



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	SUNY Empire State College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Gina Torino, Patricia Isaac, Eileen McDonnell and the Applied Learning Team
<b>Summary</b>	<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 <b>descriptive narrative</b> 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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>Campus completion of Part I of the campus plan was facilitated by data obtained via a survey to faculty and instructional staff, as there is no formal mechanism for campus-wide documentation of the array of applied learning (AL) activities occurring at the college. We recognize the imperative for complete, unit-record level data on</p>

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	<p>the number and type of applied learning activities and have concluded that the most efficient means of conveying this information to SUNY will be through data transmission processes that already exist, specifically through SIRIS Term Section data submissions based on student registrations.</p> <p>Data collection and systematic reporting on applied learning activities at Empire State College will be predicated on academic policy and procedures that formalize the process for identifying, cataloging and recording approved AL activities, in addition to having the technical capacity to record and store this information as a course level attribute within the ERP. What follows is a summary of the technical (data capture) environment that will permit reporting on students engaged in AL as a component of their enrollment activity at Empire State College.</p> <p>The college currently maintains an array of course catalogs and Learning Opportunity Inventory databases, but is currently working toward the development of a unified course catalog that will have the capacity to serve the needs of all of our students, irrespective of their level (undergraduate or graduate), program affiliation, or desired instructional modality. With this in mind, we have identified three criteria for campus level data collection mechanisms in the context of both current and future states: 1) it permits classification of approved AL offerings at the course level, 2) course, section and registration level AL designations are systematically captured in the ERP (Datatel/Colleague currently), and 3) the mechanisms for capturing this information are sustainable, irrespective of transitions to alternative catalog management systems or ERPs.</p> <p>As the college moves toward a unified catalog system, we have identified a short-term data collection solution that will permit reporting on approved applied learning activities (and outcomes) at the unit record level. Through collaboration and consultation with the appropriate constituents (including the Course Catalog Steering Committee, Information Technology Services, faculty and academic leadership) we will develop the technical environment and procedures that will permit the designation of academic offerings as having applied learning components, and further, that will specify the AL type (given the current array of options). For example, we may consider modification of current catalogs and Learning Opportunities Inventories and DocPak (Lotus Notes databases), to accommodate additional course level attributes, in addition to modifications within the ERP (currently Colleague) necessary to store and accumulate this information as a product of student registration activity. Once the applied learning attributes are designated at the course level, this information will be transferred into the Colleague environment and will become a component of the section/registration level characteristics. The figure below identifies the components that will inform our reporting capacity on Applied Learning related content. Parentheses indicate future state/capacity.</p>

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<b>Question 2</b>	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>The designation of courses/sections/programs having (or requiring) approved applied learning activities will occur through determination by the faculty and within the context of current and future curricular development, review and approval processes.</p>
<b>Question 3</b>	<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>Recording applied learning characteristics at the course and registration level will permit reporting at the registration, section, and <i>student unit-record levels</i>. Further, such a process will facilitate the identification and reporting of point-in-time metrics such as the numbers of students engaged in campus-approved applied learning activities by applied learning type in a given term or reporting period. It also will enable standardized campus reporting as a component of our SIRIS data submissions. It will facilitate local research and reporting of metrics such as persistence, retention, graduation rates and student engagement for students engaged in applied learning activities. Given our ability to identify students who have engaged in AL activities, we will be able to specifically target cohorts of students and graduates with surveys designed to measure satisfaction and perceptions of their AL experiences, in addition to post-graduation outcomes (i.e. employment information). This information can be used as evidence for evaluation and continuous improvement purposes, creating and/or extending on (or discontinuing) existing opportunities for students. In addition, it serves as a basis for supporting faculty and staff research on the overall impact of AL, as well as more focused examination of certain Applied Learning types.</p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15<sup>th</sup>, 2016



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	SUNY Empire State College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Gina Torino, Patricia Isaac, Eileen McDonnell and the Applied Learning Team
<b>Summary</b>	<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 <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>Faculty oversight and assessment of approved applied learning activities vary according to level (undergraduate vs. graduate) and under our current organizational structure, by center (e.g. Center for Distance Learning, regional centers). At the Center for Distance Learning, approved studies are typically vetted by a curriculum committee, area of study (AOS) team and the center Dean.</p>

