

The Out-of-State Learning Activity Compliance Organizer and Checklist

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Pre-Test

- Who has a Twitter account and knows how to use it?
 - If no one at your table has a Twitter account, you can use a post-it note
- #comply123
- Rules
 - You will select 3 items from a list of items numbered 1-10.
 - You have 3 minutes to come to consensus and post your answers.
 - Send identification number of your answers
 - You will send us 3 numbers, 1-10.
 - First 3 groups to respond correctly get a prize!

What are the first three things one should do when implementing a compliance strategy at an institution?

1. Create a comprehensive policy for out-of-state learning activities
2. Develop training module(s) for various stakeholder groups
3. Meet with leadership to garner support
4. Apply for participation in NC-SARA
5. Determine virtual location for State Authorization central website and who will maintain it
6. Create a process for collecting number and location of fully distant students
7. Create a central location for all licensure-related
8. Become informed about state authorization and SARA regulations
9. Establish State Authorization Steering Committee/Workgroup

Time is up!

3

2m

30

20

Introducing.....

*Out-of-State Learning Activity
Compliance Organizer and Checklist*

Out-of-State Learning Activity Compliance Organizer and Checklist (version 2.0)

CATEGORY	CATEGORY SORTING CODE	TASKS	IMPORTANT DETAILS/ NOTES	IDEAS FOR HOW TO COMPLETE TASKS	General Supplemental Resources	Institution-Specific Resources
Process Management	3	Determine what information should be shared from the Online Learning staff with students who inquire about an online class or program and develop process for sharing it.	For example, if a student from another state contacts the Online Learning staff about a class or program, should we immediately direct them to the SARA student information page?			
Short Courses/Residency Programs	4	Identify situations in which faculty members hold courses or residency programs that would trigger physical presence (see Important Details/NOTes).	Institutions must seek approval from a state if short courses and residency programs occur when faculty meet with students in the same physical location as the students, require more than 20 classroom hours in one six-month period, and/or meet together for more than two meetings, totaling six hours or fewer.	Survey academic units	Refer to https://www.nc-sara.org/content/sara-manual .	
Fully Distant Students	5	Identify who will, when necessary, seek approval from non-SARA states and territories to enroll out-of-state fully distant students in courses and programs.	Recognize that these would NOT include courses or programs in which the institution's faculty members are present. As of March 2019, all 50 states except California; the District of Columbia; and all territories except the CMNI are members of NC-SARA. California does not require institutions to seek approval to enroll fully distant students in courses and programs. Your institution would need to seek approval from the appropriate organization if it wants to enroll a fully distant student who resides in the CMNI.			
Fully Distant Students	5	Create a new process or identify an existing process for collecting number and location of fully distant students each term or at some regular interval multiple times per year.	According to the March 21, 2019 Version 19.1 of the SARA Manual, "'Distance Education' means: instruction offered by any means where the student and faculty member are in separate physical locations. It includes, but is not limited to, online, interactive video and correspondence courses or programs" (page 10). Process should include steps to identify non-SARA states and territories and ensure that institution has approval to enroll students from those states/territories. Be very clear about regulations in border states.	Consult with your institution's Office of Institutional Research or other office responsible for collecting and reporting data to IPEDS.	Refer to https://www.nc-sara.org/content/sara-manual .	
Experiential Learning Placements (or "supervised field experiences")	6	Identify programs that place students in degree-required experiential learning placements (Include licensure-related experiential learning placements), especially programs that place students in non-SARA states and territories.	Be very clear about regulations in border states. Recognize that these would NOT include courses or programs in which the institution's faculty members are present.		For a data collection tool, see UVA's State Authorization Questionnaire 2018	



Purpose of Out-of-State Learning Activity Compliance Organizer and Checklist

- User-friendly guide
- To-Do list and tracker
- Master with links to supplemental documents

Organizer and Checklist Categories

- Leadership
- Institutional Policy
- Process Management
- Short Courses/Residency Programs
- Fully Distant Students
- Experiential Learning Placements (or Supervised Field Experiences)
- Licensure Programs

