



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Optometry
Date:	4/8/2016
Narrative Compiled by:	David Troilo, PhD Vice President and Dean for Academic Affairs
Summary	<p>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. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a descriptive narrative regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities.</p> <p>At College of Optometry, throughout the entire program all professional degree (OD) students are required to complete applied learning assignments in both pre-clinical applied learning settings and in actual clinical setting. In this way, all</p>

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	<p>optometry students have virtually the same applied learning experience. The registrar tracks all courses taken and for successful completion the instructors of record record all clinical assignments and provide grades.</p> <p>Our graduate students have required laboratory research and dissertation writing assignments.</p>
Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>The hours of applied learning in a clinical setting is designated by the college's Curriculum Committee and the Clinical Education Council. Activities are monitored and assessed by faculty supervisors in the clinics and grades are compiled by the course IORs for pre-clinical didactic courses with applied learning (Integrative seminar, Optometric Theory and Procedures, and others), the third year optometric clinic IOR, the fourth year optometric clinic IOR, and the Director of Externships.</p>
Question 3	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>The performance in pre-clinical applied learning environments and optometric clinics in third and fourth years is carefully assessed using grading rubrics designed to evaluate several defined core competencies. The performance on these competencies is used to guide the development of enhanced learning programs to move students toward greater levels of proficiency.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Optometry
Date:	4/8/2016
Narrative Compiled by:	David Troilo, PhD Vice President and Dean for Academic Affairs
Summary	<p>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. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>Our optometry students are supervised and evaluated by clinical faculty throughout all applied learning in pre-clinical courses with human subject laboratories, and in actual optometric clinics in third and fourth years. Third year clinics are internal to the college, fourth year clinics may be at externship sites. All are overseen by clinical faculty who use grading rubrics to assess performance on several core competency</p>

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	<p>areas. Grades are submitted and compiled by the IORs for each course or clinic year. We are developing a remediation program and began implementing it in 2014-15 to assist students identified as failing a course or clinic, or being only minimally competent in a clinical competency. Each student is reviewed and given a supplemental education programs that they must pass to continue in the program.</p> <p>Our graduate students have required laboratory research assignments that are assessed by their research and dissertation faculty supervisors.</p> <p>Approval of new programs in our curriculum involves faculty at all points.</p> <ol style="list-style-type: none"> 1. Faculty provide formal oversight of learning in the professional degree (OD) program through elected faculty committees, primarily the Curriculum Committee and the Educational Policy Committee. Curricular changes or new policies that directly impact student education must be approved by these committees. Any new or customized activities such as an elective must be approved by the Curriculum Committee. 2. Research Faculty oversee the graduate programs through the Committee on Graduate Policy, Course and Standing, and Curriculum. 3. Faculty are informed of any curricular changes through regularly scheduled faculty, departmental, or service meetings and have the opportunity to provide feedback at those meetings. 4. For all program changes involving clinical education, the Clinical Education Council, which is made up of faculty representing clinical education work with clinic and academic administration to oversee and assess all clinical applied learning activities. 5. Faculty IORs have direct responsibility for the oversight and assessment of all applied learning activities for the pre-clinical and clinical courses offered. 6. New externship sites go through an application process that includes review by the Director of Externships and final approval by the Chairman of the Department of Clinical Education.
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <ol style="list-style-type: none"> 1. Faculty supervisors and IORs are given FTE for teaching and assessment in preclinical courses and optometric patient care. 2. We provide time for faculty meetings where the clinical competencies and grading rubrics are explained and discussed. Workshops on clinical assessment are periodically offered.

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	<ol style="list-style-type: none"> 3. The Faculty Development Committee periodically provides programs that are aimed at improving skills needed to successfully train and assess students in applied learning activities. 4. Funds are made available to support faculty travel and/or registration for activities that are aimed at improving teaching and assessment skills for applied learning activities.
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>We use faculty meetings and an annual faculty retreat to discuss, plan and roll out new activities. Additional meetings are held to provide further details as needed. Periodically, clinical faculty meet to discuss changes to grading procedures and calibrate student assessment at different points in the curriculum.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>We provide FTE to faculty for assigned applied learning oversight in pre-clinical laboratories or clinics. Department Chairs and Clinical Service Chiefs meet periodically with faculty to go over their assignments and discuss their career goals. Chairs and Chiefs recommend faculty for discretionary salary increases under the UUP negotiated increases using the annual discretionary pool payment. These recommendations are reviewed by senior administration (Dean, VP for Clinical Affairs, Chief Medical Officer) with the chairs and chiefs, and the final recommendations are passed along to the President for action.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Optometry
Date:	4/8/2016
Narrative Compiled by:	David Troilo, PhD Vice President and Dean for Academic Affairs
Summary	<p>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. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>The College of Optometry is a highly specialized college that grants doctoral degrees in optometry and vision science through our didactic, clinical and research programs. Our mission is consistent with, and applies fully, to the principles and aims of SUNY Applied Learning Initiative.</p>

