Chapter 10: Related Educational Activities

Overview

The University at Albany offers a rich array of activities to supplement its traditional educational offerings. These range from informal, voluntary activities — including informational seminars, skill-building workshops, colloquia and cultural events — to formalized programs for student populations needing additional assistance to attain academic goals. While a wide variety of related educational activities are available, all share a common theme: they are designed to help students realize their full potential by building skills, providing enrichment, and preparing for professional success. Because the University is the academic home for such a diverse student population, it is appropriate that the institution provide multiple opportunities to promote academic achievement and personal growth.

Given the broad array of related educational activities available to students, this analysis confines itself to those formal programs and services that engage students for an extended period of time. For the purposes of the self-study, related educational activities have been defined as monitored offerings that: include a formal registration process; an extended period of engagement between a student and qualified faculty, professional staff and/or field representative; and should culminate in an assessment that the student has achieved a measurable threshold of competence. The following four types of related educational activities were examined for the self-study under this standard. Basic Skills, Experiential Learning, Non-credit Instructional/Contract Activities, Other Instructional Sites.

It should be noted that many academic departments include internships, placements and other activities that provide students with experience outside the classroom. Since in all of these cases such activities are linked to specific curricula, it was decided they should be discussed in Chapter 9, Educational Offerings and General Education.

All related educational activities as defined by the University fall into one of two categories: those where the institution identifies and selects populations that must participate in a given activity and those where students choose voluntarily. The Educational Opportunity Program (EOP) and the Intensive English Language Program (IELP) are good examples of programs that select mandatory participants. Both target students who are academically underprepared as evidenced by a variety of assessment criteria, including, but not limited to, their performance on standardized entrance exams. Students receive the attention and direction they need to build the necessary skills to achieve academic success; continued enrollment is contingent on performance and measureable progress.

Voluntary related educational activities are available to students as a recommended supplement to an academic program or on the basis of personal interest. Many of these activities provide students and faculty with an opportunity to develop a co-creative design beyond the traditional bricks and mortar collegiate setting. Programs such as Study Abroad and the University-wide internship programs offer the unique experience of immersing oneself in another culture or professional setting; the Community and Public Service Program fosters outreach to the community by engaging students with local agencies and organizations; the Professional Development Program and the Center for Public Health Continuing Education offer community professionals with life-long learning opportunities. In short, many of these activities serve to bridge the gap between classroom learning and community and professional realities.
This chapter addresses the fundamental charge questions through the evaluation of programs addressed by the definition above, and is organized by type of program. Within each section, specific programs addressing the category are reviewed. It should be noted that previous self-studies have not included a comparable section on Related Educational Activities. A decade ago, UAlbany’s self-study report had a short section entitled “Extended Learning,” which summarized the technology-enhanced courses the University offered at that time. Because this chapter clusters a set of programs and services together for the first time, it is difficult to provide a comparative review of how these activities have evolved over the past decade. The University may wish to consider using this standard in future self-studies in order to maintain consistency and appropriate points of comparison.

**Basic Skill Programs**

The University at Albany’s Office of Academic Support Services (OASS) has been nationally recognized and awarded for its outstanding programs. The office provides a variety of academic support services that assist students seeking to improve and maintain their academic excellence. Several of the programs were briefly described in Chapter 7, Student Support Services. Considered here are EOP, the Collegiate Science and Technology Entry Program (CSTEP), and the Science and Technology Entry Program (STEP).

**Educational Opportunity Program (EOP)**

EOP is a state-funded program that supports economically and educationally disadvantaged New York State residents of all races. Each year, it accepts approximately 145 freshman and 40 transfer students; it supports nearly 700 students who remain connected to EOP for their entire undergraduate careers. The program provides services designed to help students achieve success by providing support in academic, financial, social and personal matters. Academic support is offered in several forms: developmental coursework in math; reading and writing; tutors; study groups and study materials; and on-site counselors who offer both one-to-one counseling and graduate school advisement. Counselors are trained in graduate counseling psychology and/or social work. Admission to EOP is highly competitive, with far more applicants than the 140-150 students who are typically admitted (Appendix 10.1, for eligibility requirements).

Once accepted, all EOP freshmen participate in a mandatory five-week Pre-College Residential Summer Program designed to acclimate them to UAlbany life and academic study. This includes participation in mandatory study sessions and workshops, and adherence to curfew. EOP transfer students attend a one-day orientation and are then monitored through the EOP “Transfer Outreach Program.” All EOP students are expected to remain actively engaged in the program throughout their University studies. In addition to completing the requirements for their chosen academic discipline, students are expected to engage with their EOP counselors, participate in study groups, and be active members of the campus community. Over 15% of EOP degree recipients graduate with honors.

EOP places a strong emphasis on diversity, respect, and a sense of belonging; this results in a holistic approach to student engagement. This model has been highly successful in encouraging students to take responsibility for their own learning. The values that have been integrated by EOP may be used to inform the broader campus community on how to further engage students as active learners in their undergraduate academic experience. Further, EOP encourages an atmosphere of motivation and encouragement. The University may wish to explore whether this
model might inform other aspects of the curriculum to develop a more holistic student experience across the University.

At completion of the five-week summer program, EOP surveys students on the program’s effectiveness, including suggestions where enhancements could be made. Areas assessed include an academic component (too easy, difficult, just right), faculty and staff competence, administration competence, organization of program, EOP counseling staff assistance (helpful to non-helpful), student employee competence, University facilities, programmatic trips/outings, and social events. Overwhelmingly, of the usual 145-170 students enrolled in the program, 97% report general program satisfaction in the “Excellent/Well Organized/Wouldn’t change a thing” categories. The remaining 3% focus on better living conditions (e.g., rooms too hot) and less restrictive rules (e.g., too many rules, don’t care for curfews or other rules enforced).

Beyond the initial Residential Summer Program, retention rates are initially quite high; in fact, EOP boasts the highest rate of first-year retention of all comparable cohorts and maintains strong numbers throughout the five years that funding is available to its students. This indicates that EOP is highly successful at engaging students early in their UAlbany careers and that the five-week program has been identified as a role model retention-producing program whose students excel academically and go on to be very visible student leaders and University citizens. EOP was recognized in 2000 by the Noel/Levitz assessment agency for its effectiveness in retention and academic excellence outcomes.

