes access to research databases, the libraries' online catalog, & subject guides, which detail important resources to use when researching a certain topic. The library also provides wide range of tutorials and playlists designed to help patrons conduct research on a wide range of topics, including citation styles, evaluating information, analyzing information formats, copyright information, avoiding plagiarism and searching for information. If needed, online students can be provided with physical library materials via USPS.

Technical Resources: University at Albany uses Blackboard Learn to host online courses for all programs. The campus provides technical and instructional support for the faculty and students through professional units in both Information Technology Resources (ITS) and Academic Affairs.

The Information Technology Resources staff manages the Blackboard service and serves as technical support for the faculty and students. The office is staffed M-F 9:00 - 5:00 for phone, walk-in, and web support. Additionally, the University has partnered with [Blackboard Student Support Services](#) to provide 24x7 technical support for the LMS. Faculty and students are able to access online support resources, including instructions, FAQ, and tutorials as well as submit inquiries and help requests by phone and via the Web.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable.**

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

Because there is no capstone or single required core course for the two concentrations of the certificate program, students' attainments of objectives are directly assessed at the level of the course, through instructor evaluation of final papers/projects or through writing-across-the-semester assignments. Please see the attached document, which will be used to guide and report on SLO's for more specifics. Assessment of learning outcomes for the certificate program will be incorporated into the Department's ongoing assessment activities. The results of assessments will be shared with faculty involved in teaching graduate level courses (both online and in traditional classroom formats), and their feedback will be incorporated into subsequent course offerings. Students' perceived success after completion of the certificate program as a whole, and its contribution to the achievement of their employment-related goals will be accomplished by online surveys of students who have completed the program, with approval by IRPE. It is anticipated that these assessments will begin in 2020.

Section 3. Program Schedule and Curriculum

Complete the **SUNY Program Schedule for Certificate and Advanced Certificate Programs** to show how a typical student may progress through the program.

NOTE: *For an undergraduate certificate program, the **SUNY Program Schedule for Certificate and Advanced Certificate Programs** must show **all curricular requirements and the number of terms required to complete them.** Certificate programs **are not required** to conform to SUNY's and SED's policies on credit limits, general education, transfer and liberal arts and sciences.*

EXAMPLE FOR ONE TERM: Program Schedule for Certificate Program

Term 2: Fall 20xx			
Course Number & Title	Cr	New	Prerequisite(s)
ACC 101 Principles of Accounting	4		
MAT 111 College Mathematics	3		MAT 110
CMP 101 Introduction to Computers	3		
HUM 110 Speech	3	X	
ENG 113 English 102	3		
Term credit total:	16		

***NOTE:** For a graduate advanced certificate program, the **SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs** must include all curriculum requirements. The program is **not required** to conform with the graduate program expectations from in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm>.*

a) If the program has fewer than 24 credit hours, or if the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility?
***NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

The courses will be offered on a schedule that will permit registration in 2 courses per semester, thus qualifying students for financial aid, if they wish to apply.

b) For each existing course that is part of the proposed undergraduate certificate or the graduate advanced certificate, **append**, at the end of this form, a catalog description.

c) For each new course in the certificate or advanced certificate program, **append a syllabus** at the end of this document.

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](#) form at the end of this document.

SUNY Program Schedule for Certificate and Advanced Certificate Programs

Program/Track Title and Award: Communication / Organizational Concentration, Advanced Certificate

- Indicate **academic calendar type:** [X] Semester [] Quarter [] Trimester [] Other (describe):
- **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: Fall 1		Term 2: Spring 1	
Course Number & Title	Credits	Course Number & Title	Credits
COM 664 Corporate Communication	3	COM 628 New Media & Engagement	3
OR		OR	
COM 665 Comm, Work & Org Life	3	COM 640 Risk & Crisis Communication	3
Term credit totals:	3	Term 2.5: Summer	
		COM 620 Communicating Globally	3
		Term 2 and 2.5 credit totals:	6
Term 3: Fall 2		Term 4:	
Course Number & Title	Credits	Course Number & Title	Credits
COM 652 Interactions in Institutional Contexts	3	COM 628 New Media & Engagement	3
OR		OR	
COM 664 Corporate Communication	3	COM 640 Risk & Crisis Communication	3
Term credit totals:	3	Term credit totals:	(3)

Program Totals (in credits):
Total Credits: 12

NOTE: The table above shows a student taking one course per semester, including a summer term after the first fall semester, and completing the program in a total of three semesters. Other configurations are possible for students who wish to progress more quickly or who need to progress more slowly.

Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

N/A

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in <http://www.highered.nysed.gov/ocue/lrp/rules.htm>.*

- c) What is the institution's definition of "full-time" faculty?

Full time faculty status is granted to those holding an appointment with 100% time commitment. For a faculty member participating in doctoral level work and research, a full-time teaching load is two courses per semester.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field
PART 1. Full-Time Faculty					
Annis Golden*	25%	COM655	PhD Rensselaer Polytechnic Institute	Communication	
Alan Zemel	25%	COM652	PhD Temple University	Communication	
Masahiro Yamamoto	25%	COM660	PhD Washington State University	Communication	
Piotr Szpunar	25%	COM640	PhD University of Pennsylvania	Communication	
Fan Yang	25%	COM600	PhD Penn State University	Communication	
Part 2. Part-Time Faculty					
Teresa Harrison (O'Leary Professor with a one course per year teaching obligation)	100%	COM628	PhD Bowling Green State University	Communication	
Alan Belasen (full time faculty member at SUNY Empire State College, and part-time lecturer at UAlbany Dept. of Communication; Dr. Belasen typically teaches one course per semester and one summer course)	60%	COM664, COM620	PhD University at Albany	Management	
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date)					
N/A					

Section 5. Financial Resources and Instructional Facilities

a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

Please see below.

b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table

(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
(a) Personnel (including faculty and all others)						
(b) Library						
(c) Equipment						
(d) Laboratories						
(e) Supplies						
(f) Capital Expenses						
(g) Other (Specify):	\$17,000					
(h) Sum of Rows Above						

Notes: As indicated above in the response to question 2.3.f, no new faculty are being hired expressly for the purpose of supporting this program. Courses in the program will be open to non-matriculated graduate students, matriculated MA students, and matriculated

doctoral students, thus minimizing risk that courses will be cancelled due to under enrollment by advanced certificate students. Thus, the enrollments in the proposed advanced certificate program represent, in terms of Program Expenses, a 30% expansion of the Department's MA level student enrollment, with no new expenses for categories (a) through (f) above. The expenses associated with the program are limited to those incurred before its launch, with funding from the Provost's Office as part of the Online Teaching and Learning Initiative. A total of \$17,000 has been awarded to the Department of Communication to date (plus an additional \$8,000 toward promotional costs, pending program approval and coordination with other institutional efforts to promote online programs). These funds underwrote individual course development, curriculum development, and development of the online orientation modules described in more detail in the response to question 2.5 above. Funding to complete the development of the program's components is pending.

