Executive Overview

- All SUNY campuses have an Applied Learning Team led by collaborative groups of faculty, professional staff, administrators and students.

- Every SUNY student has the opportunity to engage in a campus-approved applied learning activity before they graduate. Campuses value applied learning and will continue to make approved applied learning opportunities available to all students.

- Most approved applied learning activities inventoried were courses or course sections embedded into curriculum, and 37 campuses noted that they offer students co-curricular or non-credit activities.

- In total, campuses currently offer 9,473 approved applied learning opportunities to SUNY’s 460,000 students. This number represents opportunities that are available to multiple students, such as courses and campus-wide programs.

- Based on campus submissions, 40% of all registered programs in SUNY currently require approved applied learning experiences.

- Almost all campuses reported that applied learning activities will be tracked at the course level within their student information system, with an identifier added to the individual course.

- Most campuses acknowledge faculty through print and digital publications and campus-level award ceremonies. Over 30 campuses present faculty with awards in the area of applied learning.

- Campuses utilize orientation, open house, fairs, clubs, flyers, social media posts, databases and student word of mouth to alert students about approved applied learning opportunities. Nearly all campuses report that student grievances are typically handled through a campus grievance process as outlined in college policy/student handbooks.

- Many campuses noted a lack of infrastructure, including tools for data collection and reporting, currently decentralized programs, lack faculty and staff time and resources for overseeing applied learning, lack transportation for students to off-campus sites and other infrastructure challenges posed by credit caps.

- Fifteen campuses have voted to make applied learning a graduation requirement by a certain date, noted that they already require it and have been for a long time, or noted that they already include or plan to include an applied learning experience as a thorough expectation for all students.

- Many campuses have included applied learning in their student learning outcomes and/or strategic plans, created applied learning offices, and hired staff to support applied learning.

- With additional investment from the state, applied learning will continue to grow.
I. Introduction

In Governor Cuomo’s 2015 Opportunity Agenda (Executive Budget 2015-16), he called on SUNY to require experiential learning of all students to receive a degree. After negotiations, the following language was included as part of the final New York State 2015-16 budget:

Notwithstanding any law, rule or regulation to the contrary, the state university of New York board of trustees shall pass a resolutions by June first, two thousand fifteen, to develop a plan to make available to students enrolled in an academic program of the state university of New York beginning in the two thousand sixteen—two thousand seventeen academic year, approved experiential or applied learning activities.

Such experiential or applied learning activities may include completion activities related to students’ program of study, including, but not limited to, service-learning activities completed as part of a course, paid or unpaid internships, faculty-supervised undergraduate research in journals or similar publications, production or performance of creative works, and iterative “co-op” partnerships that explicitly link the curricula to a temporary, paid position in industry or the public sector.

Such plan, to be completed by June first, two thousand sixteen, shall be developed in consultation with the university faculty senate, the faculty council of community colleges, the SUNY student assembly, and other stakeholders.

Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.

Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.

Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.

In response, on May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016-17 academic year, and that this plan will include individual campus plans.

To coordinate this significant undertaking, System Provost and Executive Vice Chancellor Dr. Alexander N. Cartwright established a representative Applied Learning Steering Committee. The Committee is co-chaired by Peter Knuepfer, SUNY Trustee and President of the University
Faculty Senate, and Christy Fogal, Vice President of the Faculty Council of Community Colleges. The Committee includes representatives from the University Faculty Senate, the Faculty Council of Community Colleges, the Student Assembly, the SUNY Distinguished Academy, and is ably assisted by Ms. Elise Newkirk-Kotfila, SUNY’s Director of Applied Learning.

This Steering Committee has worked tirelessly since May 2015, in monthly meetings and a day-long retreat, to develop specific guidance to campuses about how to proceed in developing applied learning plans. The guidance proposed plan components, included a timeline of expected activities, and importantly, defined criteria as to what would be considered an approved applied learning activity for the purposes of SUNY’s official plan. The Steering Committee’s work was sent out in draft for campus comment and revised in response.

The final guidance breaks campus plans down into seven parts, the first four of which were to be completed in 2015-16, with the last three to follow in 2016-17:

I. Overview of Applied/Experiential Activities,
II. Campus Plan for Data Collection and Reporting,
III. Campus Plan for Faculty Engagement,
IV. Campus Plan for Student Engagement,
V. Regional Feasibility Study,
VI. Campus Collaboration Plan, and
VII. Campus determination of feasibility for an Applied Learning Graduation Requirement.

The Applied Learning Steering Committee combined campus-level quality assurance standards and principles of good practice from the National Society of Experiential Education to form criteria for determining approved applied learning activities:

- The Activity is Structured, Intentional and Authentic - All parties must be clear from the outset why this specific experience was chosen as the approach to the learning, and intentional about defining the knowledge that should result from it. The activity needs to be a structured experience with a formal process, which includes a course syllabus or
learning contract between parties (students, faculty, and other supervisors as appropriate) and/or defined assessable learning outcomes. Roles and responsibilities must be clearly defined. Faculty and site supervisors (as appropriate) are expected to take the lead in ensuring the quality of both the learning experience and the work produced. The applied learning activity should have hands-on and/or real world context and should be designed in concert with those who will be affected by or use it, or in response to a real situation.

- **The Activity Requires Preparation, Orientation and Training** - Participants and mentors must ensure that students enter the experience with sufficient background and foundational education, as well as a plan to support a successful outcome. The training and plan should include learning expectations and be referred to (and potentially updated) on an ongoing basis by all parties.

- **The Activity Must Include Monitoring and Continuous Improvement** - Applied learning activities are dynamic. Therefore all facilitators in the activity share responsibility for ensuring that the experience, as it is in process, continues to provide a rich learning environment and is meeting learning outcomes. Activities include a defined and flexible method for feedback related to learning outcomes and quality performance for all parties.

- **The Activity Requires Structured Reflection and Acknowledgment** - There must be a structured opportunity for students to self-assess, analyze, and examine constructs/skills/insights from their experience and to evaluate the outcomes. Reflection should demonstrate the relevance of the experience to student learning, including the student’s articulation of how the experience draws on and improves this learning and meets defined objectives. Post-experience learning should include a formal debriefing. All facilitators and students engaged in the experience should be included in the recognition of progress and accomplishment.

- **The Activity Must be Assessed and Evaluated** - Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Students must receive appropriate and timely feedback from all facilitators.

Using these criteria to guide their plans, campuses have inventoried all approved applied learning opportunities currently offered to students, including which academic programs currently require their activities. These inventories were submitted to the Applied Learning Steering Committee in February 2016.
Each campus has an Applied Learning Team representative of faculty, professional staff and campus administrators. Campus Applied Learning Teams engage not only with faculty in disciplines that have traditionally supported hands-on learning, but also with faculty governance representatives.

Roles and responsibilities of stakeholders have been identified in the guidance and supportive documents developed by the Applied Learning Steering Committee and disseminated to campuses by Provost Cartwright.

The Applied Learning Steering Committee, University Faculty Senate, Faculty Council of Community Colleges and SUNY Student Assembly have also formally detailed aspects of faculty and student responsibility when offering and overseeing approved applied learning experiences. Furthermore, Campus Applied Learning Plans include local-level information about faculty engagement, student engagement and collaboration with partners and host entities.

On April 15th of this year, campuses submitted detailed narratives describing their plans for: data collection and analysis; current and planned faculty engagement in applied learning, paying particular attention to extensive faculty oversight and assessment responsibilities as well as current and proposed enhancements to the faculty supports available; and current and planned mechanisms for student engagement in applied learning opportunities, including identifying methods of informing students of opportunities and student responsibilities when pursuing applied learning.

It is also important to note that applied learning is a key component of the SUNY Excels Performance Framework adopted by the Board of Trustees in January 2016 and the SUNY Completion Agenda. In 2015, the SUNY Completion Agenda was developed in an attempt to increase the number of degrees awarded by SUNY to 150,000 by 2025. Applied learning is one of the initiatives chosen to be a point of leverage for the Completion Agenda because of the positive student engagement and success outcomes associated with applied activities.

SUNY campuses also included language about their applied learning work in their Performance Improvement Plans - the documents in which they set forth their SUNY Excels goals in the areas of: access, completion, success, inquiry and engagement. Each campus worked through 2015 to develop comprehensive Performance Improvement Plans that included a narrative about their strategic priorities as well as data commitments on a standard series of metrics. Approved Performance Improvement Plans for all SUNY campuses were required for receipt of Investment
and Performance Fund awards for state-operated campuses and for receipt of Jobs Linkage funding for community colleges. Two metrics within the Performance Improvement Plans are Applied Learning and Civic Engagement. Notably, progress in meeting plan goals will be part of the evaluation of each SUNY state-op campus president.