Given these statistics, one might expect EOP students to have similarly high graduation rates. Yet, according to statistics provided by the Office of Institutional Research, Planning and Effectiveness, in 2003, 2004 and 2005, four-year EOP graduation rates were 45.3%, 47.6% and 50.6%, respectively — numbers slightly lower than some other cohort groups, including traditionally admitted students. The statistics suggest there may be barriers or impediments that affect EOP students as they progress through their studies. In light of the remarkable first-year retention rate, the University should consider asking the program to develop an assessment plan that would allow it to examine its retention and graduation rates and determine whether graduation rates can be increased.

The Collegiate Science and Technology Entry Program (CSTEP) and the Science and Technology Entry Program (STEP)

CSTEP and STEP are both funded by the New York State Education Department to increase the number of historically underrepresented and economically disadvantaged students in science, technology, engineering, mathematics (STEM), and health-related areas. Only New York residents are eligible for these programs. CSTEP is designed to assist college students in becoming successful in these fields; the program pursues partnerships with departments within the University as well as with other community agencies in order to support the development of future STEM professionals. In addition, CSTEP provides students with opportunities to conduct summer research, receive peer mentor/tutor help, participate on educational field trips, present research at conferences, and receive discounts toward graduate preparatory courses. Retention rates reflect a highly successful program: 85% of CSTEP seniors graduate, with 40% taking graduate entrance examinations.

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1 https://www.noellevitz.com/Papers+and+Research/Retention+Excellence+Awards/
STEP assists similarly underrepresented and economically disadvantaged middle and high school students in preparing to enter college in the STEM fields. Tutorial and programming services are centered on academic support and college attainment and are provided onsite at various school districts and, on Saturday mornings, at UAlbany. STEP also provides a three-week summer non-residential program, where students are engaged in programming/summer projects, and participate in weekly field trips relevant to the mission of the program. This program is similarly successful: 93% of high school seniors who participate in the STEP program graduate, with 62% receiving state Regent’s diplomas and 85% continuing on to college.

**Intensive English Language Program (IELP)**

IELP is designed to improve the speaking skills of those for whom English is a second language. It is intended for international students seeking admission to an American college or university by bridging the gap between academic success in their first language and attaining that success in a second language. The program delivers high-quality English language instruction, supports the University’s academic programs by facilitating conditional admission of academically qualified students who need English language support, and provides remedial English to admitted students. IELP fosters a strong foundation and allows students to make connections to other students, faculty and staff, providing for a more holistic University experience.

Participants are drawn from three distinct groups. The first and largest consists of students seeking full-time English language instruction who have not made definite decisions about their academic futures; these students self-identify and apply to IELP directly. The second population consists of conditional applicants to UAlbany. These individuals must complete one or more semesters in IELP until their end-of-semester exam scores are high enough to permit full-time study in the following semester. Potential students are identified by the Office of Undergraduate Admissions or academic departments contemplating admission of an international graduate student. The third and smallest group is comprised of UAlbany undergraduates and graduates taking individual remedial courses to enhance their English skills. Potential students may self-identify, but more often they are “advised” into these course options by faculty, advisors in the Advisement Services Center or EOP, or the Office of International Education.

Students typically enroll for 16-week courses in the fall or spring semester or an eight-week summer program. It is not uncommon for students to complete two semesters or even a full year of IELP study. Shorter programs are also available to current students who wish to continue improving their English-speaking skills. ESL 001 and/or ESL 002 are non-credit courses offered every fall and spring semester and are funded by the Research Foundation. UNI 100 and ENG 226 (which are credit-bearing) are offered once or twice a year through IFR resources from the Office of International Education. All IELP classes have an “English only” policy, and the program includes cultural activities and local field trips to help students acclimate to their new surroundings. Students are encouraged to become comfortable with speaking in class, asking questions, and other cultural aspects of American education, including the use of technology. There is considerable focus on conversational interaction, and the program is always looking for ways to provide new opportunities for students to converse with native English speakers.

Non-native students are assessed on their proficiency in English, either by completing the Intensive English Language Program (TOEFL) exam with a score of 79 or higher, or by receiving a 6.0 on the International English Language Testing System (IELTS). Students may apply for conditional admission to the University, leading to matriculation after completing the IELP program and achieving a passing score on the TOEFL exam. Students who receive passing
scores on these exams may choose to enroll in IELP voluntarily in order to improve their English skills.

Students are initially assessed to determine their current level of skill, and reassessed at periodic intervals to ensure they are making appropriate progress. An initial watch period ensures that a student has been assessed accurately. Evaluations are a key component of the program, and professional staff use standardized measures, as well as individual conferences with students, to discuss progress and future plans.

IELP has grown substantially over the past few years: enrollments have risen from 50-60 students to 100-110 students per semester. Continued moderate growth is possible, but will depend on space availability and the desirability of increasing international conditional admits. All IELP faculty and professional staff meet Research Foundation requirements for hiring. Instructors frequently participate in professional development activities by attending and/or presenting at local and national conferences. IELP holds in-house and professional development workshops on a regular basis.

The program director believes students who have successfully completed IELP are better prepared for academic studies and have a better experience adjusting to the University. Statistics tracking the long-term success of IELP students are not readily available, so defining and tracking performance, retention and graduation rates should be instituted, at least for those IELP students who continue their studies at the University. This information will capitalize on the strengths of the program and assist in recruitment; it may also assist in evaluating the required scores on entrance exams to ensure the program continues to meet high standards. It may be useful to evaluate the TOEFL and IELTS exams on a periodic basis. According to Graduate Admissions staff, the IELTS exam is becoming increasingly popular in European countries. If this trend continues, IELP may wish to reevaluate the admission criteria for students who are conditionally admitted or those who are encouraged by academic departments to improve their English speaking skills. At the graduate level, it would also be useful to know how well former IELP students perform on comprehensive exams, completing theses and dissertations, and teaching assignments. This would provide IELP with additional evidence of its success, as well as ensure continuity between the IELP program and students’ academic departments. It would also demonstrate successful comprehension for non-native speakers, an important part of their academic achievement.

**Recommendations**

The University should consider evaluating the EOP program to determine whether retention rates after three semesters can be increased. UAlbany should also develop a system to define and track performance, retention and graduation rates of IELP students, at least those IELP students who continue their studies at the University.