Organizer and Checklist Details

- Excel spreadsheet (easily sortable)
- Customizable and shareable (CC-BY-NC-SA license)
- 7 categories
- 42 tasks
- Data for each task
 - Category
 - Category Sorting Code
 - Task Description
 - Important Details/Notes
 - Ideas for How to Complete Tasks
 - General Supplemental Resources
 - Institution-Specific Resources
 - Institution Notes
 - Target Date for Completion
 - Person/Group Responsible
 - Completed/In Place (Y/N)

The *Organizer and Checklist* in Action

My Goal:

To get things in order and pass it on



JAMES MADISON
UNIVERSITY®

JMU Organizer and Checklist

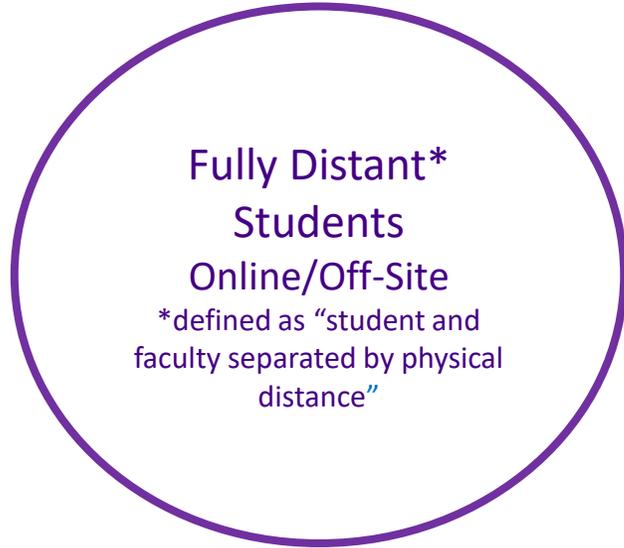
CATEGORY	CATEGORY SORTING CODE	TASKS	IDEAS FOR HOW TO COMPLETE TASKS	General Supplemental Resources	Institution-Specific Resources	JMU Notes	Target Date for Completion	Person/Group Responsible	Completed/In Place (Y/N)
		programs.							
Fully Distant Students	5	Create a new process or identify an existing process for collecting number and location of fully distant students each term or at some regular interval multiple times per year.	Consult with your institution's Office of Institutional Research or other office responsible for collecting and reporting data to IPEDS.	Refer to https://www.nc-sara.org/content/sara-manual .	Student Check-In Form: built into MyMadison so not available as a public link.	Have identified the "Local Address" in Student Semester Check-in Form as source for location. After consultation with University Registrar and IT, OIR and Sarah submitted a PIQ to IT to make it a required field (August 2018). Plan to be required starting in Spring 2018. Data query results can be compared with list of non-SARA states and appropriate actions taken. 10/19/18 Update: Will meet with Student Administration Core Team on 11/14 (Lou is a member) to ensure that changing definition of "local address" field will not interfere with other processes. UPDATE 11/27/18: Local Address field is currently being used by other groups for mailing; cannot use for our purposes. Will explore other options such as adding a field somewhere in the student record. UPDATE 3/28/19: Drafting justification to add a 3rd field in the checklist. Herb, Doug, and Lou approve. Will draft, send to them for review, and send to Lisa Kiracofe.	FALL 2019	Sarah and Lou Hedrick (OIR)	
Experiential Learning Placements (or "supervised field experiences")	6	Identify programs that place students in degree-required experiential learning placements (include licensure-related experiential learning placements), especially programs that place students in non-SARA states and territories.		For a data collection tool, see UVA's State Authorization Questionnaire 2018	Internship Coordinators: https://www.jmu.edu/cap/students/jobintern/internships/internship-coordinators.pdf Contact Lou Hedrick at Office of Institutional Research for lists of enrollments in placement-type courses. Ask fo data to be organized by semester, college, department.			State Authorization Compliance Workgroup	
Experiential Learning Placements (or "supervised field experiences")	6	Inform responsible departments and programs that more than 10 placements at the same organizational location, at the same time, and in the same program requires special approval by that state.	Find venue for meeting with all department heads/academic unit heads.	See NC-SARA Manual 2019 version 19.1, Section 15.11 on Supervised field Experiences	Vice-Provost for Academic Development holds regular meetings with all AUHs.	12/4/19: At Provost Leadership meeting, Marilou agreed to give us time on an AUH meeting agenda. Sarah will coordinate with admin. 1/18/19: Presented to AUHs at their regular meeting with Vice-Provost Marilou Johnson. Distributed key details and provided overview of concept, goals and reporting requirements.	SPRING 2019	Sarah/Herb	Y
		Create and use a process for regularly collecting location data of students placed in degree-required out-of-				Have identified the "Local Address" in Student Semester Check-in Form as source for location. After consultation			