SUNY has leveraged the $18 million Performance and Investment Fund to take various projects to scale across campuses. Campuses competitively applied for funding and many of the projects that were funded included applied learning as a component of expected campus work. The Office of Applied Learning will monitor project progress and outcomes and disseminate project results across campuses.

II. SUNY Applied Learning Plan

A tremendous amount of work has been completed to date and while at this point we have met the legislative duty for June 1, 2016, more work is planned for the coming year. In short, of the seven components SUNY identified as critical to an effective applied learning plan, four have been completed to date. We are now able to say that every student will have available to them an applied learning experience in the 2016-17 academic year. However, there is more fine-tuning that needs to be done to ensure that campuses have strong plans to sustain and guide their work and that SUNY’s leadership role in this area continues. Furthermore, additional guidance to and work by the campuses remains to be completed on parts V – VII.

Here we review in more detail parts I – IV of the SUNY Applied Learning Plan.

Part I: Overview of Applied/ExperientialActivities

Many campuses have included applied learning as part of their strategic plans. All SUNY campuses have an Applied Learning Team led by collaborative groups of faculty, professional staff, administrators and students. Although team makeup and size varies by campus, teams generally include campus governance leaders, faculty from disciplines offering embedded applied learning experiences, and supportive administrators and professional staff in academic and student affairs. Offices of career services, study abroad, institutional research and alumni affairs are frequently represented.

Campus structure for applied learning is collaborative and includes support from faculty, discipline-specific student supports as well as office-based supports. Many campuses are moving
toward a more centralized process for identifying and tracking applied learning, and a few campuses house physical central locations in the form of centers of civic engagement, community engagement, applied learning. Many individual faculty members support students in the formation and execution of approved applied learning activities. These activities are frequently represented as independent studies, capstone projects, or internships. Additionally, formal programs that include applied learning are available to students across campus. These may take the form of Honors programs, Study Abroad programs, Internship programs or other campus-based leadership programs. They are usually administered by a single staff person or through experiential or civic engagement offices when they exist on campuses. Most approved applied learning activities specifically identified in campus inventories are courses or course sections embedded into curriculum, and 37 campuses noted that they offer students co-curricular or non-credit activities.

In total, campuses currently offer 9,473 approved applied learning opportunities to SUNY’s 460,000 students. This number represents opportunities that are available to multiple students, such as courses and campus-wide programs. We can reasonably say that every SUNY student has the opportunity to engage in a campus-approved applied learning activity before they graduate.

Based on campus submissions, 40% of all registered programs in SUNY currently require approved applied learning experiences. Programs for teacher preparation, healthcare, performance art, professional and technical education and the sciences are all likely to require approved applied learning.

As a system of 64 anchor institutions, SUNY has a long history of engaging students in applied learning. SUNY’s community colleges have a long-standing tradition of offering engaged professional and technical education programs as pillars of their local communities. SUNY’s comprehensive colleges have long histories as normal schools and a commitment to civic education. SUNY’s agricultural and technical colleges frequently offer hands-on learning on campus and support advanced practica. SUNY’s doctoral granting and specialized campuses support excellence research/entrepreneurship programs as well as formal clinical placements. Opportunities for different types of applied learning can be found at every campus. The Office of Applied Learning has had and will continue to have monthly check-in calls with campus applied learning teams and develop a communications plan for sharing individual campus profiles and success stories.

Part II: Data Collection and Reporting
SUNY has now created and broadly vetted SUNY-wide definitions for all forms of applied learning, allowing related data to be captured in the System-wide SUNY Institutional Research Information System (SIRIS) or through other campus-identified submissions. These definitions have been included in the SIRIS Data Dictionary and are currently available for campuses to use. While previous data collection on applied learning had been done annually with a survey, the SUNY Applied Learning Plan calls for more specific information. On February 16th 2016, each campus provided the Applied Learning Steering Committee and Director of Applied Learning with a comprehensive list of every approved applied learning opportunity that is currently available to students at that campus. On April 15th 2016, campuses submitted detailed narratives describing plans for ensuring the accurate tagging and tracking of applied learning data to measure not only student and faculty engagement but also to compare such data to other institutional metrics like retention and graduation rates.

Many campuses have conducted an inventory of course and program data to determine a baseline of campus-approved applied learning opportunities and activities are being done by students, given SUNY’s criteria. Some campuses reported that the data collection process was being managed by programs or departments. Almost all campuses reported that applied learning activities will be tracked at the course level within their student information system (Banner, Argos, Colleague, PeopleSoft), with an identifier added to the individual course. This includes data for credit and non-credit-bearing courses. Many campuses cite that their activity-tagging will go deeper by specifying the type of approved applied learning activity (internship, research experience, co-curricular activities, practicum, study abroad, service, etc.), student information, enrollment, and hours. Furthermore, many campuses note that they will be submitting data through SIRIS, which will facilitate compiling SUNY-wide data. In addition to the remaining three parts of campus plans, each campus will submit student-level applied learning information to System Administration following the Spring 2017 semester, including the number of students that engaged in different types of approved applied learning activities during the 2016-17 academic year.

A number of campuses noted that they have implemented and continue to refine processes to document and review new and existing applied learning courses and sections to ensure that they meet the SUNY criteria noted above. Many campuses are developing plans to use the data collected (once all coding and tagging has been vetted) to inform institution-wide goals pertaining to graduation and retention rates. The Office of Applied Learning will compile campus plans and data reports to develop a baseline of all currently available approved applied learning activities on campus, including which types of applied learning occur most frequently.
This information will be used to track long-term student outcomes for students who engaged in applied learning at SUNY compared with those who did not. Department of Labor wage data, first destination surveys and other tools will also be used to determine outcomes. The Office of Applied Learning will continue to support campuses in their data tagging and tracking efforts by engaging with Institutional Research, Registrar and other offices at the System Administration and campus levels and by hosting faculty and professional development workshops to consider the specific challenges in tracking applied learning and determining long-term student success outcomes.

**Part III. Faculty Engagement**

SUNY’s applied learning efforts unquestionably benefit from the expertise of faculty who have been ensuring experiential opportunities for their students for decades. Faculty review individual SUNY Applied Learning Plans at the campus level, and the SUNY-wide faculty governance structures have also had a hand in developing system-wide policy and supportive documents. All Campus Governance Leaders are copied on communications from SUNY System Administration and given the opportunity to edit documents as they are being formed by the Applied Learning Steering Committee, which also has faculty and student governance representation.

Notably, the University Faculty Senate produced a service-learning toolkit and internship guidebook in 2006-07, and as applied learning has become a focus for SUNY System Administration, both of those documents have now been updated. Additionally, the University Faculty Senate and the Faculty Council of Community Colleges have passed resolutions detailing the faculty purview over curriculum in applied learning.

In applied learning, the faculty has ownership over course assessment, and practices include course evaluations, site visits, and individual student assessments. Most campuses have a solid process in place for the oversight and assessment of credit bearing applied learning courses (including, but not limited to, study abroad, internships, etc.).

There is inconsistency across campuses in how faculty are compensated for their oversight of applied learning experiences, but also among individual departments on campuses. There is the desire for a campus-wide policy on compensation. Not all campuses pay a stipend directly to faculty who are engaged, but many provide a stipend or grant application for professional development. Non-monetary supports also include regular trainings on high-impact practices and
the development of a formal mentoring program where expert practitioners can guide those interested in developing and using applied learning in their courses.

Most campuses acknowledge faculty through print and digital publications and campus-level award ceremonies. Over 30 campuses present faculty with awards in the area of applied learning. Some noted that these awards are given out at special events to honor faculty. Additionally, some campuses are discussing adding faculty engagement in applied learning to existing promotion and reappointment policies.

The Office of Applied Learning and the Applied Learning Steering Committee are creating a program to support faculty and professional staff travel across campuses and will move forward with a focus on faculty recognition and professional development.

**Part IV. Student Engagement**

Based on Campus Applied Learning Plans, nearly all campuses cited degree requirements and academic advisement as the primary means of informing students about applied learning opportunities. Academic advisement is provided by both faculty advisors and campus advisors who support students in identifying and choosing applied learning activities that advance their degree completion and enhance their employment opportunities. Applied learning opportunities are communicated through the course requirements/options of specific programs and include portfolio projects, internships, research, practicum courses, and other department based programs. A few campuses have implemented a tagging/coding/key-word system in their catalogs to allow students to search for approved opportunities.