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	<p>Most of the applied learning activities offered are degree requirements. Our faculty and administration are committed to continually developing “a broad range of hands-on teaching and learning methodologies that are correlated to increased student success”. Fully 100% of our students, whether in the professional degree program leading to the doctorate in optometry, or in the MS and PhD degree programs in Vision Sciences, are engaged in some form of hands-on learning and teaching through patient care or research activities.</p> <p>Extracurricular opportunities are available for additional applied learning activities through volunteer community engagement and student clubs. These additional opportunities may be organized by the college, the students, or other organizations that the student may or may not participate in. These additional programs offer added experiences of a variety of types, but are not required nor assessed, nor do they count toward any degree requirement.</p> <p><u>OD Program</u></p> <p>Applied learning in the OD program takes place in the form of patient care. Patient care begins early and continues throughout all four years of the program with increasing responsibilities under the supervision of our clinical faculty at the University Eye Center (UEC) as well as through a minimum of three quarters during the fourth year at externship sites around the country.</p> <p><u>Years 1 & 2</u></p> <p>The first two years of the program concentrate on students integrating basic biological and visual sciences with clinical practice, while developing and understanding the theory and fundamentals of ocular examination, treatment and therapy. Students begin working in the UEC clinics in the first year and continue with greater responsibilities in subsequent years. Direct patient contact begins in the spring of the second year.</p> <p><u>Year 3</u></p> <p>Third year integrates didactic and clinical teaching further, and students work directly with patients in primary care and various specialty services. Students, working as interns with patient care responsibilities, are assigned to multiple rotations through various clinics in the UEC. Electives, some of which include clinical elements, are offered in the third year that are used to enhance student learning on special topics related to applied clinical care.</p> <p><u>Year 4</u></p> <p>Students are assigned to four clinical rotations in the fourth year. Rotations take place in a number of carefully selected internal and external sites in order to</p>

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	<p>allow students to experience a greater variety of clinical environments and applied learning in different patient care settings. These environments expose the fourth year student to a diversity of ocular and general conditions of patients of all ages and socioeconomic backgrounds. Selections also allow for some customization of clinical interests.</p> <p>4th Year Externships Abroad: SUNY Optometry, as part of its emphasis on innovative clinical education and international programs, offers externships abroad through affiliations with select academic institutions that allow students to complete one quarter of their required 4th year externship rotations. Students are also encouraged to partake in international missions trips whenever possible.</p> <p>Eligibility for Externships Abroad:</p> <ul style="list-style-type: none"> • Students must be in good academic and judicial standing (not be on academic probation or be under review for student conduct issues). • Students must complete an Externship Application and fulfill all requirements as stipulated by the Clinical Externship Manual. • An externship position must be available and confirmed by the partner institution • Students must agree to abide to all policies of both SUNY Optometry and the host institutions while on an externship abroad. • Students must sign a waiver acknowledging that they voluntarily assume full responsibility for any risk of loss, property damage, or personal injury, including death, which may result from participation in activities while abroad. <p>Selection Process</p> <p>Students request international externships voluntarily after a careful analysis of goals and discussion with the faculty advisors and the Director of Externships. Consideration for international externships involves an interview with the Director of Externships to establish eligibility and the completion of the appropriate application documentation. Students must show that they understand what the selected externship abroad entails and what they hope to achieve through the experience. (Externship abroad is a clinical program designed to complement and enhance students' SUNY Optometry clinical experience, and not a travel opportunity to reside abroad for a period of time.)</p> <p>The Director of Externships must approve a request for an international externship after verify the student's clinical skills are sufficient and that the externship is appropriate to fulfill the students clinical core competency requirements for the clinical training. In addition, the Director of Externships will make every effort to assure that the student</p>