Section 6. Library Resources

NOTE: This section does not apply to certificate or advanced certificate programs.

Section 7. External Evaluation

NOTE: This section does not apply to certificate or advanced certificate programs.

Section 8. Institutional Response to External Evaluator Reports

NOTE: This section does not apply to certificate or advanced certificate programs.

Section 9. SUNY Undergraduate Transfer

NOTE: This section does not apply to certificate or advanced certificate programs.

Section 10. Application for Distance Education

- a) Does the program’s design enable students to complete 50% or more of the course requirements through distance education? [] No [X] Yes. If yes, **append** a completed SUNY Distance Education Format Proposal at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program’s design enable students to complete 100% of the course requirements through distance education? [] No [X] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

NOTE: This section does not apply to certificate or advanced certificate programs.

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 5 and Section 10 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program’s components meet the requirements of specialized accreditation, <u>Commissioner’s Regulations for the Profession</u> , or other external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of the Professions (OP) requires a specialized form, if required by OP	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
	For all programs, a plan or curriculum map showing the courses in which the program’s educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
	For all programs, a catalog description for each existing course that is part of the proposed program	Section 3, Item (b)
	For all programs, syllabi for all new courses in the proposed program	Section 3, Item (c)
	For programs requiring external instruction, <u>External Instruction Form</u> and documentation required on that form	Section 3, Item (d)
	For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a <u>Distance Education Format Proposal</u>	Section 10

**Student Learning Outcomes Annual Report
Department of Communication
2018-2019**

Degree program: Communication – Advanced Certificate

Last program review 2013-2014

Learning Objective	Course or Level of Assessment	How Assessed	Date of Assessment	Noteworthy Results	Changes / Planned Changes
<p>1. Learning objectives <u>being assessed during the current reporting year.</u></p> <p>(a) Organizational communication concentration: Apply knowledge of theory and research within the field of organizational communication to understanding and explaining communication phenomena experienced within practical contexts, and proposing courses of action designed to achieve relevant communication-related goals, including those related to adapting to external environments and stakeholders, and those related to integrating activities of internal stakeholders.</p> <p>(b) Strategic communication concentration: Apply knowledge of theory and research to understanding, explaining, designing and critiquing communication practices that aim to build and sustain engagement between audiences and message designers, with a particular focus on online platforms, in a variety of social contexts (e.g., health, politics and government, workplaces).</p>	<p>Because there is no capstone or single required core course for each concentration in the certificate program, student's attainments of objectives are directly assessed at the level of the courses they complete.</p> <p>In 2018-2019, all courses offered to certificate students will be assessed; assessments will continue until all courses listed on the curriculum map have been assessed.</p>	<p>Direct assessment: through instructor evaluation of final papers/projects or through writing-across-the-semester assignments.</p> <p>Indirect assessment: SIRFs with additional questions aimed at the online instructional experience</p> <p>Indirect assessment: Students' perceived success after completion of the certificate program as a whole, and its contribution to the achievement of their employment-related goals will be accomplished by online surveys of students who have completed the program, with approval by IRPE. It is anticipated that these assessments will begin in 2020.</p>	<p>Fall 2018 and Spring 2019</p> <p>Fall 2018 and Spring 2019</p>	<p>Numeric results (combined from Fall and Spring): Number of students who exceeded expectations (received grades on the assessment instruments of B+ or better); number of students who met expectations (number of students who received grades on the assessment instruments of B); number of students who approached expectations (i.e., passed but with a grade of B-); number of students who did not meet expectations (received grades lower than B-)</p>	<p>The results of assessments will be shared with faculty involved in teaching graduate level courses (both online and in traditional classroom formats), and their feedback will be incorporated into subsequent course offerings.</p>

Graduate Bulletin Descriptions for all courses that can be used as part of the Advanced Certificate in Communication (please see Form 2C, section 2.3.g. for distribution requirements for the concentration in Organizational Communication and the concentration in Strategic Communication).

COM 600 Understanding Data in Strategic Communication

This course is designed to provide a broad examination of data in strategic communication within a social science framework. Throughout this course, you will be introduced to data analytic techniques that are appropriate for addressing a variety of key questions in strategic communication. Using a variety of software, students will learn how to effectively retrieve, manage, visualize, analyze, and interpret data, which are high-demanded skills in almost every industry using data to guide their decision-making processes.

COM 620 Communicating Globally

Cultural values in different nations, and how those values influence management decisions and organizational practices. Culturally sensitive leadership, effective intercultural communication in organizational contexts, leading cultural change in organizations.

COM 628 New Media and Engagement

New media technologies and strategies for building and sustaining engagement with websites or other media applications in commercial, social, cultural, political, government, workplace, and health related contexts.

COM 640 Risk & Crisis Communication in Public Contexts

The purpose of this course is to provide students with theoretical and applied tools from which to carry out and critically assess risk and crisis communication practice. The course addresses constructions of risk and crisis, risk perception, messaging strategies, visual communication, ethics, inequality, communication campaigns, and the politics of crisis. The organizational contexts are primarily those of public/governmental, non-governmental, and grassroots organizations and the topical foci include issues of environmental, health, security, social, and technological risk/crisis. Students will carry out both academic tasks, such as critique and assessment) as well as a variety of applied projects.