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	<p>At our regional centers, faculty typically create independent and group studies that correspond to individual applied learning activities. The faculty member then creates an official learning contract which includes an overview of the study, materials needed, study requirements (i.e. expected learning activities), learning outcomes, criteria and methods of evaluation, and plans for formative assessment. The faculty member and student meet at regular intervals throughout the term to assess learning outcomes through agreed upon measures.</p> <p>Within our School of Nursing, the clinical coordinator processes all information for clinical placement. Faculty approve clinical placement student request forms. The faculty instructor utilizes online content that supports and correlates with the clinical experience and is responsible for assessment of student participation via online discussion, journal and written assignments. Faculty evaluate student project work and communicate with the onsite clinical preceptor. Also, faculty review a clinical evaluation tool that is completed by student and preceptor to ensure all outcomes are met. Lead faculty analyze and report results of preceptor evaluations which are completed by the student.</p>
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> <p>Faculty support currently occurs through center deans, associate deans, and area of study conveners. Meetings are held at various intervals throughout the year to ensure that faculty receive administrative support from deans and collegial support through area of study meetings. There also is an opportunity for our campus to provide faculty support through the Center for Mentoring and Learning (CML) which provides ongoing faculty development and support, and through the Office of Career Services. Some modes of support could occur through online webinars, workshops, summer institutes, and face-to-face meetings. Moreover, the college provides curriculum and instructional design supports as well as educational technology support. Current compensation includes opportunities for the reassignment of time to develop applied learning opportunities for students. Finally, faculty development occurs through professional development funds and tuition waivers to support faculty research interests.</p>
Question 3	Describe any current campus methods for supporting new faculty activities.

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	<p>The college's Center for Mentoring and Learning (CML) provides support for new faculty activities. For example, each year CML hosts a New Mentor Orientation which provides a year-long, face-to-face residency for new faculty members. In addition, CML provides the opportunity for faculty to participate in a summer institute (The Institute for Mentoring, Teaching and Learning) and has developed a robust website containing resources for ongoing faculty development. For face-to-face development opportunities, the faculty receive time to travel to Saratoga Springs, NY (the administrative center for ESC) and receive assistance in developing special projects (e.g. initiation of new applied learning activities, materials to assess applied learning, etc.). CML also provides a host of online supports including ongoing webinars, roundtable and brown bag discussions.</p> <p>The college also sponsors a conference through the Center for Distance Learning. Here, faculty share knowledge regarding special initiated projects and gain support for ongoing development.</p> <p>Within the School of Nursing, clinical placement contracts are continually created. Faculty engaging in new activities of active learning are supported in course development and revision and engage all full-time faculty in the curricular review process.</p> <p>Assessment specialists and outside evaluators provide support with evaluating individualized prior learning assessments (iPLA).</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Faculty members engaged in developing and supporting applied learning activities will be acknowledged through work release time as a result of consultation with the Undergraduate Dean.</p>

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SUNY Applied Learning Campus Plan  
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Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	SUNY Empire State College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Gina Torino, Patricia Isaac, Ann Becker, Anastasia Pratt, Anita Brown, JoAnn Kingsley and the Applied Learning Team
<b>Summary</b>	<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 <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	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?

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	<p>SUNY Empire State College is focused on meeting student needs through individualized education. Currently, the vast majority of our students design their own degree programs, allowing them to make best use of their previous college and non-college learning experiences. Degree program planning (that is, individual curriculum planning) takes place under the guidance of a primary mentor, who helps students identify the most appropriate learning activities for the student's degree plan. Thus, the first step for approval of a new or customized student-initiated activity is to consult with the primary mentor.</p> <p>As part of that discussion, the student and mentor can visit the Collegewide Student Services website (<a href="http://www.esc.edu/collegewide-student-services/">http://www.esc.edu/collegewide-student-services/</a>), which currently includes information about internships (<a href="http://www.esc.edu/collegewide-student-services/career-services/internships/">http://www.esc.edu/collegewide-student-services/career-services/internships/</a>). That website should be expanded to include a page focused specifically on Applied Learning. That new page should include links to other applied learning options (cooperative education, internships, clinical placements, practicums, service learning, community service, civic engagement, creative works, research, undergraduate research, entrepreneurship projects, field studies, and international and domestic travel/exchange), as well as to the Individualized Prior Learning Assessment (iPLA) process, which includes identification of relevant college-level learning gained outside of a college context, review and recommendation of credit by a qualified evaluator, and approval of credit award by a faculty assessment committee (<a href="http://www.esc.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/">http://www.esc.edu/degree-planning-academic-review/prior-learning-assessment/individualized-prior-learning-assessment/</a>).</p> <p>Beyond offering the range of options available to students, this page should include the procedures for official approval of applied learning activity. Since many of those procedures are governed by collegewide policies, the page should be kept current and offer specific guidance to mentors who are assisting students in designing and gaining approval for these learning activities.</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>Primary mentor advisement is the principal way that applied learning activities are promoted and shared with students. Orientation activities that occur before assignment of the primary mentor and subsequent Student Services activities play a significant role in that advisement. Additionally, the college's website and social</p>