**Experiential Learning**

**University Internships - UNI 390, 391 and 392 (3-15 credits)**

The Office of Undergraduate Education at the University at Albany provides coordination of and advisement for student-initiated interdisciplinary majors and minors, and several interdisciplinary courses. It oversees and organizes student and faculty-initiated internships (UNI 390), as well as the campus application process for well-established internships with the New York State Senate (UNI 391) and Assembly (UNI 392).
As stated in its mission, the Office for Undergraduate Education seeks to provide all students with a wide variety of educational experiences. UNI 390, which can be taken for 3-15 credits per semester, provides students with an opportunity to acquire practical “hands-on” experience in a field or area that interests them. The New York State Senate and Assembly internships (15 credits per semester) engage students with state government and provide first-hand knowledge of the legislative process. Students who apply for UNI 392 can also apply for the Stanley Fink Legislative Internship, endowed by the Bell-Atlantic Foundation in the name of the former speaker of the State Assembly. Competitive and prestigious, this internship carries a stipend and 15 credits for one semester in the Assembly.

All internships approved through UNI 390 require the supervision of a qualified on-site supervisor and a full-time teaching faculty sponsor whose expertise applies to the work the student will engage in as an intern. The on-site supervisor evaluates the student’s performance and provides constructive feedback both to the student and faculty sponsor. UNI 391 and 392 are evaluated on a five-year cycle by the national Program on Non-Collegiate Sponsored Instruction for the purpose of reassessing its comparability to college-level instruction. Both the Assembly and Senate internships are supervised by a full-time teaching faculty member.

Internship credits count toward the 120 overall credits required to meet graduation. Most students prefer to acquire elective credits through an internship, where they can fulfill their elective requirements while getting valuable hands-on work experience. To obtain an internship, students must have already earned 56 credits (junior status) and have an overall grade point average of 2.5 or above.

There are many procedures in place to determine that UNI 390, 391 and 392 have sufficient academic rigor and are offered by qualified faculty or professional staff. The Interdisciplinary Studies Committee of the Undergraduate Academic Council has the primary responsibility for reviewing and approving UNI 390 internship applications. The committee’s willingness to approve an internship depends heavily on the information submitted by the on-site supervisor and the faculty sponsor. Students are required to submit a document from the host agency or organization on letterhead stationery, specifying in detail what the student’s responsibilities will be; they also must submit a supporting letter from their faculty sponsor (who must be a member of the full-time teaching staff). The letter from the faculty sponsor must clearly identify the nature of the academic component, including a description of required written work and reading assignments. UNI 391 and 392 also require the support of a full-time faculty sponsor. In addition, the New York State Assembly Internship program has two full time professors-in-residence who teach a course, “Politics and Policy in the New York State Legislative Process,” designed to explore how politics influences policy in New York’s legislative process. Both professors have a wealth of knowledge and experience in public policy and service. Additionally, all interns are assigned to work with an Assembly member.

The professional staff, faculty, and administration highly support UNI 390, 391 and 392. Most referrals come from academic departments, some of which allow up to six credits of UNI 391 and 392 to be counted towards a student’s major or minor.

University internships provide valuable experience beyond the traditional classroom, helping students to enhance and integrate what they have learned in their studies within a relevant professional setting. Students must be active learners, accepting responsibility for creating a meaningful program of study. In some cases, internships bridge academic work with a student’s intended profession. Further, these activities represent a coherent part of the student's academic program, not an isolated experience. An additional benefit is the ability to network and build
mentoring relationships with well-informed individuals in the field of placement who can assist the students in the job search process upon graduation.

It is not clear how students across disciplines are made aware of internship opportunities. The Advisement Services Center (see Chapter 7, Student Support Services), which provides academic advisement to students who have not yet declared a major, encourages internships through advisement, as well as lists them on Major Academic Pathways (MAPS), available on the Advisement Services Web page.\(^2\) According to the Office of Undergraduate Education, approximately 20 students register for UNI 390 each semester. Participation among communication, journalism and criminal justice students is quite common. The Rockefeller College of Public Affairs and Policy, which has many links to state and local government, provides information on UNI 391 and 392 on its Website. Conversely, with UAlbany’s Undergraduate Bulletin having moved to an online format, students now may be less likely to learn about internship opportunities by happenstance, as they could while paging through a document. The University should evaluate the benefits of promoting these programs more broadly and assessing whether that would increase participation across disciplines.

There are organizations that provide UNI 390 internship opportunities to UAlbany students on a regular basis. Many of these have reputations for providing students with positive experiences, and this is useful for informing the approval process. The University does not have a process for tracking internships, and this may be worth consideration. While the Office of Undergraduate Education reports that students enjoy internship opportunities, it may be advisable to develop a protocol in the event someone has a less than enjoyable experience. Such a procedure may help faculty, students and the Interdisciplinary Studies Committee to make informed decisions about future internship opportunities.

**Community and Public Service Program**

For more than 35 years, the School of Social Welfare has administered the Community and Public Service Program (CPSP), which has become central to community engagement efforts at UAlbany.\(^3\) The CPSP courses (RSSW 290, 291, and 390) provide approximately 700 undergraduate students a year, in all academic disciplines, the opportunity to participate in community service opportunities in the Greater Capital Region while earning course credit. Born out of the highly turbulent student protests of the late 1960s, the first community service project was completed by University at Albany students in 1970 and since then CPSP has served as a nexus connecting the campus with the community. The focus of CPSP is on meeting the needs of community organizations by connecting them with faculty and students who can help them advance their mission and build their capacities. Students are provided with the opportunity to engage with public and non-profit organizations in exchange for elective credits. With 400 organizations from which to choose, CPSP offers a wide range of opportunities for faculty engagement and student volunteering.

Besides the obvious benefits for a diverse group of constituencies and organizations, community engagement offers a variety of rewards to students. This includes a sense of satisfaction, deepening levels of compassion and personal growth, as well as the nurturing of a lifelong commitment to civic engagement. Community engagement is a challenging endeavor that gives student-citizens the chance to reflect on salient issues in a democratic society, including diversity.

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\(^2\) [http://www.albany.edu/advisement/Newsite/maps.html](http://www.albany.edu/advisement/Newsite/maps.html)
\(^3\) [http://www.albany.edu/cpsp/main/history.html](http://www.albany.edu/cpsp/main/history.html)
and discrimination and the roles of the non-profit and public sectors, as well as consideration of individual career goals.

The CPSP experience also helps students integrate classroom learning with their academic and career goals. CPSP staff members — one full-time faculty member, who also serves as the director; two Ph.D. students; and one MSW student from the School of Social Welfare — are available to help students select appropriate placements and communicate with field supervisors regarding their progress.