COM 652 Interactions in Institutional Contexts

This course focuses on how people organize their activities through talk and how organizations shape the ways people communicate. The course introduces conversation analytic approaches to researching different kinds of institutional settings.

COM 655 Communication, Work & Organization Life

This course examines how individuals negotiate their relationships with organizations – primarily as employees of organizations, but also as consumers of services offered by organizations. Topics include organizational controls, employee identification and resistance, and the management of work and personal-life interrelationships, including the impact of new information and communication technologies. Organizations are considered as sources of identity, sites for entertainment and socializing, sites for enacting spirituality and religion, sources of social relationships and support, and substitutes for different aspects of family (e.g., mentor-parents; co-worker spouses). Relationships of external stakeholders to organizations are also considered, focusing on consumers of health care services. In this

context, external organizational communication by healthcare organizations, individual encounters with healthcare systems, and the impact of health information technology will be addressed.

COM660 Digital and Social Media in Strategic Communication

Theoretical, conceptual, and managerial understandings of strategic communication in digital and social media platforms, with a specific interest in content creation and promotion. Areas examined include marketing communication, advertising, and public relations in online platforms. Applied communication tactics in digital media marketing and other contexts.

COM 664 Corporate Communication

Corporate communication as a strategic area of management and as an academic field of study. Topics include the function of corporate communication, building strong identity and managing corporate image using mass advertising and public relations, communication strategies to deal with shareholders and other important constituencies, developing internal communication programs, and responding to corporate crises.

Syllabi for New Courses

COM 600 Understanding Data in Strategic Communication

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The purpose of this course is to provide students with theoretical and applied tools from which to carry out and critically assess risk and crisis communication practice. The course addresses constructions of risk and crisis, risk perception, messaging strategies, visual communication, ethics, inequality, communication campaigns, and the politics of crisis. The organizational contexts are primarily those of public/governmental, non-governmental, and grassroots organizations and the topical foci include issues of environmental, health, security, social, and technological risk/crisis. Students will carry out both academic tasks, such as critique and assessment) as well as a variety of applied projects.

COM600: UNDERSTANDING DATA IN STRATEGIC COMMUNICATION

University at Albany
Department of Communication

Instructor: Fan Yang, Ph.D.

Office: SS 375

Online office hours: Thursday 3:00PM – 4:00PM via Skype (and by appointment)

Email: fyang@albany.edu

Course Description

Strategic communication involves using research to make decisions – often big decisions with big price tags. This course provides students with the tools to outline, execute and evaluate strategic communication research. The primary focus is on using research for public relations/advertising programs and campaign management – planning, monitoring and evaluating. Standing at the very heart and heart and soul of quantitative strategic research is data, which allows you to look inside the box of decision-making in strategic communication. But looking inside the box doesn't mean tearing into the wrapping paper without any delicacy. Data analytics involves strategy, reflection, and interpretation. There are many steps involved in the analysis of data – everything from obtaining the data, deciding the appropriate analysis strategy, interpreting results, and visualizing/presenting them on a paper. This course is designed to provide you with a broad examination of all of these steps within a social science framework, with an eye toward introducing you to the many types of decisions that data analytics involves and familiarizing you with the tools that are appropriate for addressing a variety of research questions in strategic communication.

Required Textbook

Bryman, A., & Cramer, D. (2011). *Quantitative data analysis with IBM SPSS 17, 18 & 19*. New York: Routledge.

Journal Articles as Practice Demonstrations

Evaluation

Exam 1: Online via Blackboard (30%)

Exam 2: Online via Blackboard (30%)

Final Exam/Paper: Online via Blackboard (30%)

Practice Problems (10%)

Components of Evaluation

Exams

Two in-class exams will be administered during the course of the semester. **These exams will be open-book, open-note, but they will be completed individually within 3 hours on Blackboard.** These exams will ask you to apply the concepts that have learned thus far in the course, to justify your decisions in analysis, to present your data, and to interpret others' research.

There are several aspects of the exams that are worth noting:

- Although the exams are open-book and open-note, it is imperative that you prepare for the exams by reviewing course materials, exercise problems, and your texts. If you do not prepare, you run the very real risk of not having enough time to complete the exam.
- These exams (including the final exam) are cumulative. That is, the 2nd exam and the final exam/paper will build on information covered in earlier sections of the course.

Final Exam/Paper

The final exam/paper is the culmination of all materials covered in the class. For this final exam you will be given the raw data for a study, a copy of the questionnaire/instrument employed, a description of the basic design of the study, and a series of hypotheses or research questions. Your final exam will involve setting up the data file, manipulating the data in a way dictated by the hypotheses/research questions of interest, analyzing the hypotheses/research questions, and writing up the results in a journal format that would be acceptable to most major journals in the discipline. When you turn in your final exam/paper, the following materials must be included: 1) your results section; 2) the final data file that you employed; 3) your syntax file, presented in order of the analyses that you conducted. This exam will be distributed on the last day of class.

“Exercises”

Because comfort and skill in data analysis increase dramatically with practice, every week’s course material will include “exercises”. The “exercises” will require you to apply the skills that you learned from lectures and from your texts, to interpret results reported by other authors, and to illustrate your decision-making in the data analysis process. In short, they will require that you become a data analyst and explain your reasoning.

These exercises will not be graded. However, my recommendation is that you complete the exercise problems as if you were receiving a grade on it, and subsequently check your answers – first with classmates and then with the answers that I provide. Of course, whether or not you choose to do the “exercises” is up to you, but working through the problems provided will not only help you prepare for the exams, it will also increase your ability and confidence.

Practice Problems

Although working through the exercise problems will provide you with good practice, it is my experience that the act of creating practice problems further enhances familiarity and expertise. Consequently, after each class session (beginning with the 2nd week of class) you will be expected to submit your own practice problem (and answers) onto the Blackboard website OR respond to a classmate’s posting (alternate weeks for submissions/ responses).