Campuses utilize orientation, open house, fairs, clubs, flyers, social media posts and databases to alert students about approved applied learning opportunities. Faculty and professional staff across campus also help students find opportunities, and many campuses are making plans to enhance their promotional efforts to help students better navigate their applied learning opportunity options. Nearly all campuses reported that student feedback is gathered campus wide through mid- and end-of-course evaluations at the faculty/department level, as well as informal, formative, on-going feedback gathered through site visits, reflection papers, supervisor evaluations, and student comments/discussions. In addition to these feedback mechanisms, student input about existing and new applied learning activities is gathered through discussions with student focus groups, student government representatives, and the inclusion of students on applied learning committees. Nearly all campuses reported that student grievances are typically handled through a campus grievance process as outlined in college policy/student handbooks.
The Office of Applied Learning will continue to focus on student engagement and outcomes in Applied Learning by hosting regional engagement meetings with all campuses to discuss common assessment tools and policies. Preliminary research has been done to determine student perceptions of applied learning and this research will continue. Additionally, individual student success stories will be shared on the Generation SUNY Blog and the Applied Learning website.

Part V. Feasibility Study

Each campus was asked to undertake a feasibility study to identify both challenges and opportunities associated with making applied learning a local graduation requirement.

Overall, campuses emphasized their resounding support for the value of applied learning and its positive impact on so many facets of student success: retention, graduation, employment, career exploration and skill-development. Consistent with national research, campuses noted that this is particularly true for underrepresented minority students.

Campuses identified their work in applied learning as helping them to better engage with partners, including internal communications and partnerships off-campus with employers and community non-profits.

Many campuses use their applied learning offerings to tell the campus story and to help recruit students, and for so many fields of study, applied learning is the preferred method of teaching.

In thinking about a graduation requirement, some campuses noted that formalizing a requirement would help to operationalize processes and student supports across campus.

At the same time, a number of campuses identified concerns about requiring applied learning as a graduation requirement including infrastructure, resources and student barriers. Specifically, campuses noted a lack of infrastructure, including: tools for data collection and reporting, currently decentralized internship and other applied learning programs; faculty and staff time and resources for overseeing applied learning; transportation for students to off-campus sites and infrastructure challenges posed by credit caps.

As SUNY has already committed to ensuring that every SUNY student will have access to an applied learning experience, some campuses may still have work to do to facilitate those placements. Many campuses noted a lack of off-campus opportunities as a result of being located
in geographically rural areas. Competition for off-campus partnerships also exists within SUNY and with private institutions. Campuses noted a lack of resources for supporting faculty and staff in expanding applied learning offerings, building applied learning centers or offering professional development around applied learning. Resources are also necessary for maintaining and building relationships with partners.

Concerns about non-traditional students or students that have full-time employment outside of coursework continue to serve as an additional obstacle. For many students, unpaid, applied learning experiences might be out of reach. Other concerns included the oversight of requirements including offering waivers for students if adding applied learning would impact their time to degree completion.

Communication was also a challenge. This includes communication across offices on campus, and communicating the value of applied learning to faculty and staff in all disciplines. Embedding applied learning into curricula at community colleges was also noted as a challenge.

Notably, the Performance Investment Funding from New York State included two million dollars for applied learning activities that is being used by the Office of Applied Learning to help address these challenges. The Office of Applied Learning will work on issues of applied learning transferability between campuses. In addition the office will work with students to better understand their concerns and provide professional development for faculty and staff. SUNY will pursue creative solutions including virtual and on-campus applied learning activities to address transportation and lack of opportunity concerns.

The State University of New York and constituent campuses are poised to institutionalize and build on the applied learning work that has developed since 2015. With additional investment from the state, this work will continue to grow.

The SUNY Student Assembly stands in support of applied learning and has been formally engaged in the planning process. Students have raised concerns regarding the cost implications for students that accompany applied learning. In order to be as successful as possible, and to ensure that the financial burden is not shouldered by students, they are advocating for additional investment on the part of New York State.

The Office of Applied Learning was also charged with evaluating the impact of SUNY’s applied learning initiative on the workforce. The office plays a role in developing new applied learning
opportunities for students, following Department of Labor Guidelines to ensure no interns or other students engaging in applied learning displace existing jobs.

SUNY has signed a memorandum of understanding with the New York State Department of Labor to share wage record data. This will allow SUNY to analyze employment outcomes for students who stay in New York after graduation. The SUNY Offices of Applied Learning and Institutional Research will support campuses in this analysis. One pilot research report has been completed and can be found in the appendix. SUNY System Administration will be able to analyze gaps in student participation in applied learning activities with incoming student-level data reported by campuses.

In addition, SUNY’s workforce development initiatives have been administering career services grants with NYSDOL and SUNY will have promising practices document to share.

Part VI. Collaboration Plan

Key to the success of SUNY’s applied learning efforts, and relevant to the discussion about whether or not applied learning should be a graduation requirement, is a commitment to collaboration. As anchor institutions, SUNY campuses must work to support and collaborate closely with their local communities to identify, monitor, support and grow applied learning experiences. Applied learning requires the input and collaboration of partners – on and off campus – including businesses, non-profits, state agencies and others.

Campus plans indicate that there are many individuals involved in developing and maintaining partnerships. Each campus relies on individual faculty, staff and student relationships to find partners. Deans and Chairs of departments also create new partnerships. Many campuses have also developed formal outreach mechanisms through internship offices, economic/workforce development offices, the offices of philanthropy and alumni, and through centers for community and civic engagement. Global and international affairs officers also reach out to new partners.

Campuses work in their respective communities with myriad partners including local businesses, hospitals, schools, non-profit agencies, human service agencies, municipalities and more. Many campuses mentioned working with campus counsel and career development to create affiliation agreements and learning contracts. Partnership outreach and follow-up varies. Some campuses offer vouchers to their partners so they can audit courses and many follow up with surveys to
gather feedback. Campuses have various advisory councils, which operate college-wide and in specific programs. Additionally, community-based research and entrepreneurship programs and relationships exist between SUNY campuses and partners. Campuses will continue to maintain and build partnerships to support applied learning.

The Office of Applied Learning develops new applied learning opportunities through outreach to membership organizations and others on behalf of the SUNY system. The office will continue to focus on best practices in reciprocity and partnership communication. Employer resources have been created, including a series of videos where experts at System Administration explain the benefit of working with international students, students with disabilities, and students that have leadership experience. The Office of Applied Learning shares newly-developed opportunities with campuses through job-posting resource Purple Briefcase, creating a one-stop shop for partners. InternShop is a new tool that has been developed alongside the Business Council of New York State to connect SUNY students with internship opportunities at Business Council member organizations. The Office of Applied Learning has also created new internship programs with state agencies like the State Education Department, Department of Transportation, Office of Information and Technology Services and the Office of the State Comptroller. Moving forward SUNY will work closely with the non-profit and research sectors as well to help communicate the myriad ways to partner with campuses, faculty, students and staff.

Another way campuses engage with partners is through Federal Work Study (FWS). The FWS program allows for up to 25% of campus funds to be used in off-campus partnerships with private, for-profit organizations where the student’s work would be relevant to their program of study. In these cases, partners must match at least 50% of the students’ wages, and they may be willing to cover more than that minimum match. In 2016, a survey of SUNY Financial Service Offices were surveyed to determine how many campuses are engaging in off-campus partnerships. Of 39 responding campuses, 10 were spending 5% or more of their FWS budget off-campus. The average across the schools was 3%.

Additionally, 12 SUNY campuses currently operate JLD (Job Location and Development) Programs, also part of the FWS program. An institution is allowed to use part of the federal funds it receives under the FWS Program to establish or expand a JLD Program. “The JLD Program locates and develops off-campus job opportunities for students who are currently enrolled in eligible institutions of higher education and who want jobs regardless of financial need. This means that jobs may be located and developed under the JLD Program for FWS and non-FWS eligible students. Under the JLD Program, schools must locate and develop off-
campus jobs that are suitable to the scheduling and other needs of the employed student and must, to the maximum extent practicable, complement and reinforce the educational program or vocational goal of the student. JLD jobs may be part-time or full-time, for either a profit or nonprofit employer.”

To raise awareness of these policies, the Office of Applied Learning presented to the SUNY Career Development Organization and has been in continued communication with the campus Financial Aid Officers. The Office looks forward to working with business member organizations to solicit partners to match FWS funds for interested campuses.

Part VII. Graduation Requirement

This section of the plan addresses the outcome of each campus’s feasibility study, discussed above, regarding whether or not to require applied learning as a local graduation requirement. A brief description of each campus decision and sustainability plan are shared below.