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	<p>can succeed in the specific clinical environment being considered. Factors that are considered include cultural and language barriers, degree of independence, maturity, etc.</p> <p><u>Extracurricular Opportunities</u></p> <p>Although they do not meet the criteria for approved applied learning activities, the college provides a variety of extracurricular programs through the Office of Student Affairs and International Programs, which partners with the Office of Academic Affairs and the Office of Clinical Affairs which are directly oriented at enhancing student learning, development, satisfaction and success in their chosen profession of optometry. Students have the opportunity to engage in various non-credit bearing applied learning activities through professional and volunteer organizations, including:</p> <ul style="list-style-type: none"> - International eye care mission trips - Community vision screenings - Fund raisers - Civic engagement (e.g., students are encouraged to engage in advocacy for the profession and patient’s rights) <p>Note: Many of the activities listed are organized by on-campus clubs and organizations; funding for these activities is channeled through the Faculty Student Association, and students, under the guidance of faculty advisors and with oversight from the Office of Student Affairs, are themselves responsible for the organization and implementation of these activities providing additional applied learning opportunities.</p> <p>Moreover, although these activities provide a variety of real world applied experiences that enhance student learning, they do not meet one or more of the <i>Criteria for Approved Applied Learning Activities</i> as outlined in the <i>Applied Learning Guidance to Campuses</i> document. In particular, they do not: 1) require preparation, orientation and training; 2) include monitoring and continuous improvements; 3) require structured reflection and acknowledgment, 4) that must be assessed and evaluated.</p>
Question 2	<p>Describe how approved applied learning activities are promoted to and shared with students. How is information about applied learning activities built into the orientation or advising process?</p> <p>OD Program: The OD program follows a lock-step curriculum in which all OD students are required to participate in structured clinical training (applied learning) in order to graduate. Clinical rotations are embedded in the curriculum</p>

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	<p>and students cannot deviate from required clinical assignments. Not counting pre-clinical laboratories with patients, there are currently there are 32 hours of clinical screening and observation in the first year, 48 in the second, and 363 hours of optometric clinic in the third year, and full time optometric clinic over 4 quarters in the fourth year.</p> <p>Opportunities for involvement in extracurricular activities that promote applied learning activities occur throughout throughout the four years in our optometry degree program:</p> <ul style="list-style-type: none"> - During recruitment for admissions: recruiters highlight the many opportunities available to students to engage in clubs and organizations available through the College - During admissions interview day: current OD students present to all interviewees a session on student life, highlighting the many extracurricular activities available at the College - During first year orientation: representatives from clubs and organizations present to incoming students the activities their clubs engage on and have sign up tables at the end of the first day of orientation - During the four year curriculum: representatives from clubs and organizations make class announcements, organize fund raisers and poster campaigns to raise awareness and increase membership.
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>Students are given the opportunity and expected to provide formal and informal input about the curriculum, courses, clinic and faculty. Students are required by the College to complete formal course and instructor evaluations as an official requirement for course completion, including evaluations of clinical experiences and individual clinical supervisors. Grades may be withheld by the administration if evaluations are not completed.</p> <p>Formal course and instructor evaluations are distributed electronically to students before the conclusion of each term. Results of these evaluations are analyzed through the Office of Academic Affairs and Department Chairs and summaries are distributed to the instructional faculty. The evaluations are used to help faculty develop their teaching skills and to assist the administration in course and clinical development. It is the college policy to not specifically use student evaluations for faculty promotion and advancement decisions.</p>

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	<p>Student input is used to evaluate externship sites and adjunct clinical faculty supervising at those sites. These evaluations are conducted by the director of externships and the department chair of clinical education. Termination of an external rotation may be initiated through this process. The circumstances include any instance where the student feels their health and safety is jeopardized. Additionally, it includes any instance of physical or emotional abuse or misconduct- or harassment of any type- by site personnel.</p>
Question 4	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>The student body is often asked to participate in surveys and focus groups on various topics in order to provide important feedback for analysis and planning. Participation on these surveys is optional. The vice president and dean for academic affairs meets informally with each class periodically, and the dean and department chairs also meet each term with the class officers to discuss academic issues and provide students with an informal forum to discuss issues and concerns. Student evaluations of courses and clinics, exit surveys and alumni surveys are used to inform course, clinic and curriculum planning. There are student representatives on the college's curriculum committee.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	College of Optometry
Date:	4/24/2017
Narrative Compiled by:	David Troilo, Dean for Academic Affairs
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>The relevant part of the language is as follows:</p> <p>“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.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>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.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, Part V should be submitted as a descriptive narrative regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance</p>