- On the weeks you’re submitting a problem: Practice problems and answers can be modeled after the exercise problems, or they can be of your own creation. You can work on these with a classmate, but each person must submit a different practice problem. I have provided examples on Blackboard to start you off. **Practice problems are due by Monday at 5 pm on Blackboard.**
- On the weeks you’re responding: You should log into Blackboard and select a post that has not yet received a response. You should indicate that you are posting a class response, and then you should proceed to write your comments. What are you looking for? You should be looking to see if there are errors in the practice problem, if there are questions that remain, or if there are issues that are unclear. You can also provide positive feedback on a problem that’s well done! **Responses are due by Wednesday at noon on Blackboard.**

Aside from the work that is for credit, you should make it a habit to look at all of the practice problems, noting if there are any errors (or thanking them for a good problem!).

Each problem and response that you submit is worth 1 point. I will not be providing comments on these, but will be randomly checking to see that they are being done well. If I see that the problems reflect carelessness or lack of effort, I will let you know so that points won't be deducted. **Late practice problems or responses will never be accepted, so don't wait until the last minute to do these.** Please know that I may use these practice problems in future courses (with due acknowledgement), so don't create practice problems that you feel are proprietary (e.g., that use data that you don't want to share, etc.).

- People with last names beginning A – J: Practice Problems due for weeks 2, 4, 7, 10, and 13 (for response weeks, see below)
- People with last names beginning K – Z: Practice Problems due for weeks 3, 5, 9, 11, 11, and 14 (for response weeks, see above)

Grading Scale

A = 93-100%; A- = 90- <93%; B+ = 87- <90%; B = 83- <87%; B- = 80- <83%; C+ = 77- <80%; C = 73- <77%; C- = 70- <73%; D+ = 67- <70%; D = 63- <67%; D- = 60- <63%; E = <60%.

General Policies

Late work. Late work is accepted with my PRIOR PERMISSION only. **Faulty computer equipment does not constitute a valid reason for late work.** No credit will be given for unexcused late work. So that we can get the most out of lecture, students are expected to complete any reading assignments prior to each week's class online.

Contacting your instructor. It is very important that everyone feel completely free and comfortable to ask questions and contribute to class discussions on Blackboard. I never consider your questions misplaced or misinformed, and you should understand that if you have a question or need clarification, you are most certainly not alone. If you can't make it to my office hours, I will be happy to answer simple questions via email, usually within 24 hours during the week and 48 hours on the weekend. I will not answer emails if the answer is on the syllabus. I will also not answer any email asking if something is "on the test." Complex questions and explanations should be handled during online face-to-face, or at least voice-to-voice communication.

Academic Integrity

Academic integrity will be strongly enforced in this course. The University's Academic Regulations prohibits cheating, plagiarism, or disruption of class. Penalties can range from failing grades on exams or written assignments, to a failing grade for the course, and/or referral of the case to the Dean of Undergraduate Studies for disciplinary action (which could result in probation, suspension or even dismissal from the University). Please check the University's Standards of Academic

Integrity: http://www.albany.edu/undergraduate_bulletin/regulations.html.

It is recommended that you complete the Library's online tutorial on how to avoid plagiarism.

COLLABORATING ON EXAMS THAT ARE MEANT TO BE DONE INDIVIDUALLY IS CONSIDERED CHEATING.

BLACKBOARD

Blackboard will be used in the administration of this course. Any changes to the course schedule, in addition to other announcements, will be posted on Blackboard, so students are encouraged to check in often. I routinely communicate with the class through Blackboard's mail function – please make sure your Blackboard mail account is forwarded to your preferred email account if you do not check Blackboard often.

Research Participation

From time to time, I hear about opportunities for students to participate in faculty or graduate student research. As students of research, I believe these opportunities represent a valuable means of expanding your knowledge of the research process. Students may participate in up to 3 research opportunities for extra credit – the points will be added to your exam grades.

NOTE TO STUDENTS WITH DISABILITIES: University at Albany welcomes students with disability into the University's education programs. Any student with a disability-related need to arrange reasonable academic accommodations must contact Disability Resource Center (BA 120, 1400 Washington Avenue, Albany, NY 12222, Phone: 518-442-5490) at the beginning of the semester. In addition to registering with Disability Resource Services, it is the student's responsibility to discuss their needs with the instructor in a timely manner. □

Tentative Schedule

The tentative course outline is listed below. If changes in the schedule are necessary, they will be announced on Blackboard and you will be held responsible for such changes.

Topics			Required Readings
Week 1	23-Jan	Introduction Data Retrieval	BC: Chapter 2
Week 2	30-Jan	Managing Data Hypothesis Testing	BC: Chapters 1, 3
Week 3	6-Feb	Descriptive Statistics	BC: Chapters 4, 5, 6; Sparks; Donthu
Week 4	13-Feb	T-tests	BC: 170-176; 184-186
Week 5	20-Feb	Chi-Squares	BC: 147-154; 195-209; Davis
Week 6	27-Feb	Exam 1	
Week 7	6-Mar	One-way ANOVA and Post-hocs	BC: 177-183
Week 8	13-Mar	Spring Break	
Week 9	20-Mar	Factorial ANOVA	BC: 243-258; Lavine

Week 10	27-Mar	Repeated-Measures ANOVA	BC: 187-192; 267-276; Anderson
Week 11	3-Apr	MANOVA and ANCOVA	BC: 258-267
Week 12	10-Apr	Exam II	
Week 13	17-Apr	Correlation and Regression	BC: 209-222; 227-240
Week 14	24-Apr	Regression Continued	BC: 296-309
Week 15	1-May	Factor Analysis and Scale Development; Final exam distributed and explained	BC: Chapter 11

COM 640
Risk and Crisis Communication in the Public Interest

INSTRUCTOR INFORMATION

Instructor: Piotr Szpunar
Email: pszpunar@albany.edu
Virtual Office hours: By Skype, Date/Time TBD

COURSE DESCRIPTION

The purpose of this course is to provide students with theoretical and applied tools from which to carry out and critically assess risk and crisis communication practice. The course addresses constructions of risk and crisis, risk perception, messaging strategies, visual communication, ethics, inequality, communication campaigns, and the politics of crisis. The organizational contexts are primarily those of public/governmental, non-governmental, and grassroots organizations and the topical foci include issues of environmental, health, security, social, and technological risk/crisis. Students will carry out both academic tasks, such as critique and assessment) as well as a variety of applied projects.