As of this writing, fifteen campuses have voted to make applied learning a graduation requirement by a date certain, noted that they already require it and have for a long time, or noted that they already include or plan to include an applied learning experience as a thorough expectation for all (we might call this a de facto requirement). Other campuses will reconsider the question in the coming years, and many are keeping their applied learning teams intact and are looking to expand applied learning efforts.

Many campuses that have decided not to require applied learning will review all courses/projects in their normal review cycles to see if they could add applied learning, and some campuses will focus on moving unapproved applied learning activities to approved applied learning activities.

Many campuses have included applied learning in their student learning outcomes and/or strategic plans, created applied learning offices, hired staff to support applied learning, developed tracking mechanisms and more.

Full campus plans are public and available for viewing at: http://www.suny.edu/applied-learning/plans/. SUNY Adirondack currently has 15 degree and certificate programs that require approved applied learning, and makes applied learning an option for all other students as an elective. In addition, the college is committed to making and sustaining its focus on
essential employer partnerships, not only through its Business Central office but also through the work of its faculty and staff, and the construction of the Workforce Readiness Center (WORC), which will open in January 2018 and “serve as a physical hub for local business and industry to engage with the college through Business Central with employment and applied learning experience for students, the Office of Continuing Education with training and educational services, a forthcoming Center for Entrepreneurship to support workforce innovation and startups, and event space." The college decided not to make applied learning a local graduation requirement, but will continue to work closely with industry partners to provide applied learning experiences in a variety of settings.

The University at Albany has made Applied Learning a campus priority. There are many programs that support applied learning including Blackstone Launchpad, an entrepreneurship program, and the Community and Public Service Program. The Community and Public Service Program at UAlbany is both a requirement for all EOP students and a popular elective across campus. **UAlbany’s College of Engineering and Applied Sciences is in the process of developing UAlbany’s first co-op program.** There have been several new positions created to support applied learning at UAlbany. UAlbany has recently created an Institute for Applied Learning, an Assistant Vice Provost for Applied Learning position, and an Associate Dean of Undergraduate Research position. UAlbany’s Office of Career and Professional Development have created three new positions, two of which focus solely on employer relations. UAlbany’s Institute for Applied Learning is developing a mini-grants program to support faculty in creating and sustaining applied learning opportunities and is planning to launch a university-wide Internship program in Fall 2017. The university’s two new colleges, the College of Emergency Preparedness, Homeland Security, and Cybersecurity and the College of Engineering and Applied Sciences, are building programs that are rooted in (and will require) experiential education. UAlbany uses Handshake as their career management system. At this time, University at Albany will not be requiring applied learning, but will continue to create an environment that will empower all students to participate in high-impact applied learning experiences.

**Alfred State College has decided to “inculcate the culture and importance of applied learning” by requiring students to address critical issues through applied learning as an Institutional Student Learning Outcome (ISLO), which will become effective for students entering college during the 2018 – 2019 academic year. In addition, Alfred**
State has included the enhancement and expansion of applied learning as a goal in their new strategic plan in order to add to the 350+ courses that have already been designated as applied learning. Alfred State also demonstrates its support and commitment to service learning and civic engagement through the Center for Civic Engagement which supports co-curricular student programming and coordinates with academic departments on data collection and measurement of community impact.

Binghamton University is proud of its already-high student participation rate in applied learning, citing its inclusion as a strategic plan priority as part of the reason for this. They also have institutionalized the measurement of impact; the Office of Institutional Research and Assessment produces an annual report regarding the impact of the university on the area, and one of the categories measured is student service to the community. While they have decided not to move forward with a graduation requirement to continue to allow faculty to be the “arbiters” of program requirements, they, as noted earlier, have nonetheless included applied learning in their strategic plan. Furthermore, the university is in the process of creating an Applied Learning Innovations Council, whose role will be to advocate for funding for promising applied learning activities. Funding for applied learning will also be included as a priority for an upcoming fundraising campaign.

The College at Brockport’s campus plan to support applied and engaged learning is informed by and aligned with the new College Strategic Plan, Building a Better Brockport. This plan includes the enduring foundational values of community, engagement, excellence, and transformation. Brockport’s sustainability plan is based on findings and recommendations articulated in the final report of The Provost’s Task Force for Experiential Learning. In the context of shared governance, the College Senate will review policies and procedures for applied and engaged learning as part of its overall responsibility for academic policies. Cabinet, following recommendations from the Provost in consultation with the College Senate, will determine Interdivisional Coordination of Communication, Resources and Reporting for Engaged & Applied Learning. The College Senate and Provost will collaborate in the development of College-wide Advisory Committees (with cross-divisional and interdepartmental collaboration for research, outreach, review of applications, proposal of new procedures and policies, etc.)
SUNY Broome Community College’s decentralized model of applied learning lends itself to specific departments and faculty members collaborating with community partners. On-campus partners for this initiative include faculty, department chairs, academic advising, career counseling, student success squad, EOP, the Applied Learning and Career Center, and the administration. External partners include local businesses, clinical sites, non-profit community-based organization, national and international sites, and regional college/universities. SUNY Broome has recently developed an Applied Learning and Career Center, with assistance from a career services grant with NYSDOL and SUNY to expand and enhance campus engagement among students and the SUNY Broome community. The SUNY Broome Center for Civic Engagement (CCE) promotes and fosters public and political deliberation among students, faculty, and within the larger community. CCE also offers training on public deliberation throughout New York State and in partnership with other colleges and universities. SUNY Broome and its creative and innovative faculty will promote and support applied learning opportunities that currently exist and will continue to develop and expand new opportunities.

At the University at Buffalo, rather than formalizing a graduation requirement, resources are being focused on enhanced tracking, faculty participation and financial and curricular support, while integrating applied learning into the new liberal arts curriculum. They believe that these changes will catalyze almost universal participation without forcing a mandate or formalized requirement and have set a target of 90% participation by 2022, compared to 60% in 2015 - 2016. To ensure ongoing collaboration and synergies across organizational units and structures, their Experiential Learning Consortium and associated working groups will continue to function as a community of practice for faculty and staff to share best practices and explore interest areas.

Buffalo State College noted that the feasibility study “raised awareness of the importance of these experiences for students,” and they hope to one day move forward with a requirement. In addition to reconsidering a requirement in the future, Buffalo State demonstrates its commitment to applied learning by including the integration and growth of opportunities for students as goals in their strategic plan. The college does not have sufficient resources to effectively implement and assess a graduation requirement at this point.

SUNY Canton will require all students to engage in applied learning experiences before graduation. Currently, the majority of students engage in applied learning.
through required program courses or capstone opportunities/requirements. Faculty unanimously voted in favor of the requirement reinforcing the College’s mission and the value it places on applied learning. SUNY Canton has cultivated numerous reciprocal partnerships at the local, state, and national level to support off campus applied learning experiences. All programs will be required to indicate which courses by their very nature meet the applied learning criteria or have an activity or component that meets the criteria. The requirement will become effective beginning with the fall 2017 cohort.

At Cayuga Community College, many programs have a diversity of courses that include applied learning, and the college works to include local community and industry representatives on program advisory boards to ensure that they have aligned the curriculum with local workforce needs. While they have decided not to move forward with a graduation requirement for several reasons, including a belief in faculty choice over pedagogical approach, they have a plan in place for any faculty who wants to have their course designated as AL and included on transcripts as such. Furthermore, moving forward, they have developed a Functional Area of Review to assess certain cohorts of students who have participated in applied learning to gauge impact on employment and retention.

On behalf of the New York State College of Ceramics, Alfred University has convened a university-wide taskforce on applied learning and has included applied learning in their strategic plan. Moving forward, they are in discussions about requiring applied learning for all students.

Clinton Community College, has shown its commitment to the work moving forward with applied learning by the hiring of a Career Services Coordinator, who will work to expand partnerships and opportunities starting in the fall of 2017. The College is committed to providing students with opportunities to develop the skills, knowledge, and awareness that will prepare them to be successful in further education and careers. To that end, applied learning activities, credit or non-credit, contribute to a career ready, knowledgeable citizenry, and prepares transfer students for upper-level university study. Currently only 4 of 20 degrees and 1 of 7 certificates require an approved practicum, clinical or internship credit bearing course for graduation. The college felt, therefore, that a graduation requirement for all would negatively impact degree completion for a large number of students. They noted that the conversion of non-credit activities to approved
applied learning could be an area of opportunity and a way to increase participation moving forward. Furthermore, coding and tracking of experiences is still being worked out, but they note that the work at the registrar, IR, and IT levels is progressing despite limited staffing.