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	<p>media outlets, in concert with the offices of Student Life and Career Services, offer information about applied learning activities. Finally, the term guide and course catalog list regularly offer applied learning activities and point toward options for devising other applied learning activities. If an applied learning study is not listed in current offerings, the student works with a faculty mentor to create an individualized study to meet his/her needs and that fulfill the agreed upon expectations of an applied learning activity..</p>
<b>Question 3</b>	<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>Since we are focused on individualized education, SUNY Empire State College provides many ways for gathering and incorporating student feedback on learning activities. At the end of every term, students are asked to complete a Student Assessments of Learning Experiences (SALE) survey. This survey asks about the students' experiences with their instructors through multiple-choice questions and open-ended questions that require a narrative response. This tool allows students a consistent method of providing feedback, which may be used for the instructor's personal growth as well as for on-going program review and accreditation.</p> <p>Additionally, students completing an applied learning activity should be asked to provide a reaction to or reflection on the activity. Currently, students completing an internship are asked to submit feedback at the end of their internship experience. Similarly, internship site supervisors are asked to submit feedback on the student's work and verify the student's work on site. These processes are important to gauge the effectiveness of the particular experience and the suitability of the off-campus site.</p> <p>If a student has a grievance with an off-campus site, s/he should follow the college's regular grievance process (<a href="http://www.esc.edu/collegewide-student-services/contact-for-support/student-problem-resolution/">http://www.esc.edu/collegewide-student-services/contact-for-support/student-problem-resolution/</a>). That process, which begins with an informal discussion, will allow the student to access support from his/her mentor, from student service professionals across the state, and from other relevant college offices. If the off-campus site has a separate grievance process, this college process will assist the student in accessing and making use of that grievance process.</p>

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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 individualized learning process requires that students are actively and consistently involved in the formative assessment processes. That interaction will continue. From discussions with mentors to the creation of new applied learning activities, students will be intimately involved in the continued improvement of existing applied learning activities and the development of new applied learning activities.</p> <p>Additionally, a student representative should be included on the Applied Learning Team. Once the team’s work is completed, the Applied Learning Campus Plan should become part of the responsibility of the Student Affairs Committee, which is charged with acting on “behalf of students in the continuing study, review and recommendations for change in all phases of student involvement in the college” and is populated by students and college personnel. (The membership, according to our bylaws, is: “One member of the Assembly shall be elected by each center. One currently enrolled student representative shall be nominated by members of the center, and confirmed by the center's Dean, and one graduate student shall be nominated by members of the center and confirmed by the Dean of the School for Graduate Studies.” <a href="https://www8.esc.edu/escnet/governance/general-information/governance-bylaws/">https://www8.esc.edu/escnet/governance/general-information/governance-bylaws/</a>)</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	SUNY Empire State College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Co-chairs Gina Torino and Patricia Isaac and the ESC Applied Learning Committee
<b>Summary</b>	<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 <b>descriptive narrative</b> 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>

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	<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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p><b><i>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?</i></b></p> <p>Some programs, such as the School of Nursing, require student evaluation of preceptors. In addition, employers receive survey requests.</p> <p>In our School for Graduate Studies MBA program, students working on their capstone projects have the opportunity to partner with individual companies to help them create the company’s strategic plan.</p> <p>Our Collegewide Career Development Coordinator routinely speaks with the internship employers and solicits feedback on students. At the conclusion of the internship, the coordinator surveys the site supervisor and the students asking about the effectiveness of the internship, learning outcomes, student preparedness, etc.</p> <p>When other AL partners share feedback, it is often from community-based groups such as our Public History program students who work at historical sites across the state.</p> <p>Given our emerging ability to identify students who have engaged in AL activities, we will have the ability to target students and graduates with surveys designed to measure satisfaction and perceptions of their AL experiences, in addition to characterizing post-graduation outcomes (i.e. employment information). This information can be used as evidence for evaluation and continuous improvement purposes, creating and/or extending on (or discontinuing) existing opportunities for students. In addition, it serves as a basis for supporting faculty and staff research on the overall impact of AL, as well as more focused examination of certain types.</p>
<b>Question 2</b>	<p><b><i>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.</i></b></p>