Although participation is purely on a volunteer basis, students are expected to complete assignments (i.e., an electronic media project and signed volunteer logs) as part of the coursework and satisfy terms of an individualized learning contract; this identifies their learning objectives and goals for the internship experience. At the conclusion of the internship, the CPSP students are expected to complete a reflective essay that relates to their learning contract. They also are required to complete a course evaluation. The collective data provide the director and the advisory board with information about the site and the students’ overall experiences in terms of program quality and renewal. CPSP supervisors are also expected to complete an evaluation of the students’ performance at the conclusion of their internship.

It is important to note that, beginning in fall 2008, a yearly quality assurance survey (Community Public Service Program Partner Survey) was instituted to gather information about program-related issues and concerns from CPSP community public service partners. In addition, all agencies are regularly evaluated by the student and the program to determine if the mission and goals are being met. For a complete list of current agency placements, visit http://www.albany.edu/cpsp/main/agencies/index.html.

The program’s Advisory Committee includes several representatives from local agencies and a variety of UAlbany departments. This group fosters ongoing dialogue and information-sharing between the University and local agency participants — which may be one of the contributing factors to this successful program.

Recommendations

- The University should evaluate the benefits of promoting internship programs more broadly, and assess whether this would increase participation across disciplines. It should also develop a protocol for tracking UNI 390 internships. Such a protocol may help faculty, students and the Interdisciplinary Studies Committee to make more informed decisions about internship opportunities.

Non-Credit Instructional Activities

Professional Development Program, Rockefeller College

One of the largest university-based continuing professional education programs in the nation, the Professional Development Program (PDP) originated in 1975 through a small planning contract with the former New York State Department of Social Services to provide a comprehensive training plan for both local and state workers in the social services field. From that modest beginning, PDP has established an international reputation for delivering quality learning.

7 http://www.albany.edu/cpsp/main/advisory_committee.html
products on time and on budget, a track record that has resulted in cumulative funding in excess of $350 million. In 2008, PDP accounted for more than 20% of the University’s sponsor-funded programs.

During the past year, over 25,000 participants have been served through the offering of PDP’s approximately 3,500 instructional activities. In fulfilling its mission of offering related educational activities, PDP annually presents a range of non-credit bearing programs, including but not limited to non-credit courses, continuing professional education activities, forums, conferences and seminars, speaker and visiting lecturer series, panel discussions, technology skills-training, and other faculty, staff and student development activities.

PDP is a respected and sought-out partner. Its more than 250 highly skilled employees provide technical assistance/consultation, curricula design and development, instructional design, needs assessment, train-the-trainer programs, e-learning solutions, Web design/development, graphic design, conference planning and management, and project management. PDP also has long been committed to the concept of the university of the future — a teaching and research institution that is responsive to the public service sector. Since it first started offering training courses in 1976, PDP has been a major contributor to the realization of the service mission of the University. PDP’s own core mission is to “make a difference in a changing world by linking the learning, applied research and evaluation resources of the University with the continuing professional education needs of the public service.” PDP’s strategic location within UAlbany’s Rockefeller College of Public Affairs and Policy, coupled with its highly regarded continuing professional education programs, make the connection between policy and practice a reality.

PDP serves as an important bridge between the academy and the public sector, and, for nearly 35 years, has been a strong supporter of the University’s efforts to promote and support community engagement.

PDP works closely with program sponsors, key stakeholders and representatives from target populations to identify training needs and ensure that in developing a broad range of course offerings it provides the knowledge, skills and abilities necessary to support trainees in performing their jobs efficiently and effectively. As appropriate, PDP engages University faculty in the review of program curricula or utilizes University faculty and staff to develop and deliver course offerings.

The related educational activities offered by PDP fall well within the guidelines of the various policies and procedures governing sponsored programs at UAlbany; these are contracted through the Research Foundation of SUNY. Guidelines are clearly outlined on the University and Research Foundation Websites. Additionally, program sponsors provide project operations manuals and other similar resources detailing their requirements.

As most of PDP’s current project sponsors are New York State agencies, developing synergy between PDP and schools/departments of the University is essential. Through this synergy, PDP has brought policy and practice together to provide programs that speak directly to the needs of the public sector. Through PDP’s Public Service Workshops Program, funded by the Governor’s Office of Employee Relations, faculty of Rockefeller College, the School of Social Welfare, the School of Public Health, the Center for Women in Government and Civil Society, the Center for Technology in Government, and the Department of Geography and Planning, instruct New York State employees in job titles that are included in the professional, scientific and technical bargaining unit. This interaction with New York State policymakers and professionals is brought back to the classroom by faculty and used to enrich comparable educational offerings for undergraduate and graduate students.
Graduate and undergraduate students are provided with the opportunity to explore internships in various disciplines; PDP, as a center within Rockefeller College, has worked through it to identify individual students with expertise and interest in PDP’s internship opportunities. Over the years, numerous students have benefited from being placed either at PDP in internships or in many of the state agencies with which PDP works. Additionally, PDP conducts intern forums to solicit feedback from interns about their placements. This information is used to improve upon the student intern experience for future placements. PDP’s internship program has had a track record of success. Many former interns credit their PDP internship experience as a primary reason for their going on to successful professional careers in public service.

Qualified faculty and professional staff assigned to deliver PDP’s program offerings are fully vetted to assure that pedagogical standards are met. PDP works closely with deans, assistant deans, and department chairs to assess the qualifications of faculty or professional staff who could offer related educational activities. PDP follows established Research Foundation of SUNY guidelines for hiring practices and evaluates all of its related educational activities using a workshop evaluation instrument that typically contains several questions related to faculty performance and expertise. Furthermore, PDP employs highly qualified staff in professional, technical and administrative support positions who are organized to produce and deliver a wide range of innovative continuing professional education programs across diverse content areas. PDP offers state of the art online learning solutions to its project sponsors. Professional staff are supported by a team of educational multimedia technicians, network technical support staff and programmers.

Evaluating student learning outcomes is a critical component of PDP’s overall program evaluation. PDP regularly measures participant reaction and learning-gain via participant questionnaires, pre-training and post-training tests or post tests only. All programs must perform at a consistently acceptable level. The results of each individual educational activity and each series of the same educational activities are carefully analyzed by PDP program evaluation staff and PDP management. Evaluation data are used to provide a basis for program enhancements.