**SUNY Cobleskill faculty voted to approve applied learning as a graduation requirement, effective for students entering in fall 2017.** Currently, the college is working to finalize applied learning attributes (course tags) and is updating their inventory of applied learning courses. This decision was the result of collaborative effort among the Provost, Deans, Department Chairs, faculty, Registrar, and Institutional Research. In addition to faculty, staff and administrator-led partnerships, The Institute for Rural Vitality will provide the framework for developing additional partnerships that are relevant to the mission of the College.

**Columbia-Greene Community College** is proud of their existing systems to measure impact of applied learning on the students, the local community, and workforce. Every six months, the Office of Institutional Effectiveness administers a post-graduation survey to gauge student success. From these surveys, they note that being engaged in at least one applied learning opportunity increased the chances of being employed in their field of study after graduation by 30%, and this was primarily true for students in terminal degree programs. Furthermore, the college will serve as a pilot campus for receiving campus-specific student employment outcomes from the NYSDOL. While they have decided not to require applied learning for graduation, the students that they surveyed place a high value on the experiences. The campus recently hired a Director of Applied Learning and Job Development who will continue to expand partnerships and opportunities moving forward. Plans for the 2017-2018 Academic year include the implementation of Applied Learning student focus groups and two pilot projects with capstone/creative works courses.

**Cornell University** opened The Engaged Cornell Hub that houses eight publicly engaged programs and units that actively serve a range of applied learning needs across the university. The Hub provides a shared space where these units can work more closely together, foster connections with other community-engaged units on campus, better support the entire Cornell community, and advance the university’s mission of public engagement. The Office of Engagement Initiatives is developing specific resources for staff, students and faculty (and external partners) to assist with the planning, design and
assessment of reciprocal community partnerships. Cornell uses Salesforce, a new web-based resource to assist students, faculty and staff with various logistical, planning, partnerships and programmatic dimensions of applied learning activities.

**Corning Community College** recognizes the importance and value of applied learning, noting that these experiences are in line with all of their institutional learning outcomes. The hiring of a Coordinator of Applied Learning to oversee the initiative on the campus as well as the creation of a steering committee to allow for broader participation in the work are evidence of the college’s commitment to the sustainability of the initiative in the years to come. While they determined that a graduation requirement was not feasible for a number of reasons, the work will continue to be supported not only by the coordinator and steering committee but also by the Corporate Outreach Specialist in the Office of Workforce Education and Academic Pathways, whose role involves supporting community partners. In addition, they will continue to survey area employers on an annual basis to gauge their satisfaction with Corning Community College students’ skills in a variety of areas and the likelihood of their hiring interns as employees.

**SUNY Cortland** is a system leader in the area of civic and community engagement, the first SUNY campus recognized with the Carnegie Classification for Community Engagement. In addition, the campus institutionalizes the importance of applied learning by making it a component of the faculty appointment and promotion policies. Despite the decision not to require applied learning as a local graduation requirement, the college reports that “approximately 90% of students participate in at least one form of approved applied learning prior to graduation.” Furthermore, support for applied learning moving forward will include developing a process to convert existing activities to approved ones, improving course tracking and coding, funding additional professional development, and continuing to examine the feasibility of including applied learning as a graduation requirement at a future date.

**SUNY Delhi’s** College Council meets regularly to assess community views about the college’s impact. College Council members are appointed by the governor and are local stakeholders. Other regular assessment occurs during meetings of the Academic Advisory Council. These twenty-four advisory councils are made up of 157 community members. Applied learning opportunities are available to all SUNY Delhi students. For over fifteen years, the O’Connor Center for Community Engagement has increased and enhanced the quality of student engagement with its partners in the Delhi area and beyond by focusing
on service-learning and community based learning/volunteering. The office provides event management, transportation, funds for small projects and coordination of students and community members. With the growing number of students in different majors that do require applied learning, the campus may look to add faculty, staff and resources in the future.

Most students at SUNY Downstate have multiple applied learning experiences before graduation. Applied learning is already a requirement at the health science campus and all students have the opportunity for applied learning in their programs. For the majority, this is a mandated part of their curriculum. The Medical Center has five colleges, each of which offers various types of applied learning. All programs in the Colleges of Medicine, Nursing, and Health Related Professions require Clinical Placements to graduate. In addition, students often participate in Service Learning and Community Service. In the College of Nursing, students participate in a clinical practicum. An International Exchange is available in the College of Health Related Professions on a limited basis. In the School of Graduate Studies, all students participate in Research, Creative Activities, and Practicums. In the School of Public Health, students have the opportunity for Clinical Placements, Community Service, Creative Activities, and a Practicum.

Dutchess Community College currently has an Office of Service Learning and a Service Learning Coordinator to manage all aspects of service-learning experiences for students, faculty, and agencies, including measuring impact. Other types of applied learning are measured at the program level. The college notes that they have applied for Title III grant to help fund a Center for Applied Learning, which, if awarded, would allow them to centrally manage all applied learning activities and develop and support partnerships in all types of applied learning from service-learning to clinical placements. Furthermore, the college notes that it does not have the resources at this time to move forward with a graduation requirement, but the funding and staffing of a Center for Applied Learning will make revisiting the idea of a requirement a possibility.

Empire State College students participate in internships, practicums, clinical experiences, service learning, and community engagement. They noted that given the “distributed” nature of the college and characteristics of their student population, they would not be able to move forward with a graduation requirement, citing that the “infrastructure/resources to sustain the oversight and approval of AL activities … are
Currently insufficient.” Despite not being able to move forward with a graduation requirement, many of their students begin their studies already having hands-on, real-world experience, with many of the students participating in Prior Learning Assessment (PLA).

State University of New York College of Environmental Science and Forestry (ESF) plans to require applied learning with the first inclusion in their 2017-2018 college catalog, with this specific requirement applied to all students entering programs in Fall 2017. ESF’s Applied Learning activities are deeply embedded in their academic curricula and in their history. ESF’s applied learning community partners are extensive and encompass all sectors. Some of ESF’s partners include WWF, Audubon, NSF, and EPA. A substantial number of ESF students engage in research or project based service learning work in international settings with groups such as Engineers without Borders, The Center for Environmental Studies in Vitoria-Gasteiz, the Monteverde Institute, the School for Field Studies, Sea Semester, and many others. Many community partnerships are helped formed by the Center for Community Design Research.

Erie Community College has included the goal of identifying metrics to measure the external impact of campus-approved applied learning in their strategic plan—ECC Excels, which concludes in 2020 – 2021, and are looking to develop “a full measurement system for external as well as internal engagement.” Also, in June 2016, the college established a five-year project to provide service-learning opportunities to all matriculated students. This commitment combined with the fact that 82% or programs require some type of approved applied learning already made a local graduation requirement seem unnecessary at this time. They will re-evaluate this position at the conclusion of the current strategic plan.

The Farmingdale State College faculty governing body voted to include applied learning activities as a requirement for graduation from baccalaureate degree programs. Full compliance with the requirement will be on a timeline that is not less than 5 years from initial implementation, and the implementation of the requirement will not commence until all necessary systems as well as adequate supports for departments, faculty, and staff are in place. Beyond the graduation requirement, support for applied learning is evidenced by its inclusion in the 2017 FSC Students First Grant competition, where enhancing existing courses with civic engagement,
community service, service learning as well as the development of new and innovative applied learning activities are considered for the awards. In addition, the building of the NEXUS Center for Applied Learning will bring together the Career Development Center and Academic Affairs to better serve students. The Center will create more and better applied learning opportunities, support employment outcomes for students, and cultivate relationships with external partners.

Applied learning is an integral part of the Fashion Institute of Technology’s mission. Nearly all of FIT’s degree programs have at least one applied learning activity embedded in individual degree sequences, predominantly as an internship or a research/capstone course. FIT is also committed to increasing study abroad participation for students. For students participating in internships, for example, industry partnerships are extensive with a current inventory of 2650 internship sponsors. And in developing new degree programs, school deans and department chairs emphasize the expectation that these new programs include either a capstone and/or an internship in their proposed degree sequences.

At Finger Lakes Community College, many programs offer or require applied learning as part of the curriculum. The college acknowledges, however, that a requirement is not feasible at this time. Credit hour restrictions, limited staffing, insufficient infrastructure, and fiscal concerns were noted among the reasons for this decision. Moving forward, they noted many areas for growth and development, including the potential hiring of an Internship Coordinator, who could help formalize the process of partnership engagement, and working with the Office of Institutional Effectiveness to explore ways to measure the impact of applied learning on the community and workforce.