JMU Organizer and Checklist

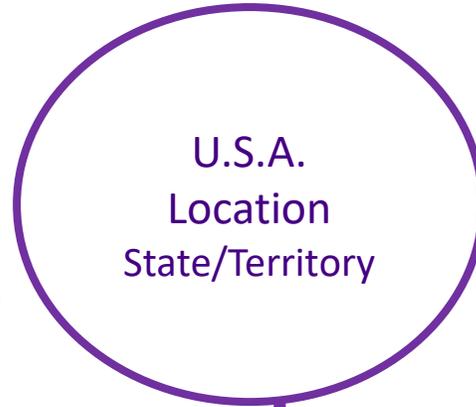
- Big picture and small details
- Will serve as a guide and record for the next person
- It's helped me to.....
 - Keep things straight
 - Check off what was already in place (endorphin)
 - Identify 3 primary issues/groups to address first
 - Identify who should be involved
 - Identify who needs what information
 - Identify/create processes for tracking, data collection, and reporting
 - Determine items that can be addressed in the background and/or later (e.g., creating a policy)
 - Record notes, update, and link to reference documents

Reviewed and signed by Provost in March

Application for SARA Renewal Agreement to comply with requirements and report data



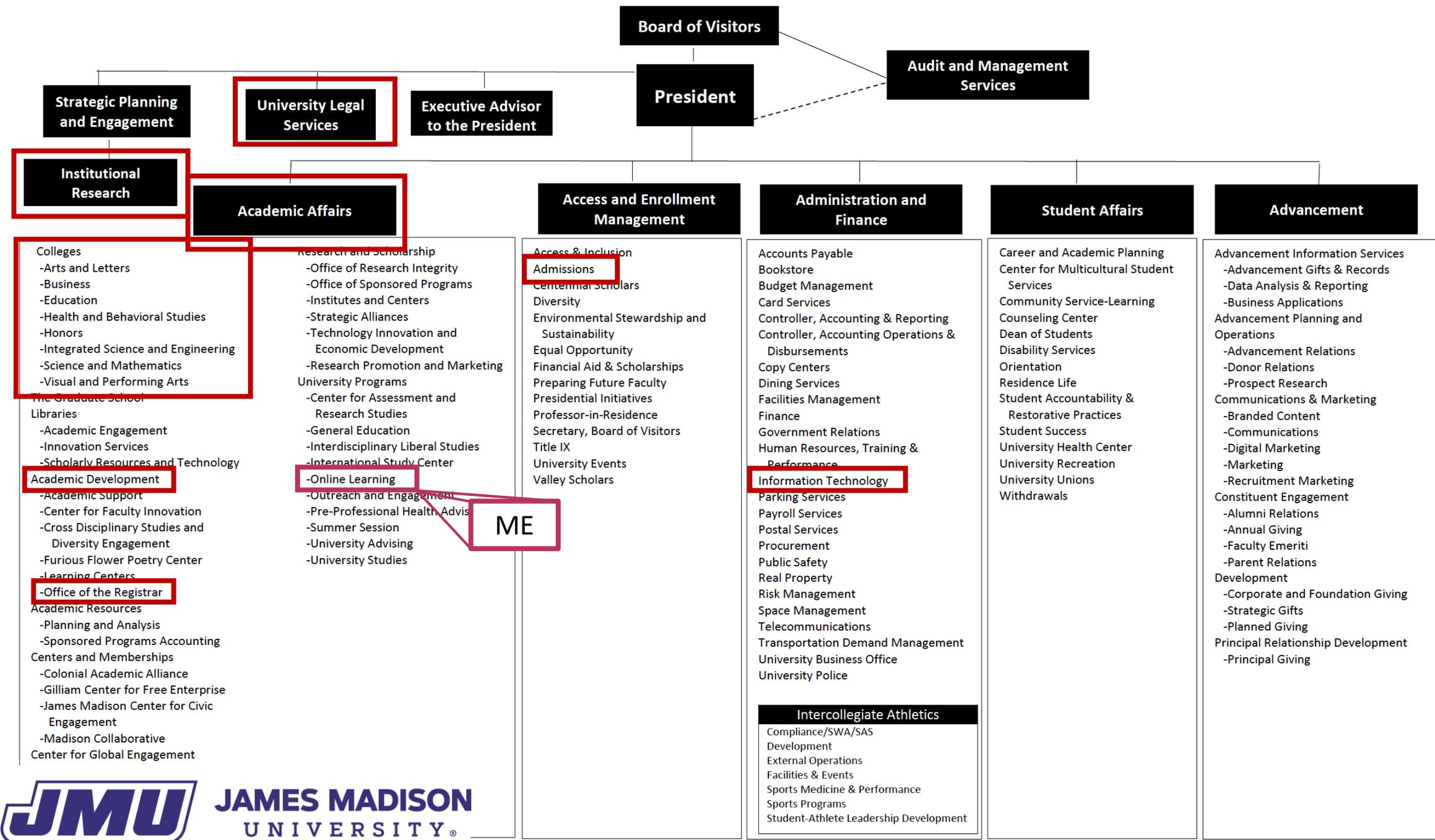
- Track and Report Location
- Monitor for special circumstances and act as needed
- Partners: OIR and IT