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	<p>Many of the students at Empire State College participate in prior learning assessment (PLA). The median age of our beginning undergraduate students is 31. Over half of our students are employed over 20 hours per week, and approximately 60% have dependent children.</p> <p>Many of our students come to us with real-world, hands-on experiences, thus asking all students to participate in AL activities which occur conterminously with active student enrollment would be prohibitive. Finally, students transfer approximately 25 credits into Associate degree programs and 60 credits to Bachelor degree programs. Thus, at time of enrollment, students are well on their way towards completing and obtaining a degree from ESC. Requiring an AL experience of all students could possibly become an obstacle to graduation, and run entirely counter to the completion agenda to which SUNY ESC mission richly contributes.</p>

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SUNY Applied Learning Campus Plan  
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Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	SUNY Empire State College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Co-chairs Gina Torino and Patricia Isaac and the ESC Applied Learning Committee
<b>Summary</b>	<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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p><b><i>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.</i></b></p> <p>SUNY Empire students have participated in various internships and practicums both within SUNY Empire and at outside organizations. In the past year, our students have worked with our Office of Collegewide Student Affairs as an Event/Marketing intern. They have worked with faculty in our Learning and Emerging Technologies area reviewing systems and platforms. Our students have taken advantage of the NYS</p>

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	<p>Education Department internships. One of our students is participating in a year-long internship with the US Department of State. In addition to these opportunities, our students have worked with many other organizations across the state in many different industries: non-profit, community/human services, museums, the arts and higher education. The organizations include: Mega Cat Studios, Ataraxia Studios, Wellness Institute of Greater Buffalo, Cayuga/Seneca Community Action Agency, Catholic Charities, Community Action Planning Council of Jefferson County, AIM Services, Craft Foxes, Community College of Vermont and Crisis Services to name a few.</p> <p>We also have service learning and community involvement initiatives such as student retreats, academic conferences. Additionally, we have research sharing opportunities such as the college's inaugural Regional Student Academic Symposia (formerly the Student Academic Conference) to be held May 2017. This is an opportunity for students to present their academic work to peers and faculty in a safe and supportive environment. Additional regional events will be held around the state and provide opportunities for many more students to present their academic work and gain experience with public speaking Six students will be invited to present their work at the Fall Student Conference. Students who are unable to participate in-person may Skype into any of the regional locations.</p>
<b>Question 2</b>	<p><b><i>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.</i></b></p> <p>Our Collegewide Career Development Office routinely speaks with the internship employers thanking them for hosting our student, provides them with Title IX information, asks them to fill out the affiliation agreement to process the liability insurance and finally does a follow-up for feedback on the student. The coordinator will often re-connect with the company to ask about bringing on other students for internships.</p> <p>The School of Nursing has a clinical coordinator that manages student request forms, affiliation agreements and ensures all clinical requirements are met prior to course registration.</p> <p>Both the Master of Arts in Teaching (MAT) program and Master of Education in Teaching and Learning (MEd: T&amp;L) have intentional and reciprocal relationships with P-12 schools in order to deliver rich, relevant program content and clinical opportunities for students. For example, the MEd: T&amp;L partnership with The Sunbridge Institute for Waldorf Teacher Training offers a pathway for Prior Learning</p>