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	<p>processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?</p> <p>The college of optometry provides applied learning opportunities in all of its programs (professional doctoral degree in optometry, graduate research MS and PhD degrees, and certificate in business management). For the purpose of this report, we will concentrate on the professional OD program where students practice patient care – mainly in its on-site clinic (The University Eye Center) and through external affiliate clinics. The college is actively involved in a number of community-based programs that bring eye care to the public and underserved populations. These programs include school-based eye-care screenings, clinic-run screenings for eye disease, development of eye care programs for community health centers including a mobile eye health program (due to begin in 2017-18), eye care for homebound, and charitable college clinical programs for indigent populations. Students are included in all of these programs at a variety of levels of involvement depending on their year in the optometry degree program, and are credited for applied clinical learning in almost all cases. The college collects measures on several aspects of these programs as follows:</p> <ul style="list-style-type: none"> - The University Eye Center records the total number of patient encounters annually and by service speciality (Adult and Pediatric Primary Care, Advanced Care, and Vision Rehabilitation). In AY 2015-16 more than 67,000 patients were seen and students were involved in nearly all of these encounters. Students in the first two years of the program see patients in a supporting role as EMR scribes and as clinical pre-testers, and in the second two years as student doctors delivering patient care under the supervision of clinical faculty. All patient activity by students is logged using a software system (Meditrek) and assessed by supervising doctors using a grading rubric that examines several areas of core clinical competency based on patient care, communication, and professionalism. - In the fourth year of the program students are also required to complete three external rotations at external affiliates. There are currently more than 50 externship sites (see Appendix – SUNY Optometry Clinical Affiliates 2017) and students spend nearly 500 hrs in each rotation. Students are required to maintain logs of their patient encounters, and supervising adjunct faculty at the sites assess clinical competency in patient care, communication, and

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	<p>professionalism. The externships are chosen to provide balance in four areas of concentration: (1) refractive error evaluation and management; (2) visual sensorimotor and perceptual dysfunction; (3) ocular disease and trauma; (4) interprofessional collaborative care.</p> <ul style="list-style-type: none"> - Students are also involved in many public service programs and events run by the college. Public service activity is recorded annually and includes visits to homebound, school and public health screenings, support groups and a variety of public educational events. In 2015-16 there were 286 homebound visits, 1,987 patients screened, 338 patients seen in support groups, and 3,334 patients attended public service events. - In 2015-16 students logged over 4,000 hours of activity in volunteer community service programs, such as mission trips to underserved locations around the world and the Special Olympics, providing additional community experience beyond their clinical assignments.
Question 2	<p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>The college already uses graduation requirements for clinical care in the University Eye Center and the three additional elected externship rotations. Students in the optometry program are encouraged to take part in a variety of other applied learning opportunities including volunteer public service events whenever possible. These are currently considered optional and are not quantified and assessed as a requirement for graduation. Our clinical care requirements are extensive and more easily quantifiable.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	College of Optometry
Date:	4/24/2017
Narrative Compiled by:	David Troilo, Dean for Academic Affairs
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</p> <p>The college has many institutional collaborations and individual facilitators who collaborate on applied learning for clinical education in the professional OD degree program. A significant part of our clinical applied education involves clinical faculty at the college assigned to clinical supervision in the University Eye Center on-site. For</p>

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	<p>three quarters of the final year of the program students are required to work full time at three different externship sites. The sites are at public hospitals and health centers, some are at VA hospitals, some are at large practices, some are at private practices (see Appendix – SUNY Optometry Clinical Affiliates 2017). The college maintains MOUs with each of these sites. Externship collaborations are developed mainly for applied educational purposes supervised by staff employed at the site. At some sites, the college also holds a service contract to provide the clinical faculty for patient care and student supervision.</p> <p>The off-campus externship sites are selected for strengths in one or more of the core areas of clinical education: refractive error evaluation and management, visual sensorimotor and perceptual dysfunction, ocular disease and trauma, and interprofessional collaborative care.</p>
Question 2	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.</p> <p>Externship partnerships are reviewed by the college annually. The Office of Academic Affairs reviews all adjunct faculty appointments biannually for academic, supervisory, and professional qualifications with assistance of the director of externships, the director of residencies, and an elected faculty promotions and qualifications committee.</p> <p>Externships are supported by the college in a variety of ways:</p> <ul style="list-style-type: none"> - The Director of Externships at the college is available to all externship site directors to assist with assessments and any questions or difficulties regarding students at the sites. An externship manual is provided to all students and adjunct faculty at the externship site. - An annual externships meeting is held at the college and open to all externship site directors. Program updates, and selected educational topics such as grading and assessment are reviewed. Continuing Education for clinical optometrists is provided free of charge to the externship doctors holding adjunct faculty positions. - Representatives of the externships are provided an opportunity to meet annually at the college’s “Externship Expo” with third year students during their externship selection process. - The approval of sites and the adjunct appointments provide opportunities for those sites and doctors to credential themselves as an affiliate of the college. This distinguishes them as part of the national academic effort to train optometric healthcare professionals. It also demonstrates their commitment to improving public health and distinguishes them as