The SUNY Fredonia Applied Learning Council received the University Senate's endorsement of its report and recommendation during its May 1st meeting. The campus has a long history of deep community engagement and has received the Carnegie Engagement Classification. As the newest division of the university, Engagement and Economic Development's mission is to facilitate and support university-community collaborations that enhance the intellectual, cultural, artistic, and economic vibrancy of our region. This division provides a centralized gateway and resource for on- and off-campus partners to engage with the university. This structure serves to cultivate new partners, clarify partner needs and reciprocal opportunities for community engagement, identify appropriate departments/offices to meet those needs, and establishes processes to
connect candidates with employers and the university to the community. SUNY Fredonia will not require approved applied learning activities as a graduation requirement for the 2017-2018 academic year, but will continue to study the issue and are optimistic about approval of requiring it in the future.

At Fulton-Montgomery Community College, there is a “tremendous amount of support for applied learning initiatives,” and they note that all of their programs have an applied learning opportunity available to student. They opted to not move forward with a local graduation requirement, citing both faculty and student feedback that choice was preferred over a mandate. Moving forward, the college Applied Learning Team will be working to develop a more comprehensive way to measure impact of applied learning on the community as well as attending applicable professional development opportunities.

Geneseec Community College currently incorporates applied learning activities such as internships, clinical placements, field observations, studio courses, co-operative education, performances, and productions in 33 of its certificate and degree programs. Given the rural location of the college among other factors, however, the college has decided not to move forward with a graduation requirement. They note that faculty value applied learning experiences, especially in terminal degree programs. The college will continue to explore new applied learning opportunities as cyclical program reviews and revisions occur. Furthermore, the college’s administration will continue to support professional organizational memberships, advisory committee activities, and regional affiliations to ensure that new partnership opportunities are explored.

SUNY Geneseo is currently redesigning its curriculum with an overarching learning objective framework known as GLOBE (Geneseo’s Learning Outcomes for a Baccalaureate Education). The third of three learning outcome areas within GLOBE is integrative and applied learning - the ability to connect and combine knowledge and skills acquired through the curriculum and co-curriculum to complex situations within and beyond the college. As integrative and applied learning is one of the outcomes of GLOBE, adoption of this new curricular framework will ensure that every Geneseo graduate completes an applied learning activity prior to graduation. Geneseo also works to ensure reciprocity and mutual benefit with our community partners. They do this by convening with them regularly, sharing reflections, listening to the needs they would like addressed as well as sharing our needs and goals.
Herkimer County Community College recognizes the importance of integrating applied learning experiences wherever possible in the student’s college experience. Furthermore, the college is proud of their 100% employment rate for their Emergency Medical Technician and Physical Therapy Assistant program, which contain applied learning components. They have decided, however, based on their rural location, student demographics, fiscal challenges, and other considerations, not to make applied learning a graduation requirement. The college will continue to support applied learning in a number of ways, including having community-based organizations and businesses serve on advisory committees to provide feedback on workforce needs and considering applied learning integration during periods of program review or development.

At Jamestown Community College, a significant number of students are already completing approved applied learning activities prior to graduation. Applied learning has a firm footing within academic affairs under the direction of the executive director of academic innovation, and applied learning goals are included in the college’s annual academic affairs plan. Currently, the college’s general education committee, a standing committee of the faculty, is evaluating requirements and considering the inclusion of applied learning among those requirements.

Jefferson Community College surveyed many campus stakeholders who noted that there are already many applied learning experiences for Jefferson Community College students. They are curriculum driven at the department level. Furthermore, there is widespread support across the college for applied learning when applied learning is appropriate to the curriculum. Specifically, of the 37 degree programs offered at Jefferson Community College, 34 of the degree programs require at least one course that is currently designated as having an applied learning experience as part of the requirement for the successful completion of the course. While they have decided that a graduation requirement is not feasible, they are committed to current and future applied learning through currently existing formal structures, budgeting, and a host of advisory support mechanisms to assist students throughout their careers at Jefferson Community College.

At SUNY Maritime College, applied learning is already a graduation requirement, and has been so since 1948. In addition to the required internship for undergraduates, Maritime students are also active in the community through a variety of community-service projects and are recognized for their scholarship and research at major conferences. Moving forward, the college is looking to expand opportunities to partner
with international institutions of higher education for study abroad programs; the first student exchange with National Taiwan Ocean University will begin in the fall of 2017.

Mohawk Valley Community College’s Applied Learning opportunities include internships, service-learning, and clinical sites related to their healthcare programs. In creating their strategic plan, “Catalyst 20/20,” Mohawk Valley Community College engaged over 900 leaders in the plan’s development. Applied Learning emerged in this process as one of Mohawk Valley’s 5 strategic goals. MVCC plans to scale applied learning and is considering making Applied Learning a graduation requirement by 2020. They will do this by continuing to engage their community partners, acting as a thought leader in their community, and to serving as their community’s central hub of education.

Monroe Community College currently has 11 approved AL activities and 37 programs that require Applied Learning. Monroe Community College partners with area employers on various forms of Applied Learning such Apprentice Training, Clinical/Practicum, Co-ops and Internships. Some of the offices that support intentional and reciprocal partnerships at Monroe Community College include the Office of Career Services, Economic Development and Innovative Workforce Services Division, and the Office of Global Education.

Morrisville State College currently has over 80 bachelor and associate degree programs, preparing graduates for specialized careers in New York’s dynamic and evolving workforce. Nearly all of the bachelor programs have a required full-semester internship as a capstone requirement. Over 95 percent of those receiving bachelor degrees benefit from a faculty-supervised, field-based internship that transitions to a career opportunity. Likewise, most of the associate programs contain a required applied learning experience, seamlessly integrating instruction with specialized on-campus facilities and equipment. These career-focused programs also benefit from the ongoing review and counsel from local advisory boards, connecting faculty and students with a broad ecosystem engaging hundreds of regional professionals. Morrisville State College continues to work with these boards and our campus governance to adopt an applied learning graduation requirement, either imbedded within the program of study or an approved campus-wide applied learning experience.
Nassau Community College engages community in applied learning on various levels. NCC has developed strategic community partnerships with the Long Island Volunteer Center, Americana Manhasset, Nassau County Museum of Art to name a few. These types of partnerships allow students to work alongside businesses and non-profits on applied learning. Nassau Community College currently has an office for applied learning/veterans. NCC hosts various applied learning activities for faculty, students, staff, and community members such as days of service, orientation, cultural programming, food pantries, day care centers, prom boutiques, astrology nights, health fairs/blood drives, college radio stations, college newspaper, applied learning faculty workshops, and research centers. NCC already requires applied learning for all of its clinical programs and most of their professional degrees. Over the next three years, NCC will expand their applied learning offerings so that they are available to all students who seek them. They will be creating a permanent committee in our Academic Senate that will support faculty efforts in designing and implementing applied learning projects. They are developing a formalized system to acknowledge applied learning activities for all students which will extend beyond the transcript through the use of a co-curricular transcript or an e-portfolio.

In October 2014, SUNY New Paltz faculty voted to provide all students with an applied learning capstone experience in their majors. While this has not been enacted as a formal campus requirement for every program, the current campus expectation is based on providing a capstone experience as a major requirement rather than a graduation requirement for students. Departments, department chairs, and the campus Curriculum Committee review the courses for final approval; review by faculty governance as a whole takes place at the program level. The capstone course experience is tracked through departmental major advising in order to ensure graduation requirements are fulfilled for each student. Major advising takes place at the departmental levels through major advisors and department chairs. There is near universal compliance with this decision in all our majors.

Niagara County Community College engages with the local region in multiple ways, supporting students' service to the community and offering them applied learning experiences that allow them to access a broad range of fields, from healthcare delivery to performing arts to government to environmental issues. NCCC has ongoing partnerships with a wide range of organizations, including NYS Recreation, Parks, & Historical Preservation; Niagara County Sheriff's Department; Community Missions, Inc; the
majority of local hospitals and healthcare facilities; and of course the college's Niagara Falls Culinary Institute, a facility built around supporting applied learning opportunities for students in culinary, baking, and hospitality programs. NCCC's relationships span not only powerful public and private entities but also small businesses that keep our community vital. Though there is no single office committed to overseeing all applied learning, comprehensive experiences are embedded in academic divisions across programs and in student affairs offices which feature individually-tailored non-credit and credit bearing experiences. While the college is not requiring every student participate in applied learning, they are committed to continuing to offer applied learning experiences to every student on campus, whether by meeting certificate or degree program requirements or through elective academic or extracurricular experiences.