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	<p>Assessment (PLA) to be brought into the program as credit for the applied learning gained through teacher workshops. The MEd: T&amp;L Program Coordinator and Dean of the School for Graduate Studies developed and support this partnership. The MAT program is grounded in clinical partnerships with middle and high schools across New York State. MAT students complete field experience, serve as year-long Residents, and/or obtain employment as Transitionally B certified teachers during the program, incorporating their experiences and learning into the coursework in which they are simultaneously enrolled. The Director of Teacher Education, in conjunction with the Chair of Graduate Education Programs, oversees all clinical placements, hiring and training of clinical supervisors (including P-12 staff), and mentoring requirements of alternatively certified teachers. In addition, they aim to make these partnerships mutually beneficial through professional development offerings and program improvement feedback opportunities.</p>
<b>Question 3</b>	<p><b><i>Describe how your campus engages new community partners in applied learning.</i></b></p> <p>Opportunities come to students in a variety of ways and they often identify possible opportunities and find placements on their own. Students then vet these with their faculty mentors to see if this would be a good fit, as many of these are individually based on programs, requirements, faculty, etc.</p> <p>Our Collegewide Career Development Office routinely speaks with the internship employers and will often re-connect with the company to ask about bringing on other students for internships.</p> <p>Students and faculty also find opportunities through professional organizations and student forums within those organizations. (Organizations like the Association of Public Historians of New York State or the Association of Graduate Liberal Studies Programs.)</p> <p>Organizations seeking professional learning evaluations (PLEs) work with the staff in the Center for Leadership in Credentialing Learning, which assists the organization in identifying potential sources of college-level learning. Empire State College PLEs hold to high standards for the assessment and verification of student learning and consider factors such as curriculum, educational materials, instructional activities, assignments, assessment procedures and registrarial integrity when evaluating training programs for college credit. PLEs are frequently a significant component in a partnership as they provide students with advanced standing credit that can be applied to a degree from Empire State College.</p>

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<b>Question 4</b>	<i>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</i> Empire State College will continue to support its Career Development Office and other areas across the college that encourage and promote AL opportunities for students across the state. Our faculty are committed to assisting students in their personal, professional and scholarly achievements, thus they will also continue to seek and support student AL activities as feasible. The current data collection sets may inform plans for future AL opportunities and partnerships.

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) **no later than May 1, 2017.**



SUNY Applied Learning Campus Plan  
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Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	SUNY Empire State College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Co-chairs Gina Torino and Patricia Isaac and the ESC Applied Learning Committee
<b>Summary</b>	<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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p><b><i>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?</i></b></p> <p>SUNY Empire State College will not mandate an Applied Learning experience as a graduation requirement.</p>

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<b>Question 2</b>	<p><b><i>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.</i></b></p> <p>Reasons for this decision include: 1) Feasibility of engagement in AL activities given student demographic characteristics and advanced standing during time of admission (see question 2 in Part V Feasibility Study section); 2) Issues regarding infrastructure/resources as well as the distributed nature of Empire State College (see question 4 below). The Empire State College Senate (which includes representation from the Student Affairs Committee) has had several discussions about the viability of mandating such a requirement and voted not to make it a mandated requirement for graduation. This was also discussed with college leadership, including the president, provost and the academic deans and associate deans. Additionally, AL leaders presented at several locations across the college to educate faculty on how to identify and quantify all the AL work currently being done with our students and information was provided on how to record these activities on our student information systems.</p>
<b>Question 3</b>	<p><b><i>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?</i></b></p> <p>We do not plan to make this a mandatory requirement for graduation.</p>
<b>Question 4</b>	<p><b><i>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?</i></b></p> <p>Undergraduate faculty maintain oversight and approval of AL activities via independent and group studies. Graduate faculty maintain oversight for applied learning activities and Nursing and Teacher Education engage in approved clinical placements for licensing and certification. Faculty support occurs through our Center for Mentoring and Learning, our Associate Deans, and the Office of Career Services. Opportunities for reassignment, professional development funds, and conference attendance are also available to faculty. Students will primarily be engaged in AL activities through his/her mentor and/ or through the Office of Career Services. Feedback on AL activities will be gathered via SALE reports and site evaluations (if applicable). Given our ability to identify students who have engaged in AL activities, we will be able to specifically target cohorts of students and graduates with surveys designed to measure satisfaction and perceptions of their AL experiences, in addition to post-graduation outcomes (i.e. employment information). This information can be used as evidence for evaluation and</p>

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	<p>continuous improvement purposes, creating and/or extending on (or discontinuing) existing opportunities for students. In addition, it serves as a basis for supporting faculty and staff research on the overall impact of AL, as well as more focused examination of certain types.</p> <p>The Office of Career Services will continue to provide information about different AL opportunities available to students across all locations. However, the infrastructure/resources to sustain the oversight and approval of AL activities needed to ensure quality offerings at SUNY Empire State College are currently insufficient. In addition, given the distributed nature of our college, it would be a challenge to ensure that all students would be able to engage in an AL activity, which would support individualized academic programs in their respective geographic locations and Area of Study.</p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) **no later than May 1, 2017**