As a highly respected provider of continuing professional education opportunities aimed primarily at serving the workforce development needs of the public sector, PDP has been a consistent leader in advancing high quality, well-vetted, and relevant related educational activities that address both the community engagement and service missions of the University. Moving forward, PDP plans to continue to support the University’s commitment to advancing related educational activities for this non-traditional population.

Center for Public Health Continuing Education, School of Public Health

The Center for Public Health Continuing Education (CPHCE) at the School of Public Health (SPH) provides programs that support a well-prepared public workforce. It has a primary mission providing exemplary education and training for the public workforce in the field of public health, both locally and globally (Appendix 10.2, for a list of programs offered).

Overall, the CPHCE programs impart a wide range of professional development and continuing professional education knowledge, technical assistance and service supporting the field of public health. These activities reinforce the primary goal of SPH: to “provide quality education, research, service, and leadership to improve public health and eliminate health disparities.” CPHCE programs and activities, which are associated with SPH, are an integral part of the expectations of the Council on Education for Public Health (CEPH), which accredits schools of public health. One of the CEPH criteria for accreditation is: “Workforce Development: The
school shall engage in activities that support the professional development of the public health workforce.”

The CPHCE has advisory committees for many of its programs; these help determine the appropriateness of related educational activities for the Center’s varied student/worker population. All courses require evaluations with a feedback loop from participants to help shape future programs. CPHCE also has a Continuing Education Committee which is part of the school’s governance structure; it reviews course descriptions before programs are offered and also conducts post-program evaluations to assure that quality standards are met.

CPHCE’s continuing education activities are primarily offered for working professionals in the field of public health. However, programs, such as its satellite broadcasts, are publicized by the SPH and made available, at no cost, for all students. Online offerings such as past broadcasts and online courses are also available to students at no additional cost. Furthermore, to augment courses for the traditional students at the SPH, some faculty members integrate the content of various broadcasts or distance learning programs into the curriculum of their courses. This allows students to have exposure to topics and experts they might not otherwise experience.

The CPHCE remains committed to its primary goal of supporting working professionals. Through its various policies and procedures, it has implemented a fine-tuned system of checks and balances that are in place to maintain quality standards. This ensures that program offerings are of the highest quality and supported by a rich mix of SPH faculty and experts in the field.

Other Non-Credit Offerings
The University at Albany has several non-credit activities offered by various departments and offices. These activities, as defined by SUNY system administration, include “formally organized and scheduled non-credit activities which are instructional in nature and which require participant registration.” These offerings include vocational and technical training, remedial instruction, business and industry training, and other activities; these may include self-improvement and community service components, along with other opportunities. All activities represent learning areas with an instructional purpose and require formal participant registration.

Each year, the Office of Institutional Research, Planning, and Effectiveness surveys campus units that offer non-credit instructional activity to gauge the level of activity, and reports the activity to SUNY system administration. Appendix 10.3 depicts the survey definitions and activity levels in 2007-08.

Recommendations
As has been noted in some of the other related educational activities discussed in this chapter, it is not clear how individuals learn and avail themselves of such opportunities. It is not clear what statistics on these offerings should be gathered. The total number of registrations does not provide the University with a great deal of information about who its registrants are or how well activities meet their needs. The University should determine what statistics on non-credit offerings should be gathered, and whether the manner of assessment for these offerings provides a sense of their scope.

Other Instructional Sites
Study Abroad
The University’s branding initiative, “The World Within Reach,” is more than a figure of speech when it comes to the Study Abroad Program. Throughout the SUNY system, students can
participate in over 300 programs in more than 50 different countries (Appendix 10.4); UAlbany, through its Office of International Education (OIE), sponsors more than 65 programs in 35 countries. “Study Abroad” is defined as an activity that takes place outside of the United States for which the institution awards academic credit. The program provides students an opportunity to expand their core curriculum by offering courses, field experiences and living arrangements in an international setting. Students can take courses in English or another language and enroll in courses with native students while immersing themselves in another culture. This literally contributes to the University’s goal of bringing the world within reach by building global awareness and competence in UAlbany students. Activities such as international volunteering or participation in athletic events or music performances outside of the country are not considered part of a Study Abroad experience.

The Study Abroad and Exchanges Office within the OIE has clearly defined policies and procedures that govern the program, as well as policies and procedures to assess the scope and rigor of overseas offerings. All programs are mandated and regulated by SUNY system administration and overseen by the SUNY Council on International Education. Partnerships with other colleges and universities are evaluated and approved by SUNY system administration. All courses and curricula developed at UAlbany are subject to an institutional approval process, as well as approval by SUNY system administration.

Although participating institutions have different entrance requirements, all students must be in good academic standing to be eligible to study abroad. When Study Abroad assesses applications, it evaluates a student’s life experience in addition to academic performance. Recommendations and interviews play an important role in the decision-making process. Grades received for courses taken overseas are not figured into a student’s cumulative GPA. Grades received from any SUNY program will be listed on an official transcript supplement that is part of a student’s permanent record. With departmental approval, courses can count in a student’s major or minor, or may be approved to meet General Education requirements.

Study Abroad gains its primary support from promoting its opportunities to students and faculty. While this level of “bottom-up” self-promotion has led to successful collaborations between Study Abroad and faculty in developing new programs and opportunities overseas for students, the Study Abroad and Exchanges Office feels there may be room for more “top-down” collaboration. Increased promotion from academic department chairs may help eliminate any existing barriers in their departmental programs which currently make it difficult for students to participate in studying abroad. Further, academic departments could facilitate students’ participation in the overseas experience by examining their programs for domestic and study abroad tracks.

There is some concern within the Study Abroad office that students may see studying abroad as inconvenient, or even disruptive, to academic or extra-curricular activities and goals. Involvement in athletics, honors programs, and fraternities and sororities may be viewed as obstacles to spending a semester overseas. As with University internships, it is not clear how students across disciplines typically encounter information about the program. Study abroad opportunities are encouraged by the Advisement Services Center and are listed on Major Academic Pathways (MAPS), noted earlier. The degree to which these possibilities are discussed in academic departments is not known.