COURSE REQUIREMENTS

All of the course lectures, lessons, and other resources are available on Blackboard and all activities and assignments will be submitted or conducted through Blackboard. Thus, you are required to have regular and reliable computer and internet access.

For Help with Blackboard visit [UAlbany's Blackboard Wiki](#).

REQUIRED TEXTS

All required texts for this course are available to download on Blackboard.

COURSE OBJECTIVES

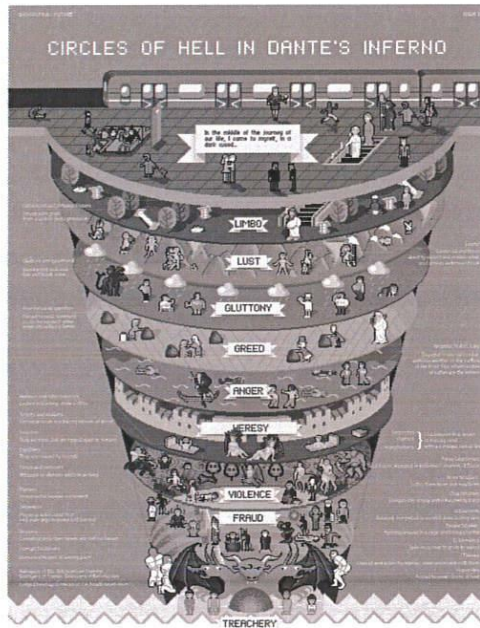
The primary goals of this course include, that students

- Understand and utilize various theories of risk and crisis communication in practice
- Critically analyze the risk and crisis communication campaigns of public and private organizations, identifying key shortcomings and strengths
- Research issues and events and identify the key problems related to risk and crisis therein
- Craft effective risk and crisis communication, in written, verbal, and visual form
- Formulate and prepare guides for organizations that take into account issues of inequality and justice

COURSE POLICIES

ACADEMIC HONESTY

The University takes this very seriously. Notice where Dante places “Fraud” in his inferno:



Source: <http://visualizing.org/visualizations/circles-hell-dantes-inferno>

Plagiarism includes: paying for someone else to write a paper or finish an assignment; using someone else's research or ideas without properly acknowledging them, whether this is done through direct quotes (word for word) or paraphrasing (summing up another's thoughts, research, evidence, ideas, etc.); presenting anybody else's work as your own. ***Plagiarism will result in an automatic failing grade for the assignment and possibly the course.*** This also goes for cheating on any tests (i.e., using unauthorized materials during an examination).

If you are at any time unsure about what constitutes plagiarism, please talk to the instructor. Here are some additional [Tips for Avoiding Plagiarism](#).

It is your responsibility to be familiar with the University's [Code of Student Conduct](#) and [Standards of Academic Integrity](#).

DISABILITY SERVICES & ESL

The instructor will honor any requested accommodation based on disability that has gone through the University. If English is not your primary language, please inform the instructor.

LATE ASSIGNMENTS, RE-GRADING REQUESTS

Late assignments

- Technologies fail or breakdown. But we've lived with them long enough now to know to back-up regularly, use Dropbox, etc.
- Talk with the instructor well in advance if an extension is needed.
- For time-sensitive assignments (e.g., weekly discussion posts/reading reflections) **late submissions WILL NOT be accepted.**
- For other assignments (e.g., press release, campaign poster) every day late loses a **THIRD OF A LETTER GRADE** (e.g., A- to B+ to B, etc.)

Re-Grading

- I accept requests for re-grading. I'm only human and mistakes are made. However, at times these mistakes occur in your favor. So, if you'd like a re-grade I will re-assess the entire assignment, not only the points you find unfavorable. This may result in a lower grade.
- **NB:** asking for a re-grade will absolutely NOT be taken into account in the re-grading process.

ASSIGNMENTS & GRADING

Weekly Reading Quizzes:	10%
Online Group Discussion:	10%
Analytic Assignments:	20%
Individual Risk Campaign Project	
Press Release:	10%
Poster:	15%
Final Group Crisis Communication Plan	
Crisis Communication Plan	20%
Powerpoint Presentation	10%
Peer Evaluation	5%

GRADING SCALE:

A 93–100	A- 90–92.9	B+ 87–89.9	B 83–86.9	B- 80–82.9	C+ 77–79.9
C 73–76.9	C- 70–72.9	D+ 67–69.9	D 63–66.9	D- 60–62.9	E 59.9 or below

FORMAT FOR ALL ASSIGNMENTS

- Double-spaced
- 1" margins all around
- 12pt Times New Roman
- For proper citations use [APA](#). This style guide has everything you need to get this right. Just read it.
- *Submit everything by e-mail unless otherwise instructed.*

COURSE SCHEDULE

PART I – UNDERSTANDING OF RISK & CRISIS COMMUNICATION

Week 1 – Consensus, Care, and Crisis: An Introduction to Risk and Crisis Comm

Reading:

Lundgren, R.E. & McMakin, A.H. (2013). Chapter 1 in *Risk Communication: A Handbook for Communicating Environmental, Safety, and Health Risks*, pp. 1-7

Assignments:

Online Discussion: Define Risk, Define Crisis

Week 2 – What is Risk/Risk Society?

Reading:

Yates, J. (2003). An Interview with Ulrich Beck on Fear and Risk Society. *The Hedgehog Review* 5(3): 96-107

Turner, B.S. (2006). Risk in *The Cambridge Dictionary of Sociology*, pp. 524-525

Assignments:

Quiz

Online Discussion: Refine definitions from week 1

Week 3 – Crisis: The War on... (Drugs, Crime, & Terrorism)

Reading:

Lakoff, G. & Johnson, R. (1980/2003). Chapter 1 in *Metaphors We Live By*, pp. 3-6

Alexander, M. (2012). The Color of Justice in *The New Jim Crow*, pp. 97-140

Bell, G. (2017, July 25). Moving Ad Captures “The Talk” Every Black Parent Has With Their Kids. Salon.com

Listen: “This American War on Drugs” (Aug. 25, 2017). *On The Media*

Assignments:

Quiz

Online Discussion: The Risk of Crises

Week 4 – Risk Perception/Mental Models Approach

Reading:

Ropeik, D. (2010). Chapter 3 in *How Risky is it Really? Why Our Fears Don't Always Match the Facts*, pp. 65-134

Hull, S.J. et al. (2013). Using Theory to Inform Practice. *Social Marketing Quarterly* 19(3): 139-155.