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	educational sites that provide advanced care.
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>The college has a director of healthcare development who is responsible for developing new partnerships with hospitals and a variety of healthcare entities through the country and the New York City community. All of these partnerships are mutually beneficial in providing the college opportunities for student education and the sites to expand the workforce for healthcare delivery and patient care.</p> <p>The process of adding new externship sites that meet the educational goals and objectives of the applied clinical curriculum is continuous and is the primary responsibility of the director of externships. New sites themselves often initiate the review process, but sites may be actively recruited based on their attributes and the needs of the clinical education program.</p> <p>The application review process assesses the site's equipment and facilities, the practice guidelines employed at the site, specifics of the experience it will provide, and the qualifications of its professional staff. Externship rotations complement and enhance the foundational clinical experiences that occur at the college. Learning objectives of externship sites as they relate to the core areas of clinical education must be defined.</p> <p>The college conducts an initial site visit for all new sites and thereafter periodic reviews selected sites, including student evaluations, and site visits to verify that the site provides clinical experiences that meet the program's mission, goals, and objectives.</p>
Question 4	<p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p> <p>The college has a long history of creating and maintaining strong and sustainable external clinical relationships. It does this by offering a reciprocal relationship that provides clinical expertise, and student support for patient care in exchange for high quality clinical training in areas that supplement the college's clinical education curriculum. In addition, maintaining a professional relationship with the college, and adjunct status for any of the doctors from the site who are not on the faculty, is valued by the sites for being an affiliate of a college at a major university.</p>

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The State University
of New York

SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

Campus Name:	College of Optometry
Date:	4/24/2017
Narrative Compiled by:	David Troilo, Dean for Academic Affairs
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p>Yes, it does so currently. The college requires all of its graduates to have</p>

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Date:	4/24/2017
	completed approximately 2000 hours of patient care over the entire 4 year optometry program (not including an optional 5 th residency year). This takes place in several clinical settings including different clinic services within the college's internal clinic and a variety of patient care facilities external to the college.
Question 2	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>Applied learning in patient care is central to the college mission.</p> <p>Oversight of applied learning at the college is provided by faculty in administrative roles including the Chair of the Department of Clinical Education, Director of Residencies, and Director of Externships. Faculty instructors of record in the clinical optometry sequence are responsible for the scheduling and assessment of student performance in clinical assignments at the college clinic and fourth year externships.</p> <p>The college created a Clinical Education Council that is the main governing body for developing programs and approving changes in clinical education. Elected faculty committees develop and recommend curriculum and educational policy changes.</p>
Question 3	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>This is already done. Applied learning experiences in a variety of clinical settings, internal and external to the college, are assessed and demonstrated competencies in core areas are required for graduation.</p> <p>Verification of the applied learning clinical education requirements needed for graduation is the responsibility of the instructors of record of the Clinical Optometry sequence. The director of externships is responsible for compiling assessments and grading of fourth year students in the externship rotations.</p>
Question 4	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p>

Campus Name:	College of Optometry
Date:	4/24/2017
	Not applicable. There are no plans to remove the applied learning clinical requirements from the college's professional degree program in optometry.