Some disciplines lend themselves to studying in another country (e.g., foreign languages, arts, and some humanities disciplines); others may not have such an obvious academic benefit. Yet it is arguable that there are advantages to broadening one’s horizons. In an increasingly
“flattening” world, the University should consider the overall importance of an immersion experience. Would studying abroad benefit our students, either by imprinting them with a broader sense of culture and self-awareness, or make them more attractive job candidates in an increasingly global economy? An institutional emphasis on the importance of diversity, living and learning with another culture, and the benefits of increased independence may bring the world within reach to more University at Albany students.

**University in the High School**

The University in the High School Program (UHS), under the direction and sponsorship of the College of Arts and Sciences, is a partnership program between the University and participating secondary schools throughout New York State. The program allows qualified students to earn college credit while still in high school. These credits can be used to fulfill degree requirements, as long as students successfully complete courses which are applicable to the curricular requirements of the degree. Additionally, UHS courses appear on a UAlbany transcript and can be considered for transfer credit at other institutions (Appendix 10.5, for a listing of courses and UHS staff).

By entering college with previously earned credits, students can hasten their graduation from college or explore a wider range of academic areas during a regular college sequence. The UHS program has a staff of six University employees who support teachers, high school administrators, students and parents throughout the entire process. Faculty liaisons from each academic department offer assistance to the high school teachers in the program (Appendix 10.5).

All UHS teachers must meet degree requirements and have teaching experience sufficient to qualify them as voluntary adjunct faculty. Teachers meeting the requirements for employment within respective academic departments are subsequently appointed as voluntary adjunct faculty of the University. Additionally, UHS teachers are evaluated by the appropriate UHS liaison. As has been customary in the past, UHS liaisons visit high school classrooms to monitor the academic standards set forth by the University and the respective academic departments. Faculty liaisons make visits to new high school classes and teachers in the first year and to existing classes and teachers at least every three years. The liaisons contact teachers prior to their intended visit in order to arrange a mutually agreeable day and time.

As the University in the High School Program at UAlbany has grown, so has the need to ensure the quality and integrity of the credit offered in each UHS participating school. UHS provides annual workshops on campus for high school teachers, principals, and school counselors to foster the development of professional relationships between department liaisons and teachers in each of the respective disciplines. Participation in the University in the High School Program's annual workshops is an integral part of the UHS experience. Teachers are asked to come together and share creative ways to enhance their classroom experience. Attendance at UHS workshops is not mandatory, but is highly recommended.

The procedures for the creation of new UHS courses adhere to strict SUNY Service Area protocols. Once new course offerings have been decided upon, course guidelines (designed by the respective departments at the University), sample syllabi, General Education Learning Objectives and Outcomes, and a variety of course materials used on campus for each specific course will be sent to the high school. A course proposal sheet and syllabus guidelines detailing the materials required for a new course proposal are also sent. Once completed, new course proposal materials are sent to the UHS office for further processing. After initial review by the UHS office, the proposal is then forwarded to the appropriate departmental liaison on
campus, who either evaluates the submitted documentation individually or gathers comments from others in the department. It is then determined whether or not the proposed curriculum meets University at Albany standards for the same course as taught on campus.

A determination is also made regarding the qualifications of the high school teacher who will teach the particular University-level course. A site visit may be performed prior to approval. If and when the curriculum is approved and the teacher is deemed academically qualified to teach the course for University credit, the proposal is then forwarded to the dean of Arts and Sciences for review. If and when approval from the dean of Arts and Sciences is obtained, the proposal is then sent to the provost and vice president for Academic Affairs for final administrative approval. If final approval is received, the UHS office will notify the high school in writing of the proposal’s acceptance and the process for registering students. Generally, the entire approval process takes between two to six months, depending on the time of year and the quality and complexity of the submitted proposal. Proposals submitted in the spring may not be reviewed until the fall, as some University liaisons/faculty are on recess over the summer.

While high schools may inform students and their parents that they have submitted a course proposal to the UHS program, approval must be received in writing from the UHS office before a course is considered available for student registration. Retroactive enrollments are not permitted.

It should be noted that individual departments on campus can and do set their own standards for approval of course content. Departments also make assessments based on internal departmental requirements in regard to the academic qualifications necessary to teach University-level courses in their respective academic disciplines. Acceptance into the UHS Program is subject to approval based on academic standards established by the individual departments. UHS faculty liaisons monitor these standards by making periodic classroom visits; they can request changes/adjustments to the curriculum/teacher at any time deemed necessary.  

Students registered for UHS Program courses are encouraged to participate and familiarize themselves with the University setting by utilizing the University ID cards that the program provides them. These ID cards allow students on-site use of University library resources, campus recreational facilities, and student admission to sporting, cultural, and other University-sponsored events. This information, based on 2008-09 policy, is subject to change.

UHS receives high marks for its checks, balances and protocols to ensure high standards and ongoing evaluation. One recommendation is to promote the program’s rigorous standards and use them as a model for other programs seeking to ensure quality controls.

**Conclusion**

The University’s wide array of related educational activities provides rich accents to the University’s overall academic offerings. Regardless of whether such opportunities support scholarly endeavors, allow students to engage in experiential learning or bridge the gap between theory and practice, it is clear these programs are an important part of helping students and other members of the larger UAlbany community attain an education with meaningful context for life beyond the classroom.

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8 [http://www.albany.edu/uhsp/Pages/Teachers_Schools/Approval_Process.html](http://www.albany.edu/uhsp/Pages/Teachers_Schools/Approval_Process.html)

9 [http://www.albany.edu/uhsp/index.html](http://www.albany.edu/uhsp/index.html)
It is fitting that the University offers a wealth of opportunities that promote exploration, creativity, critical thinking and discovery. Indeed, such activities encouraging matriculated students to build skills, self-reliance, social responsibility and meaningful professional and mentoring relationships, are often the hallmark of a mature, active learner. In the same way that UAlbany graduates must eventually learn to balance their professional and personal lives when they enter the workforce, many extended UAlbany educational activities help matriculated students balance experiential opportunities with traditional ones while they are engaged with the campus community. An educational experience that further encourages lifelong curiosity and learning, a sense of maturity and social responsibility, is one of the most important values an institution can instill in its graduates. By providing students with this array of educational opportunities, our students will be better equipped to promote the values learned at the University at Albany, long after their physical departure from the institution.
APPENDICES

Appendix 10.1 Summary of Recommendations

While many recommendations are program-specific, a few overarching themes became apparent during the review process which led to the following recommendations:

- The University provides many unique and interesting options for students to obtain a well-rounded education by developing skills, building professional networks and gaining valuable experience beyond the classroom. From an evaluation perspective, many of these programs form a patchwork of opportunities across the fabric of the institution. What appears absent is an element of cohesion. The University should consider ways to provide the campus community with a holistic view of the related educational activities that are available to the variety of campus constituencies.