Terry, C.P. & Terry, D.L. (2016). Distracted Driving Among College Students: Perceived Risk Versus Reality. *Current Psychology* 35: 115-120

Assignments:

Quiz

Online Discussion: On Hull et al. (2013)
Analytic Assignment #1

Week 5 – Media and Amplification/Constructivist Approach

Reading:

Bruggess, A. (2015). Social Construction of Risk, in H. Cho, T. Reimer, and K.A. McComas (eds.) *SAGE Handbook of Risk Communication*, pp. 56-68

Kasperson, R.E. et al. (1988). The Social Amplification of Risk: A Conceptual Framework," *Risk Analysis* 8(2): 177-187

Cottle, S. (1998). Ulrich Beck, "Risk Society," and the Media: A Catastrophic

View?

European Journal of Communication, 13(1): 5-32

Assignments:

Quiz

Online Discussion: On Case Study (Crime and Cultivation)

PART II – MECHANICS OF RISK & CRISIS COMMUNICATION

Week 6 – Mobilizing Networks

Reading:

Broad, G. (2016). Networks, Narratives, and Community Action in *More Than Just Food: Food Justice and Community Change*, pp. 16-32.

Cox, R. (2013). Public Participation in Environmental Decisions in *Environmental Communication and the Public Sphere*, pp. 83-110

Assignments:

Quiz

Week 7 – Messaging Strategies and Ethics

Reading:

Walaski, P. (2011). Chapters 5 & 6 in *Risk and Crisis Communications: Methods and Messages*, pp. 55-100

Thaler, R.H. & Sunstein, C.R. (2008). Introduction in *Nudge: Improving Decisions About Health, Wealth, and Happiness*, pp. 1-14

Joshi, A. (2016, Jan. 25). The Dangers of "See Something, Say Something," [*Huffington Post*](#)

Assignments:

Quiz

Press Release Assignment

Week 8 – (In)numeracy

Reading:

Gigerenzer, G. (2002). Chapters 3 & 12 in *Calculated Risks: How to Know When the*

Numbers Deceive You, pp. 23-38, 201-210

Nelson, D.E., Hesse, B.W. & Croyle, R.T. (2009). Chapter 4 in *Making Data Talk: Communicating Public Health Data to the Public, Policy Makers, and the Press*, pp. 120-167

Bergstrom, C.T. & West, J. (2017). "[Misleading Axes](#)" and "[Proportional Ink](#)" in *Calling Bullshit*

Assignments:

Quiz

Analytic Assignment #2

Week 9 – Visualizing Risk

Reading:

Sebeok, T. (1985). Pandora's Box: How and Why to Communicate 10,000 Years into the Future

O'Neill, S. & Nicholson-Cole, S. (2009). "Fear Won't Do It": Promoting Positive Engagement with Climate Change Through Visual and Iconic Representations. *Science Communication* 30(3): 355-379

The RiotID Pocket Book. <http://riotid.com>

Assignments:

Quiz

Poster Assignment

Week 10 – Social Media in Crisis

Reading:

Rasmussen, J. & Øyvind, I. (2017). Risk, Crisis, and Social Media: A Systematic Review of Seven Years' Research. *NORDICOM Review* 38(2): 1-17.

Roche, S., Propeck-Zimmermann, E. & Mericskay, B. (2013). GeoWeb and Crisis Management. Issues and Perspectives of Volunteered Geographic Information. *GeoJournal* 78(1): 21-40.

Gunaratna, S. (2016, Sept. 19). The tech that went into catching the NY, NJ bomb suspect. [CBS News](#).

Feldman, B. (2016, Sept 19). New Yorkers just received a terrible Emergency Alert. [NY Mag](#).

Assignments:

Quiz

Week 11 – Challenges: Doubt, "Fake News!" & "Crisis Actors"

Reading:

Oreskes, N. & Conway, E.M. (2010). Doubt is Our Product in *Merchants of Doubt*, pp. 10-35.

Chokshi, N. (2018, Feb. 24). "Crisis Actor" is Not a New Smear. The Idea Goes Back to the Civil War Era. *New York Times*.

Coll, S. (2017, Dec. 11). Donald Trump's "Fake News" Tactics. *The New Yorker*.

Assignments:

Quiz
Online Discussion: Challenges to Risk and Crisis Communication
Analytic Assignment #3

PART III – CRISIS, TECHNOLOGY, & SOCIETY

Week 12 – Moral Panics! (Mainly) Sex, Tech, & Rock n’ Roll

Reading:

- Goode, E. & Ben-Yehuda, N. (2009). Chapters 2 & 3 in *Moral Panics*, pp. 34-72
- Thomas, D. (2004). Rethinking the Cyberbody: Hackers, Viruses, and Cultural Anxiety. In M. Sturken, D. Thomas, & S.J. Ball-Rokeach (Eds.) *Technological Visions*, pp. 219-230
- Marwick, A. E. (2008). To Catch a Predator? The MySpace Moral Panic. *First Monday* 13, (6)
- Wright, R. (2000). “I’d Sell You Suicide”: Pop Music and Moral Panic in the Age of Marilyn Manson. *Popular Music*, 19(3): 365-385.
- Draper, N.R.A. (2012). Is Your Teen at Risk? Discourses of Adolescent Sexting in United States Television News. *Journal of Children and Media*, 6(2): 221-236.