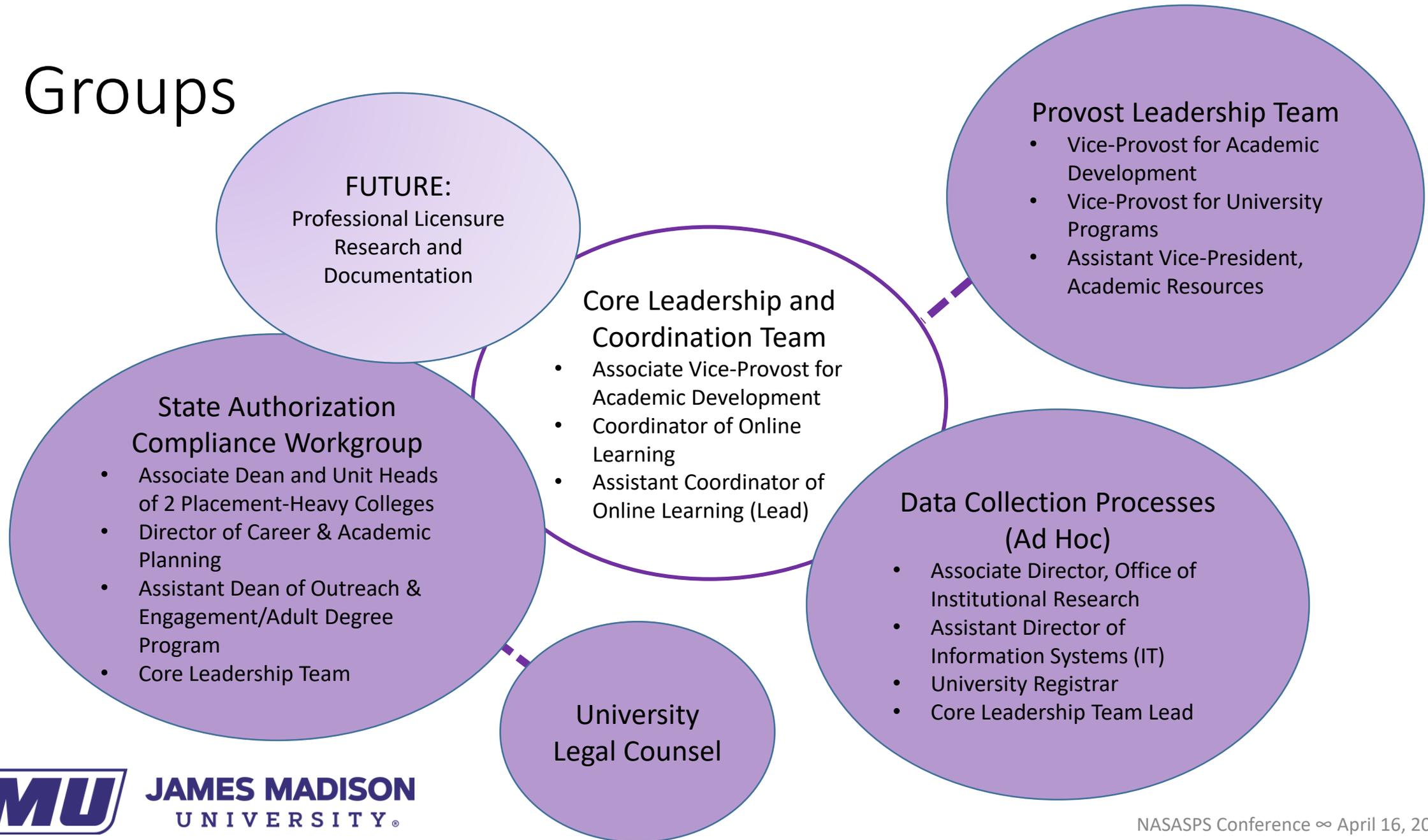
- Research and Inform
- Partners: Researcher and Academic Units



- Track and Report Location
- Monitor for special circumstances and act as needed
- Partners: OIR and Academic Units
- Consulting Partners: Legal Counsel



Groups



DISTANCE LEARNING COMPLIANCE PROCESS MANAGEMENT

Tracking your distance learning compliance universe

Cheryl Carroll

Manager of Academic and Distance Education Compliance



How can Smartsheet make tracking progress in my institution's distance learning compliance more efficient?

- Create deadlines (annual renewal, semester check ins with departments, bi-monthly meetings, annual training, etc.) and incorporate into a shared calendar.
- Save files, comments and emails related to each task
- Create a top level dashboard to share with stakeholders for transparency
- Prioritize different tasks according to need
- Create an update request to follow up on unfinished tasks (i.e., contact information changed for a dept. chair)
- Upload/download data in Excel and Word
- Integrates with O365 and Teams (I've not yet tested the new Teams feature)

Let me show you how

<https://app.smartsheet.com/sheets/5w3PrW2VwxcgjQqWRPpJRMV5V53G3VXM3G73cmh1?view=grid>

FUTURE POSSIBILITIES

- Creating forms for end users to add data, such as a new internship course or contract with an out of state organization for experiential learning
- Customizable reports user generated according to discipline/state for reciprocity requirements in a field; granular reports by semester/CIP code/program/state
- Create dashboard with ready to use information and resources for prospective and current students
 - Set Alerts and Actions on key dates for reminders to stakeholders

<http://www.jmu.edu/online/state-authorization/checklist/>

Opportunities

- Revise and share revisions
- Build a database for large-scale programs/large institutions
- Regular updates
- Sub-checklists/Other checklists

Questions and Suggestions

Contact Information

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