**North Country Community College** has a long tradition of including applied learning in the curriculum, with nearly 60% of their students enrolled in programs where applied learning is either required or is an option. Some 44% of their students are enrolled in programs where the classic applied learning activity is a requirement for graduation and another 13% are in programs where they can elect to have an applied learning option. North Country has program advisory boards that include employers and community representatives who work to provide applied learning opportunities, advise on how to best align those with employment needs and let the college know how students fare in their employment with them. North Country also engages with multiple community partners across their service area to assist with their nursing, radiation technology, wilderness recreation leadership, and human services applied learning activities.

**SUNY Old Westbury** has Applied Learning initiatives in all four schools and its First-Year Experience program. In the School of Arts and Sciences, six of twelve departments require Applied Learning in their degree programs. The undergraduate programs in the School of Education all require Applied Learning. The two departments in the School of Business are advancing Applied Learning as a requirement for their degree programs. The School of Professional Studies features Applied Learning in several of its course offerings. The First Year Experience program requires a Civic Engagement Applied Learning experience, a Community Learning course, for all incoming first-time college students. Each academic department in the college offers at least one SUNY based criteria Applied Learning experience. Partnerships are supported by faculty and staff through various entities such as Academic Departments; the Community, Action,
Learning and Leadership program; the Office of International Enrollment Services; Old Westbury Web Radio; and, the Office of Career Planning & Development.

**SUNY Oneonta** is actively engaged in offering applied learning opportunities for students. The College community agrees that applied learning is, for many Oneonta students, a key component of their undergraduate education. At the April 17, 2017 meeting, the College Senate passed a resolution recommending that SUNY Oneonta set a goal of establishing an applied learning graduation requirement in the next two years. The first step of this additional planning will be to organize a committee responsible for developing an implementation plan. A Senate-designated task force will be created this fall to move the campus forward in this manner.

**Onondaga Community College** has many available applied learning experiences for its students. Some of the focus areas include clinical placements, internships, research, service-Learning, study-abroad, creative works, and practicum. Onondaga offers many programs with a required practicum component. For example, all hospitality management students are required to complete 400 hours of practicum experience in either hotel or food service industries. Onondaga Community College engages community partners and the community through many on-campus positions such as internship coordinators, faculty, CSTEP/LSAMP advisors, Economic Workforce Development Coordinators, and many other on-campus roles. As of now, 15 degree programs and all workforce development programs at Onondaga require applied learning as part of their curriculum in order to graduate.

**SUNY College of Optometry** requires all of its graduates to complete approximately 2000 hours of patient care in their 4-year optometry program; therefore, applied learning is and will continue to be a graduation requirement for this program. Students are also encouraged to take part in other forms of applied learning, including volunteerism and community service. The college also has a Director of Externships, whose work includes supporting quality reciprocal partnerships.

**SUNY Orange** provides an expansive opportunity set for students to participate in applied and experiential learning activities. These activities are embedded formally into many professional programs and are strongly represented within the Allied Health and Early Childhood Education disciplines. SUNY Orange operates a “lab school” day care center for early childhood education students to practice their skills. SUNY Orange also
collaborates with its P-tech school in a concurrent enrollment program. Many of these activities are formally coordinated through The Office of Career & Internship Services. SUNY Orange engages with advisory board, college foundation, and faculty relationships in the community to identify new applied learning possibilities.

**SUNY Oswego** values applied learning and currently makes applied learning opportunities available to all students who seek it by developing and building a range of applied learning opportunities and through several offices, connecting students to these. This practice will continue. In addition, SUNY Oswego will continue to continuously improve its delivery of applied learning support services and expects that access to applied learning opportunities will continue to grow organically as faculty and staff continue to embrace this important learning tool.

**SUNY Plattsburgh** continues to expand experiential learning opportunities in the region, the state, the country and abroad; they continue to manage the Applied Learning Grant program which provides funding for students serving un- or underpaid experiences; they will partner with alumni to host up to six job shadowing and site visits to expand student awareness of the world of work; they will expand the Executive in Residence program which connects students to working professionals in fields of interest, and they will launch an e-badge microcredentialing program for non-credit applied learning experiences.

**SUNY Potsdam currently is exploring having a culminating applied learning activity as a graduation requirement through its redesign of its General Education requirements. The campus will also explore ways to scaffold that experience, supporting students who would benefit from starting early and with experiences building in intensity through the curriculum. As the campus General Education revision is mid-process, there are several phases of implementation of the program provisionally defined and planned. Applied learning experiences on the SUNY Potsdam campus reflect a collaboration between the faculty, Center for Applied Learning and the Provost’s staff. SUNY’s definitions and 2017 Request For Information will be crucial in establishing Potsdam’s library of approved experiences. The General Education Task Force will use that data as they begin to define what meets our proposed new requirements. The Registrar will be key as this is implemented through Banner and BearDen Degree Navigator, and strong engagement with departments, advising faculty, and staff will be a crucial part of our success. The
campus anticipates an effective date of their new General Education program to be Fall 2019.

Purchase College requires applied learning as a graduation requirement through a mix of senior projects, performances, capstone papers, and required internships. This local requirement is well supported and integrated with the curriculum, with learning outcomes assessed yearly within every program. Furthermore, the campus is committed to expanding additional applied learning opportunities as resources allow. They are also looking for ways to defray costs of student participation.

Rockland Community College strongly advocates for the value of applied learning to their students, and they note that most of their programs have built-in instruments for assessing the impact that RCC students have on the community and workforce. In addition, a point of pride for the campus is their Internship Program which started in 1996 with 20 partners and has grown to nearly 2000 partners as of 2016. They are equally proud of being able to offer a broad range of other excellent and meaningful applied learning experiences, including their highly regarded clinicals and practicums, a robust volunteer program that provides strength to a co-curricular transcript, as well as their assortment of new and developing research opportunities. All of the applied learning programs at RCC will continue to be supported and highly valued moving forward. After considering the needs of the student population and the kinds of challenges they face, the college has decided not to move forward with making applied learning a graduation requirement.

Schenectady County Community College plans to include applied learning activities in all programs and therefore indirectly sees it as a completion requirement, but they do not have plans to enforce it as a graduation requirement. The additional student learning outcomes in courses to ensure that applied learning is in all programs has gone through the standard governance process which includes, division, curriculum (with student membership), and faculty senate. Schenectady County Community College engages in Start-up NY, the Bizlab, business round tables, and other community agencies to ensure high-quality applied learning experiences. SCCC consists of various types of on- and off-campus collaborators such as employers for internship sites, non-profits as service learning sites, and government agencies as recipients of advocacy initiatives.
Stony Brook University (SBU) will continue to make applied learning a priority on its campus. One of the four guiding principles shaping the development of a new General Education curriculum (SBC) at Stony Brook was a desire to promote applied learning. To this end, the SBC includes as one of its nineteen learning outcomes “Apply Knowledge and Skills Beyond the Classroom” (EXP+). EXP+ is one of four objectives included in the section of SBC that requires students to ”Pursue Deeper Understanding” (PDU); the others are Humanities and Fine Arts (HFA+); Social and Behavioral Sciences (SBS+); and STEM+. Students are required to satisfy three of the four objectives in PDU; thus the new SBC encourages students to engage in applied learning but does not require every student to do so in order to graduate. However, twenty-five accredited Bachelor degree programs do require applied learning in order to graduate. Stony Brook’s model of experiential education includes collaboration with academic departments, International Academic Programs (IAP), the Program for Undergraduate Research and Creative Activity (URECA), the Office of Student Financial Aid, the Office of the Vice President for Economic Development (OVPED), Division of Student Affairs, Center for Inclusive Education (CIE), the Office for the Integration of Research, Education, and Professional Development (IREP), Clinical and Teacher Programs, Academic Support programs, the Career Center and Student Employment. Stony Brook has thousands of off-campus partnerships, stewarded by several campus stakeholders, including the Career Center’s Employer Engagement Team, Academic Clinical Rotation and Teacher Placement Coordinators, the CIE, the OVPED, IAP, and individual faculty members, with occasional help and referrals from the Office of Government Relations, the Office of Community Relations, Corporate & Foundation Relations within University Advancement, and the Office of Alumni Relations. At Stony Brook University, at least 57% of bachelor's recipients in 2015-16 completed an applied learning experience. Stony Brook University continues efforts to expand opportunities and to increase the number of graduates who complete an applied learning experience.