Assignments:

Quiz
Analytic Assignment #4

Week 13 – Finance and Crisis Capitalism

Reading:

- Marazzi, C. (2010). *The Violence of Financial Capitalism*. Los Angeles: Semiotext(e), selections
- Bennett, L.W. & Segerberg, A. (2011). Digital Media and The Personalization of Collective Action (Social Technology and the Organization of Protests Against the Global Economic Crisis). *Information, Communication & Society* 14(6): 770-799.
- Watch: Eaton, A. & Cooke, A. (Producers) & Winterbottom, M. & Whitecross, M. (Directors) (2009). *The Shock Doctrine* (Motion Picture). UK: Renegade Pictures.

Assignments:

Quiz

Online Discussion: Review *Shock Doctrine*

Week 14 – Global Refugee Crisis

Reading:

Harney, N. (2013). Precarity, Affect and Problem Solving with Mobile Phones by Asylum

Seekers, Refugees and Migrants in Naples, Italy. *Journal of Refugee Studies* 26(4): 541-557.

Ram, A. (2015, Dec. 5). Smartphones Bring Solace and Aid to Desperate Refugees.

Wired.

The Importance of Mobile For Refugees. (2017). [GSMA](#).

Assignments:

Quiz

Online Discussion: Global Crisis, Local response

Week 15 – Unnatural Disasters

Reading:

Levitt, J.I. & Whitaker, M.C. (2009). *Hurricane Katrina: America's Unnatural Disaster*.
Selections.

Katrina: An Unnatural Disaster. [Katrinamedia.org](#).

Assignments:

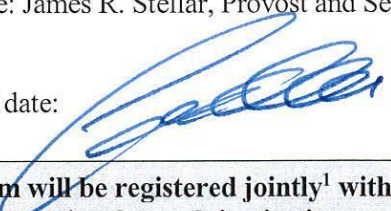
Complete Final Group Project



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. 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	
a) Institutional Information	Institution's 6-digit SED Code : 210500
	Institution's Name: University at Albany SUNY
	Address: <i>1400 Washington Ave, Albany, NY 12222</i>
b) Registered or Proposed Program	Program Title: Online Graduate Certificate in Organizational or Strategic Communication
	SED Program Code : 15128
	Award(s) (e.g., A.A., B.S.): Advanced Certificate
	Number of Required Credits: Minimum [12] If tracks or options, largest minimum []
	HEGIS Code : 0601
	CIP 2010 Code : 09.0101
c) Distance Education Contact	Name and title: Jon Bartow, Vice Dean for Graduate Education Telephone: 518 437 5062 E-mail: jbartow@albany.edu
d) Chief Executive or Chief Academic Officer Approval	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. <i>E-signatures are acceptable.</i> Name and title: James R. Stellar, Provost and Senior Vice President for Academic Affairs Signature and date:  4/20/18
If the program will be registered jointly¹ with one or more other institutions, provide the following information for <u>each</u> institution:	

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

Partner institution's name and 6-digit [SED](#) Code:

Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):

Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	0	1 - 2		0.5 - 1
2	0	3 - 4		1.5 - 2
3	0	5 - 6		2.5 - 3
4	0	7 - 8		3.5 - 4
5	0	9 - 10		4.5 - 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.) *NOTE: See SUNY policy on credit/contact hours and SED guidance.*

1 hour per week per credit

- 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?

100% of the Graduate Certificate program will be offered in Distance Education format.
Yes, students will be able to complete 100% of the program online.

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

20

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 requirements for completion of the Online Graduate Certificate in Organizational or Strategic Communication will be available in the Graduate Bulletin and on the UAlbany Department of Communication website. Program completion requirements will be specified.

- The nature of the learning experience

We are developing a series of online instructional modules for Blackboard that will introduce students to what we expect of them and what they can expect from the learning experience in the Online Graduate Certificate in Organizational or Strategic Communication. These modules specific concepts, orientations and skills for successfully completing the graduate certificate program. Students in the Online Graduate Certificate in Organizational or Strategic Communication are expected to complete these modules prior to registering for courses in the program. Compliance with this requirement will be monitored by the Department of Communication.

- Any specific student background, knowledge, or technical skills needed

While we hope that students with prior background in communication will seek to apply to the Online Graduate Certificate in Organizational or Strategic Communication, it is not a requirement. Students must have access to computing technology and be technically competent to access the UAlbany website and Blackboard.

- Expectations of student participation and learning

Students in the Online Graduate Certificate in Organizational or Strategic Communication will be expected to meet the minimum admission requirements into the MA program. Furthermore, students will be expected to perform according to the standards we use for all of our graduate courses, online or in-class. Expectations of student participation and learning will be clearly articulated in the syllabus for each course offered.

- The nature of interactions among faculty and students in the courses.

Most interactions among faculty and students will be through Blackboard and email. Additionally, at the instructor's discretion, faculty may engage with students through text messaging/SMS, video conferencing, telephone and when appropriate face-to-face conferencing.

- Any technical equipment or software required or recommended.

Connectivity to MyUAlbany and Blackboard at UAlbany is required, necessitating that students have access to web-enabled devices such as tablets or computers.

- 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?

All UAlbany students have a personal account through MyUAlbany. The University uses this online portal to provide information and support to all students concerning advising, finances, access to library resources and email.

Technical support is provided to faculty, students and staff by the Information Technology Services (ITS) Help Desk team. The Help desk provides support in person, by phone and through online channels (email, web form, remote assistance). The Help Desk is staffed from 8:30 am to 5:00 pm Monday through Friday. When the Help Desk is closed, students are able to access online support resources, including instructions, FAQ, and tutorials via the UAlbany website. Additionally, students can submit inquiries and help requests by phone and via the Web.

The campus provides technical and instructional support for the faculty and students through professional units in both Information Technology (ITS) with its Educational Technology Center (ETC), and Academic Affairs.

- ITS Service Desk

Both phone messages and online requests are logged electronically by ITS. This allows the HelpDesk staff to respond to requests the following business day and maintains a record of communication and resolution of technical support incidents. <https://www.albany.edu/its/help-request.html>

- The Educational Technology Center (ETC)

ETC is a central hub providing access to a range of IT services, including educational technology consulting for classroom and online teaching, video recording services, test scanning, classroom technology support, and assistance with learning management systems like Blackboard, VoiceThread and Ensemble Video.