- The University should give further thought to how related educational activities are promoted. Programs which target specific populations, such as EOP, IELP, PDP and UHS, have well-defined criteria that guide students to these opportunities, but this is less obvious with voluntary, related educational activities. Many of these programs appear to depend on self-promotion and may benefit from the broader institutional support and dissemination of information.

- A related consideration is developing a supplementary packet of materials on these programs for all academic advisors. This would help get the same information into the hands of all University personnel who provide students with advisement. Paths should be clearly defined to help make students more broadly aware of all their options; some may benefit from additional encouragement from their academic advisors. At a minimum, the institution should expand its communications pertaining to related educational activities. Complete and accurate information on related educational activities should be available to all interested parties.

- Information about related educational opportunities need not be limited to the campus community. The Capital Region provides a rich backdrop for the University to play a more prominent role in establishing community connections; related educational activities attract prospective students to the institution and build new partnerships with organizations throughout the region, further advancing the University’s standing in the community.

Additional recommendations include:

- The University should assess the institutional value of related educational activities and evaluate their importance to the overall student experience. The campus should consider engaging in a broader discussion about how these activities contribute to learning outcomes and educational goals. If there is agreement that studying overseas or participating in community service are important elements of a good education, the campus may wish to identify avenues leading to greater levels of participation.
By further encouraging or formally approving the inclusion of related educational activities in academic programs, the University can send an explicit message that such opportunities are relevant to the academic experience.

Strongly recommended is an expanded collection and evaluation of data regarding the success of students who participate in related educational activities. The campus maintains data is some areas (e.g., retention rates in EOP) but does not seem to gather information in others. Would it be useful to know the percentage of graduating students who have participated in one or more of the programs discussed in this chapter? Would such information help the University develop a more holistic picture of how related educational activities benefit the overall curriculum? If so, would this information help the institution determine whether there should be greater support for such activities? If any of these questions are answered in the affirmative, these areas should be explored.

The majority of related educational activities at the University are currently focused on undergraduates. Many of the student support services and experiential learning opportunities could be beneficial to graduate students. The University should consider integrating some of these activities into graduate programs. Although some of the related educational activities such as University in the High School courses are not possible at the graduate level, study abroad and community service programs might be a valuable curricular addition at the graduate level. Similarly, while some graduate programs already include internship requirements (or opportunities), there may be others where internships would be a valuable curricular addition.

In order to better assess whether the University offers related educational activities that are appropriate for its student population, the campus may wish to explore soliciting student input. This may provide additional insight to new opportunities.

Program-specific recommendations are as follows:

**EOP:**
- Consider evaluating EOP to determine whether retention rates after three semesters can be increased.
- Explore how the EOP model facilitates an atmosphere of motivation and encouragement, and how this might be incorporated to a more holistic student experience across the University.

**IELP:**
- Define and track performance, retention and graduation rates for students who continue their studies at UAlbany.
- Conduct periodic reviews of TOEFL and IELTS exams and UAlbany scores.
- Assess non-native graduate student performance on comprehensive exams, theses and dissertations and teaching assignments.

**University Internships:**
- Evaluate how students across disciplines are made aware of internship opportunities and consider increased promotion.
- Consider the value of tracking internship placements.

**Other Non-Credit Offerings:**
• Evaluate how students learn about these opportunities.
• Define the value of statistics gathered for these offerings.
• Determine whether these activities have regular assessment.

Study Abroad:
• Evaluate how students are made aware of opportunities and consider increased promotion.

Appendix 10.2 – EOP Eligibility Requirements
Academic requirements for freshman admission to UAlbany's EOP program include an official high school transcript or an official General Equivalency Diploma (GED) score report. In addition, all freshman applicants must submit their SAT or ACT exam scores. An applicant's grade-point average (GPA) must be between 80 and 89.
SAT (Critical Reading + Math) must be between 800-1000, and a minimum of 400 on Critical Reading.
Academic requirements for transfer admission to Albany's EOP program require a student to have been enrolled previously in an EOP, HEOP, SEEK, College Discovery program or similar academic and financial support program at their previous college and all institutions attended. A minimum of an overall 2.5 grade point average is required for all EOP transfer students. If not admitted to EOP, students may be eligible for other support programs offered by the OASS.

Appendix 10.3 – Programs Offered by the Center for Public Health Continuing Education (CPHCE)
Basic Environmental Health Program
Chronic Disease
Grand Rounds Clinical
Breast Exam Training
Institute for the Advancement of Healthcare Management
Introduction to Public Health
MDS Training
Public Health Broadcast Series Programs
Public Health Preparedness
Surveillance Training Academy
Women's Health Training Project

Appendix 10.4 – Other Non-Credit Offerings
Definitions and Criteria
• Vocational and Professional Training: training that is directed at developing the career-related skills and knowledge of individuals in a vocation, e.g., computer technician, health aide, etc., or in a profession, e.g. manager, nurse, lawyer, etc.
• Remedial Instruction: activities which do not report imputed credit courses or learning center developmental activities that are reported in the for-credit FTE's; all other non-credit remedial activities, such as communications, GED, study skills, math, reading,
writing, ESL, entry level computer skills, etc., not offered for imputed credit on the NCIA under remedial instruction

- Other: includes avocational non-credit instructional activities that do not fit into the other categories; includes self-improvement, leisure and personal enrichment, and community service instructional activities

- Business and Industry Training: any type of non-credit training/instruction developed for or provided to a business or industry; includes public, private and not-for-profit organizations, such as other educational institutions and government agencies, as well as local businesses and industries; training usually formalized by a contract and oftentimes customized to the needs of a specific business, organization or institution

Activities which meet these criteria have included:

- Professional Development Program: particular offerings elaborated elsewhere in this chapter, but in addition in 2007-08 there were reported 3,749 non-credit instructional activities, with a total of 93,321 registrations; highest in demand subject areas: child care provider training, temporary assistance examiner training, computer skills training, child welfare worker training, and child welfare documentations system (CONNECTIONS) training; offered activities utilized most often by: NYS Office of Children and Family Services; NYS Office of Temporary and Disability Assistance, NYS Department of Health; NYC Human Resources Administration; and the AIDS Institute