Suffolk County Community College has over 100 Applied Learning courses and a variety of not-for-credit Applied Experiences. Thousands of students are actively involved in study abroad, research at the Brookhaven National Laboratory, clinical rotations in local hospitals, cooking and serving customers at the College’s own Bakers’ Workshop in downtown Riverhead. Almost every AAS program at the College requires participation in an academic Applied Learning experience. Academic departments that support programs with external accreditation are continuously involved in collaboration, placement and assessment of Applied Learning experiences as required to maintain
accreditation and to improve the student experience. Offices and departments on Suffolk County Community College’s campus that currently support community partnerships include Career Services, Campus Activities, many academic departments and Study Abroad. The current work of Applied Learning is continued through curricular and co-curricular development. An Applied Learning committee is charged to encourage the expansion of Applied Learning experiences, act as a body that credentials proposals as approved Applied Learning experiences, develop a co-curricular transcript, and provide professional development for those interested in incorporating Applied Learning into coursework, curriculum or co-curricular experiences. Suffolk County Community College continues expand access to Applied Learning opportunities.

The faculty and students at the SUNY Polytechnic Institute believe in the philosophy of learning-by-doing and the pedagogical benefits of experience-based learning as evidenced in the campuses 2016 Middle States Self-Study and 2016 Strategic Plan. The appropriate governance committees on both campuses have resolved that the role of applied learning will be determined by the faculty of each program. Department chairs will report faculty deliberations and decisions to make applied learning a graduation requirement. If the faculty in a particular program decide to make applied learning a graduation requirement, a process has been established through the standard curriculum approval chain to approve both courses and curriculum changes. The Provost’s staff will follow up with each department over the next academic year to obtain the results of faculty deliberations in each program regarding applied learning. The Provost and his staff will determine strategies to increase the opportunities for programs to adopt an applied learning graduation requirement. The Transformational Learning Community group of our tactical planning process is developing a structured plan to augment, assess, and incentive greater use of applied learning. The Provost’s office is committed to applied learning as a high impact learning and teaching methodology.

Tompkins Cortland Community College has develop a new Applied Learning Experience course (ALEX 249), which utilizes partnerships with community organizations (such as the Tompkins County Historical Society, the Dryden Community Pantry, Rev: Ithaca Startup Works, and our college Farm-to-Table culinary center in downtown Ithaca) to engage students in independent and collaborative problem-solving experiences. Students work with both faculty mentors and external managers to design creative solutions to real-world problems. These solutions are evaluated and assessed
using an “essential elements checklist” throughout the semester; based on the solutions presented, additional opportunities for inquiry may manifest themselves.

Applied learning at Ulster County Community College is demonstrated campus wide. Entrepreneurship, Collaborative Online International Learning (COIL) and the Real World Classroom Philosophy are three pillars supporting the campus focus and commitment. The campus applied learning team has expanded and will put forth a vote in 2018 on whether to making applied learning a graduation requirement. The team is also working to anchor applied learning as an integral component in the college strategic plan. Ulster is taking a leadership position in the community as an active and dynamic participant in the local economy. Given the amount and range of applied learning happening on campus plus a commitment to an inclusive dialogue with all stakeholders, the campus anticipates an informed decision by the faculty.

Upstate Medical University is an Academic Medical Center sponsoring upper division and graduate programs, most of which lead to professional licensure. Thus graduation requirements are often directed by professional accreditation standards and must be established by individual academic programs. All academic programs require applied learning activities as a graduation requirement. The specific activities vary by program. Required activities across the programs include internships, clinical placements, practicums, research, and simulation training. Optional/elective/extracurricular activities include service learning, community service, civic engagement, creative works, and international and domestic travel/exchange. The registrar’s office ensures that all students have met all graduation requirements before the degree is granted.

Westchester Community College is working to coalesce resources across campus to establish a Center for Applied Learning. A Program Specialist has been hired to assist in the development of guidance documents and procedures to share with students, faculty and external partners. Having obtained approval from the Faculty Senate, the college is developing plans to expand the number of internships offered each semester and establishing systems to study and track the number of students who engage in approved applied learning experiences on campus. The college has decided to delay the decision to move forward with a graduation requirement.

III. New York State Discrimination Laws / New York State Human Rights Law
As SUNY prepared to implement its Applied Learning Plans, the Office of Applied Learning has worked with the SUNY System Office of the General Counsel, to prepare guidance for campuses and potential partners regarding New York State Discrimination Laws and the New York State Human Rights Law.

Pursuant to the NYS Human Rights Law (NYS Executive Law §296-c, the non-discrimination protections that apply to workers in NYS are extended to unpaid interns (paid interns are protected as employees). These protections include extending equal opportunity to all students regardless of age, race creed, color, national origin, sexual orientation, military status, sex, gender identity, disability, predisposing genetic characteristics, marital status or domestic violence victim status. Therefore, it is important that Hosts have as little personal information about interns as possible prior to selection of the intern. For instance, there is no reason to include a student's national origin on an application or mention a disability during pre-selection discussions with a Host.

The NYS Human Rights Law applies generally to employers with four or more employees. However, with regard specifically to sexual harassment, which is a form of sex discrimination, the NYS Human Rights Law was amended in 2015 to apply to all employers, regardless of the number of employees. Sexual harassment can occur between males and females, or between persons of the same sex. Sexual harassment that occurs because the victim is transgender is also unlawful. In accordance with Laws of 2015, Chapter 362, the NYS Division of Human Rights and the NYS Department of Labor are required to make training available to assist employers in developing training, policies and procedures to address discrimination and harassment in the workplace, including sexual harassment. The guidance document put forward to comply with this mandate can be found on both agencies websites. Here is a link to the NYS Department of Labor’s website: https://www.labor.ny.gov/legal/anti-discrimination-harassment-guidance.shtm.

Sexual harassment in the form of a “hostile environment” consists of words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual’s sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements, or sexually discriminatory remarks made by someone in the workplace which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, or which interfere with the recipient’s job performance. Generally, to rise to the level of sexual harassment, the behavior must be severe or pervasive; however, a single incident of inappropriate sexual behavior may be enough to rise to the level of sexual harassment, depending on the severity of such incident.
Another type of sexual harassment known as “quid pro quo” harassment occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. Only supervisors and managers are deemed to engage in this kind of harassment, because co-workers do not have the authority to grant or withhold benefits.

Students who believe they have been subjected to discrimination or harassment at their applied learning experience can either file a claim with the NYS Division of Human Rights (NYSDHR), or bring a civil action in court under the NYS Human Rights Law.

For those campuses in New York City, the NYC Human Rights Law, Title 8 of the Administrative Code of the City of New York, prohibits discrimination in NYC and has been expanded to include interns, stating "interns, whether paid or not, are considered employees," and are therefore among those covered by the New York City Human Rights Law. A link to the Commission on Human Rights is found here: http://www1.nyc.gov/site/cchr/law/the-law.page

Although an immense amount of work has been completed, there is more to do.

IV. Notes and Future Plans

The Office of Applied Learning has supported campuses throughout the creation of their Applied Learning Plans and will continue to support applied learning work.

Office Services

The office hosts monthly phone calls for applied learning liaisons to update them on SUNY policies, changes in the field and upcoming events. Experts internal and external to SUNY join these phone calls to present on relevant topics such as civic engagement, partnership collaborations and adding applied learning to academic programs. The Office of Applied Learning has also developed a quarterly newsletter (see Appendix) to share grant funding opportunities, expert advice and student stories across the campuses. The first two issues can be found in the appendix of this report. A website for Applied Learning has also been created (https://www.suny.edu/applied-learning/) and includes a page for students who are looking for applied learning experiences; a partner page which explains how partners can share applied learning opportunities or otherwise work with SUNY; and a page with resources for faculty,
relevant journals, SUNY research reports, a list of SUNY applied learning experts and basic information about the initiative.

*University Faculty Senate*

The University Faculty Senate Undergraduate Academic Programs and Policies Committee has created an internship and co-op guide and SUNY’s Office of the General Counsel has developed an affiliation guide for all types of applied learning. The guide is available through a request from your counsel's office to SUNY's counsel's office. While this affiliation guide defines when affiliation agreements are appropriate with off-site partners, it also explains how students are protected when engaging in off-campus applied learning.

*Going Forward*

Applied learning data, including numbers of students engaged in applied learning in the 2016-17 academic year, is due July 2017.

This data will show which types of applied learning are most frequently offered and taken by students, and whether there is a notable gap in access to applied learning for certain student populations. This data will be collected annually.

Additionally, the office is working to support faculty and staff development, expand types of applied learning that meet the criteria, and develop stackable applied learning experiences that can easily transfer across campuses. The Office of Applied Learning will continue to work closely with business and industry partners to support student employment and internships.

Moving forward, the Office of Applied Learning will continue to assist campuses in articulating their applied learning offerings to new students. This office will also continue to develop and share opportunities for campus experts to publish or present on applied learning work nationally and internationally.