- AskIT Wiki

Self-help resources are available on the AskIT Wiki and provides procedural and tutorial assistance with the full range of UAlbany Information Technology Services at:

<https://wiki.albany.edu/display/public/askit/Information+Technology+Services+askIT>

- 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.

Application and information concerning admission is fully available online at www.albany.edu/admissions. Once admitted, the UAlbany welcome webpage and MyUAlbany provide follow-up information for students to prepare for classes and student life.

Students register for UAlbany online courses through their MyUAlbany online portal.

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

In addition to University resources, we are developing a set of online modules that will introduce all incoming graduate students, especially those who are enrolling in our online certificate program, to our expectations regarding graduate study, how to read academic literature, a basic introduction to what theory and methodology are in Communication studies, and so on. These modules provide a basic blueprint of concepts students must know and expectations students must share for successful completion of the Certificate program.

The Graduate School offers a list of resources for graduate students at:

<https://www.albany.edu/graduate/student-resources.php>

The Graduate School Office provides online orientation resources as well at

https://www.albany.edu/graduate/assets/Graduate_Student_Orientation.pdf

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.

Many of the courses in the online program have been offered as face-to-face courses, usually by the same faculty. Some of the courses are already being offered as or are under development as online courses in our graduate program. There are two new courses that are designed as online courses. We are following the same internal review and external approval of these courses as per all new courses in the department. The instructors have available to them the resources offered by ITLAL for course development.

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

Yes. These courses are offered on a regular semester-based calendar that would allow students to complete the program within 1 to 1.5 years.

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

Our faculty are experienced in online teaching. Additionally, when we hire new faculty, we look to see that they have experience in online teaching. We will encourage new faculty without experience to take training through ITLAL before their courses can be offered or taught by that faculty.

- 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 will be accomplished online, as organized by the instructor. Blackboard offers discussion boards, wikis, blogs and is integrated with VoiceThread technology. There is excellent Blackboard training and support for the use of these technologies here at UAlbany. Faculty are trained in the importance of appropriate and timely interaction and feedback to students. Courses are designed around a pedagogical model that promotes student-faculty, student-student and student-content interaction.

- 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?

The University at Albany utilizes two layers of authorization and authentication for students who participate in online learning. Students are required to establish an account and to log in to the University password-protected domain using the NETID protocol and must also log into the Blackboard Learning Management System using their university credentials. Blackboard also uses SafeAssign as a tool to monitor the completion of certain tasks in the learning management system environment.

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?

The online courses will follow the same standards for syllabi of course offered by the department. These syllabi outline necessary knowledge, skills or credentials in course and program materials. Many of the on-campus classroom courses make use of Blackboard and other ITS resources, assignments, readings, examinations, quizzes, assignments and other course materials are routinely made available or are distributed online. Our online courses routinely mirror this current organization of such courses to achieve the same learning outcomes.

We are keenly aware that for graduate courses, the learning outcomes must be consistent across all course formats, both face-to-face and online.

- 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.

Assessing student learning in the online environment will be equivalent to assessing the student in a face-to-face environment. Neither our classroom versions nor our online courses rely on high-stakes exams that are incompatible with the asynchronous online pedagogy employed in the program. All course activities can be successfully completed and assessed online. In general, learners are required to demonstrate developing understanding through a variety of assessments that include written and occasionally multimedia work in various forms with formative and summative feedback provided by the instructor.

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?

The Department of Communication is a community of researchers and educators with the mission of advancing fundamental knowledge about processes of human communication, and preparing students to analyze and participate in communication practices in a variety of social contexts. The Department has a distinctive commitment to engaged scholarship—at the community level and in the larger context of participation in institutions of a democratic society—and to engaged teaching and learning.

We routinely monitor the effectiveness of our graduate course offerings by directly assessing professionally oriented students' ability to apply knowledge of theory and research to understanding and explaining communication phenomena within practical contexts and to propose courses of action designed to achieve relevant communication-related goals. Additionally, we will monitor students' ability to apply their knowledge

of theory and research to the generation of appropriate research questions, and to the collection and analysis of data designed to answer research questions related to their field of study.

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

Student evaluations are shared with the course instructor who in turn will act on the results. All course evaluations and program review involve all members of a program at all levels. Suggestions and feedback will be continuously reviewed and acted on. We are constantly working to continuously improve all of our graduate programs. We will incorporate the Online Graduate Certificate in Organizational or Strategic Communication into our ongoing departmental program assessment activities.

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 Department's Director of the Online Graduate Certificate in Organizational or Strategic Communication Program will be responsible for assuring that the program results in learning outcomes appropriate to the rigor and breadth of the certificate awarded. specific learning outcomes for each concentration have been identified and our annual review and assessment activities, will assure that instruction aligns with desired goals and learning outcomes.

Specific learning objectives include:

- Professionally oriented students will demonstrate the ability to apply knowledge of theory and research within their field of study to understanding and explaining communication phenomena experience within practical contexts and proposing courses of action designed to achieve relevant communication-related goals.
- Students with the goal of pursuing further graduate study will demonstrate the ability to apply their knowledge of theory and research to the generation of appropriate research questions, and to the collection and analysis of data designed to answer research questions related to their field of study

Organizational communication concentration: Apply knowledge of theory and research within the field of organizational communication to understanding and explaining communication phenomena experienced within practical contexts, and proposing courses of action designed to achieve relevant communication-related goals, including those related to adapting to external environments and stakeholders, and those related to integrating activities of internal stakeholders.

Strategic communication concentration: Apply knowledge of theory and research within the field of strategic communication to understanding, explaining, designing and critiquing communication practices that aim to build and sustain engagement between audiences and message designers, with a particular focus on online platforms, in a variety of social contexts (e.g., health, politics and government, workplaces).

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?

UAlbany is a member of NC-SARA. The State Authorization Reciprocity Agreement is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. Through its membership in NC-SARA UAlbany commits to follow national standard procedures of membership and resolution of issues.

- 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](#).*

<https://www.albany.edu/online/non-nys-residents.php>