- School of Public Health, Office of Continuing Education: in 2007-08, 93 non-credit instructional activities reported, with a total of 49,034 registrations; highest in demand subject areas: Public Health Live Series, Center for Public Health Preparedness Series, orientation to public health, breastfeeding grand rounds, and oral health during pregnancy. Offered activities utilized most often by: Healthcare professionals associated with public and private agencies and organizations; NYSDOH local health department personnel; NYSDOH surveyors; long-term care facilities staff; and hospital staff

- Small Business Development Center: in 2007-08, 26 non-credit instructional activities reported, with an unknown number of registrations; areas for these activities included in the past: pre-business planning, Veteran Resource Day, legal issues for small business, international trade, and real estate leasing

- New York State Writers Institute: in 2007-08, three non-credit instructional activities reported; 52 registrations in creative writing

- Disability Resource Center: in 2007-08, three non-credit instructional activities reported; 898 registrations in the areas of "Recipe for Success High School to College Transition" and "Summer College Experience"

- General Studies: in 2006-09, one non-credit instructional activity reported; unknown number of registrations, in the area of piano lessons
Appendix 10.5 – Study Abroad Participating Countries
Argentina, Belize, Brazil, Cambodia, Canada, Chile, Costa Rica, Denmark, Dominican Republic, Finland, Germany, Ghana, Guatemala, Ireland, Israel, Italy, Japan, Korea, Mexico, Netherlands, Norway, Puerto Rico, Russia, Singapore, South Africa, Spain, Sweden, Taiwan, Tanzania, Thailand, Trinidad and Tobago, United Arab Emirates, United Kingdom

Appendix 10.5 – University in the High School

Current Course Offerings

College of Arts and Sciences:

Department of Africana Studies
A Aas 219 Introduction to African American History
A Aas 240 Classism, Racism, and Sexism: Issues

Department of Art
A Arh 170 Survey of Art in the Western World I
A Arh 171 Survey of Art in the Western World II
A Art 105 Beginning Drawing
A Art 110 Two-Dimensional Design
A Clc 110 Classical Roots: Great Ideas of Greece and Rome

Department of Atmospheric and Environmental Sciences
A Atm 100 The Atmosphere

Department of Biological Sciences
A Bio 102 General Biological Sciences
A Bio 117 Nutrition
A Cas 100 Contemporary Issues in Life Sciences
A Cas 109 Int. Science Research
A Cas 110 Int. Methods of Research
A Cas 209 Adv. Science Research
A Cas 210 Adv. Methods of Research

Department of Chemistry
A Chm 120 General Chemistry I
A Chm 124 General Chemistry Lab I
A Chm 121 General Chemistry II
A Chm 125 General Chemistry Lab II

Classics Program
See Department of Art
See Department of Languages, Literatures, and Cultures

Department of Communication
A Com 238 Introduction to Mass Communication

Department of East Asian Studies
A Eac 201 Intermediate Chinese I
A Eaj 102 Elementary Japanese II
A Eaj 201 Intermediate Japanese I
Department of Economics
A Eco 202 The American Economy: Its Structure and Institutions

Department of English
A Eng 100Z Introduction to Analytical Writing
A Eng 121 Reading Literature
A Eng 144 Reading Shakespeare
A Eng 222 World Literature
A Eng 226 Focus on a Literary Theme, Form, or Mode
A Eng 261 American Literary Traditions
A Eng 295 Classics of Western Literature
A Jrl 100 Foundations of Journalism and Media Studies
A Jrl 200Z Introduction to Reporting and News Writing

Department of History
A His 100 American Political and Social History I
A His 101 American Political and Social History II
A His 130 History of European Civilization I
A His 131 History of European Civilization II
A His 220 Public Policy in Modern America
A His 250 The Holocaust in History
A His 259 History of Women and Social Change

Department of Judaic Studies
A Jst 250 The Holocaust in History

Department of Languages, Literatures and Cultures
A Cll 102 Elementary Latin II
A Cll 201 Introduction to Latin Literature I
A Fre 221 Intermediate French I
A Fre 222 Intermediate French II
A Ger 201 Intermediate German I
A Ger 202 Intermediate German II
A Ita 103 Intermediate Italian I
A Ita 104 Intermediate Italian II
A Rus 201 Intermediate Russian I
A Rus 202 Intermediate Russian II
A Spn 103 Intermediate Spanish I
A Spn 104 Intermediate Spanish II

Department of Latin American, Caribbean and U.S. Latino Studies
A Lcs 201 Latino USA
A Lcs 229 Special Topics in Latin American and Caribbean Studies
A Lcs 240 Classism, Racism, and Sexism: Issues
A Lcs 289 Special Topics in Ethnicity

Department of Mathematics and Statistics
A Mat 100 Precalculus Mathematics
A Mat 101 Algebra and Calculus I
A Mat 105 Finite Mathematics
A Mat 108 Elementary Statistics
A Mat 112 Calculus I
A Mat 113 Calculus II
A Mat 214 Calculus of Several Variables
A Mat 220 Linear Algebra

Department of Music
A Mus 100 Introduction to Music
A Mus 110 Basic Music Theory
A Mus 245 Theory I

Department of Physics
A Phy 100 Contemporary Astronomy: The Cosmic Connection
A Phy 105 General Physics I
A Phy 108 General Physics II
A Phy 140 Physics I: Mechanics
A Phy 150 Physics II: Electromagnetism

Department of Psychology
A Psy 101 Introduction to Psychology

Department of Sociology
A Soc 115 Introduction to Sociology
A Soc 289 Special Topics in Ethnicity

Department of Theatre
A Thr 107 Introduction to Dramatic Art

Department of Women’s Studies
AWss 240 Classism, Racism, and Sexism: Issues
A Wss 260 History of Women and Social Change

Other
A Cas 198 Special Topics in the Humanities

College of Computing and Information:

Department of Computer Science
I Csi 101 Elements of Computing
I Csi 102 Microcomputer Software
I Csi 201 Introduction to Computer Science

Rockefeller College:

Department of Political Science
R Pos 100 Introduction to Political Science
R Pos 101 American Politics

School of Business:
B Acc 211 Financial Accounting

School of Criminal Justice:
R Crj 202 Introduction to Law and Criminal Justice

School of Public Health:
H Sph 201 Introduction to Public Health

Other courses may be considered upon request.
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