NOTE: Forward all materials to AppliedLearning@suny.edu no later than May 1, 2017

Appendix - SUNY College of Optometry Clinical Affiliates 2017

Community Health Centers

East New York Diagnostic & Treatment Center
Brooklyn, NY 11207

Ezra Medical Center
Brooklyn, NY 11218

Gouverneur Health
New York, NY 10002

Gundersen Health Services
Decorah, IA 52101

Oklahoma City Area Indian Health Service
Lawton, OK 73507

Vision Institute of Canada
Toronto, Ontario M2P 2E5

Community Healthcare* Network (In development)
New York, NY

Hospitals

VA Medical Center – Baltimore
Baltimore, MD 21201

VA Medical Center – Boston
Jamaica Plains Campus
Boston, MA 02130

VA Medical Center – Brooklyn
Surgical Service – Optometry
Brooklyn, NY 11209

VA Medical Center - Buffalo
Buffalo, NY 14215

VA Medical Center-Philadelphia
Philadelphia, PA 19104

VA Hudson Valley
Health Care System
Montrose, NY 10548

VA Medical Center – Lyons
Lyons, NJ 07939

VA Medical Center – Manchester
Manchester, NH 03104

V A Medical Center – Manchester
Manchester, NH 03104

VA Medical Center – Newington
Newington, CT 06111

VA Medical Center – Northport
Northport, NY 11768-2290

VA Medical Center – Perry Point

Perry Point, MD 21902

VA Medical Center –
Southern Arizona
Tucson, AZ 85723

VA – St. Albans
NY Harbor Health Care system
St. Albans, NY 11425

VA Medical Center-St. Cloud
St. Cloud, MN 56303

VA Healthcare Network
Syracuse, NY 13210

VA Medical Center-West Haven
West Haven Campus
West Have, CT 06516

VAMC – Wilmington, DE
Wilmington, DE 19805

Woodhull Medical & Mental Health
Center
Brooklyn, NY 11206

Military

Annapolis Naval Medical Clinic
Annapolis, MD 21402

Camp Pendleton Naval Hospital
Dept. of Optometry
PO Box 555191

Keller Army Community
Hospital
West Point, NY 10996-1197

Port Hueneme Naval
Ambulatory CC
Ventura County, CA

Walter Reed National Military
Medical Center
Bethesda, MD 20889

Referral Centers

Aran Eye Associates
Coral Gables, FL 33134

Capital Eye Consultants
Fairfax, VA 22301

Omni Eye Services of Atlanta
Atlanta, GA 30342

Omni Eye Services of Baltimore
Baltimore, MD 21244

Omni Eye Services of NJ
Iselin, NJ 08830-3009

Optometry Practices

Jeffrey Cooper, PC
Brooklyn, NY 10028

Compton Eye Associates
New York, NY 10040

Customized Vision Care
Beverly Hills, CA 90211

Eyecare of CNY
Syracuse, NY 13208

Eyecare Professionals, PC
Hamilton Square, NJ 08690

EyeWorks
Keene, NH 03431

Family Vision Care & Vision Therapy
San Carols, CA 94070

Fox Chase Family Eye Care
Philadelphia, PA 19111

High Mountain Eye Care
North Haledon, NJ 07508

Morrison Optometry
New Paltz, NY 12561

North Suburban Vision Consultants
Deerfield, IL 60015

Patino Eye Care
Jackson Heights, NY 11372

Richlin, OD & Associates
Beverly Hills, CA 90211

Somers Eye Center
Somers, NY 10589

Drs. D. & V. Weiss, Optometrists
Palmyra, VA 22963

OD/MD Practices

Brooklyn Diabetes & Eye Center
Brooklyn, NY 11216

Chu Vision Institute
Bloomington, MN 55420

City Eye MD
New York, NY 10019

Downtown Eye Care
Brooklyn, NY 11201

Eye Care Unlimited/Pisacano Eye
Bronx, NY 10461

Fromer Eye Centers

Bronx, NY 10458

Malik Eye Care
Hollis, NY 11423

NY Vision Group
New York, NY 10007

Total Vision
Pikesville, MD 21208

Specialty Care

ABVI – Goodwill Low Vision Ctr
Rochester, NY 14620

Cornea and Laser Eye Institute
Teaneck, NJ 07666

Siwoff Low Vision Center, PC
Chester, NJ 07930

VAMC - Eastern Blind Rehabilitation
Center
West Haven, CT 06516

International

Flinders Vision
Flinders University
Adelaide, South Australia

Wenzhou Medical University
Wenzhou 325003, Zhejiang, P.R.
China

UEC - Other

Bowery Mission

The Door

Homebound Service
- Manhattan
- Queens
- Bronx

Catholic Guild for the Blind*

NYU Academic Health Services

NY School-based Care
- Birch
- PS 180

The Laser Center (TLC)

Pamel Vision & Laser Group

Community & School Screening

* under development