



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	Fashion Institute of Technology, SUNY
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Yasemin Jones, Assistant Vice President
<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>Courses that meet the requirements for designation as applied learning (AL) experiences in the areas of internships, study abroad, and capstone/ research have been identified. The selection process was a joint effort among Career and</p>

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	<p>Internship Services, Office of International Programs, and Academic Affairs staff. A faculty review of identified courses took place after the initial selection.</p> <p>Institutional Research has prepared reports that will show, for each type of applied learning experience: 1. The number of courses and sections , 2. Student course registrations in applied learning courses , and 3. Number and percentage of students having applied learning experiences in a given year.</p> <p>The Office of Institutional Research will also discuss with the Registrar on approved AL courses identified through Banner’s course attribute system. This could improve future reporting efficiency.</p>
<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>All courses, including those identified as having an applied learning focus, are approved through a college wide curriculum review process. This involves, course approval by the offering department, School, College Wide Curriculum Committee, and the Academic Deans.</p> <p>Early discussions for designating/approving future applied learning activities or courses include the creation of an applied learning committee comprised of faculty. This group would review applied learning student learning outcomes as related to the new course or activity. The identification of new applied learning courses will also be integrated into FIT’s current digital curriculum form system.</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>FIT’s applied learning experiences tend to occur later in the students’ academic careers (in 7th or 8th semesters, for example), so it is more difficult to assess their impact on the traditional success measures of persistence and graduation. However, FIT conducts several surveys that would allow measurement of the impact of applied learning experiences on student engagement and employability:</p> <p>1. The annual alumni survey asks about whether students had internship experiences and whether they led to jobs or job offers. Employment outcomes can be compared</p>

<b>Campus Name:</b>	Fashion Institute of Technology, SUNY
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	<p>for students who had internships or other AL experiences versus those who did not.</p> <p>2. Both the SUNY Student Opinion Survey and the National Survey of Student Engagement ask about internship and research experiences. Engagement indicators from those surveys can be compared across students who had those experiences versus those who did not have the experiences.</p> <p>Further, information on the internship experiences of students is gathered both from internship sponsors/employers and the internship students:</p> <ol style="list-style-type: none"> <li>1. Internship employers provide evaluations of student performance in their internship duties. The questions cover both critical workplace and professional behavior and the application of academic skills to the workplace.</li> <li>2. Students who have internships complete evaluations at the end of the term in which they report on the contributions made by the internship experience to the achievement of their learning goals.</li> </ol>

**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>	Fashion Institute of Technology, SUNY
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Yasemin Jones, Assistant Vice President
<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>Campus Name:</b>	Fashion Institute of Technology, SUNY
<b>Date:</b>	4/13/2016
<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>The activities we have identified with current designations as AL are courses and are developed and overseen by teaching faculty. Faculty develop the course's expected learning outcomes and intentional focus. Courses are at the core of all continuing or new faculty initiated activity related to applied learning and are the domain of the faculty. The governance process for approval, as with all curricular actions, moves through a college wide curriculum review process. This involves, course approval by the offering department, School, College Wide Curriculum Committee, and the Academic Deans.</p> <p>Additionally, the revised SUNY Guide and assessment plan will guide those internships managed by and within the departments to be better structured.</p>
<b>Question 2</b>	<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>Current and ongoing support examples:</p> <ol style="list-style-type: none"> <li>1. Study abroad: Faculty program leaders regularly meet one on one with a coordinator in the office of International Programs (OIP) to collaborate on the itinerary, budget and other logistical aspects of the study abroad program. In the spring, the OIP offers a workshop for faculty program leaders, which covers budgeting, health and safety protocols and online resources. Faculty program leaders, FIT in Italy resident directors and department advisors have special access to application management in Horizons. This allows them to approve program applicants electronically and submit incident reports while on the program.</li> <li>2. Teaching faculty of internship courses receive support from the chairperson of the department plus advisement from two volunteer faculty coordinators (one for the 200 or lower level courses and one for the 400 or upper level courses). Additional support is provided through the Center for Excellence in Teaching (CET) in the form of workshops and events focusing on professional development and one to one instruction and the Technology Development Team (TDT). Advisement for grant seeking assistance is also provided by the Office of Grants and Research.</li> <li>3. Teaching faculty of capstone courses also have the same support from the CET, TDT and Office of Grants and Research.</li> </ol>

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Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>New faculty initiatives are supported formally and informally. Informal requests are made by the faculty member to the respective department chair, school Dean, and Vice President for Academic Affairs. Formal, institutional structures for faculty support include internal grant award opportunities from the Diversity Council, the Sustainability Council, and the Faculty Development and Grants Awards committee. These groups fund 100s of faculty projects annually. New support for research and release time for research have been instituted in the past year and provide further faculty support.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Engaged faculty will be recognized in a multitude of ways. These could include prospective nominations for the following FIT faculty recognitions.1. Faculty Excellence Award. This award recognizes classroom and non-classroom faculty members who demonstrate outstanding teaching, professional development, and a commitment to student learning, using exemplary research, scholarship or creative activity, and exceptional service to instruct students while serving as an active member of the academic community. And 2) the President's Award for Faculty Excellence. This award recognizes full-time classroom faculty members. For 2015, the area of focus continues in Curricular Innovation, reflecting the President's commitment to put students first as FIT moves forward one of the key goals of the Strategic Plan: "to ensure academic and creative excellence by providing a rigorous learning experience built on the highest standards of academic and scholarly excellence, an environment that promotes creativity and experimentation, and diverse experiential learning with a variety of industry partners." Additional recognitions would include profiles of faculty on our campus website and publications.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV

## Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	Fashion Institute of Technology
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Yasemin Jones, Assistant Vice President
<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>	<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>Students are provided support through the division of Academic Affairs through the following departments: 1. Career and Internship counselors and instructors solely dedicated to career counseling and internship placement; 2. Academic Advisement-dedicated advisors who are knowledgeable about the curriculum who guide students toward potential AL activities and solicit feedback on those; 3. Department Chairs-Faculty-provide instructional, academic assistance, direction and mediation for students participating in Applied Learning; 4. Student Life-Student affairs professionals who are dedicated to the development and implementation of co-curricular activities directly related to AL. The Student Life unit advises the Student Government Association which provides financial support to activities which may qualify as applied learning.</p> <p>Faculty will be acknowledged through our electronic newsletters and other print media which are dedicated to promoting and celebrating the activities of members of the campus community. In addition, faculty will be acknowledged during our bi-annual academic Convocation (TJ).</p>

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	<p><b>Marjorie - Prep process for internships, advisement and Symplicity</b>  <b>Jesse- Study abroad and online resources</b>  <b>Ellen/Tardis- A&amp;D internships Students are also advised of potential internship opportunities through their academic advisor using the degree mapping instrument and online information (TJ)</b>  <b>Capstone- YJ</b></p> <p>(Marjorie) <u>Support for Internship Studies (IS) Sponsored Internships</u>: The internship process begins when a student registers online to participate in an online orientation or attends an in-person orientation. Upon successful completion of the orientation (the online orientation includes a quiz that must be passed to move forward), students upload their resume and cover letter and schedule an appointment to meet with an assigned internship counselor. In this one to one meeting, the counselor will critique the student's resume and cover letter and provide advisement re potential internships that are a fit for the student's background and goals. The internship counselor will suggest several internship opportunities and the student will have access to Symplicity (the online database) to review available internships online. Students will contact corporate sponsors directly to interview. Upon receiving an offer, students will review and discuss the opportunity with their internship counselor. <u>Some Non Internship Studies (IS) Sponsored Departments</u> (including fashion design, textile surface design and VPED) work with internship counselors for placement but work with their own faculty (not IS) for classroom instruction and onsite guidance.) Question 2: Describe how faculty currently who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide.</p> <p><b>Marjorie - Prep process for internships, advisement and Symplicity</b>  <b>Jesse- Study abroad and online resources</b>  <b>Ellen/Tardis- A&amp;D internships Students are also advised of potential internship opportunities through their academic advisor using the degree mapping instrument and online information (TJ)</b>  <b>Capstone- YJ</b></p> <p>(Marjorie) <u>Support for Internship Studies (IS) Sponsored Internships</u>: The internship process begins when a student registers online to participate in an online orientation or attends an in-person orientation. Upon successful completion of the orientation (the online orientation includes a quiz that must be passed to move forward), students upload their resume and cover letter and schedule an appointment to meet with an assigned internship counselor. In this one to one meeting, the counselor will critique the student's resume and cover letter and provide advisement re potential internships that are a fit for the student's background and goals. The internship counselor will</p>

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	<p>suggest several internship opportunities and the student will have access to Symplicity (the online database) to review available internships online. Students will contact corporate sponsors directly to interview. Upon receiving an offer, students will review and discuss the opportunity with their internship counselor. <u>Some Non Internship Studies (IS) Sponsored Departments</u> (including fashion design, textile surface design and VPED) work with internship counselors for placement but work with their own faculty (not IS) for classroom instruction and onsite guidance.)</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><b>Orientation- Suzanne McGillicuddy Presentations are offered in a conference style during New Student Orientation. Students are able to select sessions based on their interests. The Career and Internship Center provides an overview of their services including information about the internship process. The Office of International Programs presents a session about Study Abroad opportunities. Both programs are offered twice throughout the day so that students have the ability to choose from a variety of topics.</b></p> <p><b>**I don't know how to answer about the advising process (Suzanne)</b></p> <p><b>(Study Abroad - Jesse) In addition to tabling events and information sessions during orientation, the OIP presents an annual study abroad fair in September and offers information sessions on Tuesdays and Thursdays during common hour throughout the academic year. Some sessions are general overviews of all study abroad opportunities while others are specific to program types. Faculty program leaders offer information sessions for their programs and promote their programs in classes offered by their academic department. Past program participants attend sessions and the study abroad fair to share their experiences,</b></p> <p><b>The OIP creates flyers and postcards to promote its events and programs. Additionally, it sends regular email blasts to advertise events and remind students of deadlines. All events are posted on an event calendar in the OIP area the FIT website. Each study abroad program has a page on the site with comprehensive program details and a link to the online application on Horizons by Symplicity, the OIP's online study abroad application management system.</b></p>

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<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><b>Commencing with spring 2016, every IS supported internship student will complete and submit an assessment tool, evaluating their internship corporate sponsor, on-site experience and achievement of learning objectives, during the last class session. Going forward, the plan is to introduce this assessment tool to non IS supported internship and capstone projects to formally incorporate student feedback into these applied learning activities.</b></p> <p><u>Policy for Grievance with an Off-Campus Site</u>  <u>Internship Studies (IS) Supported Internships:</u> In the case of a grievance, the student reaches out to their instructor for assistance. The instructor works to advocate for the student and resolve the issue. If this is not possible, the instructor will contact the department chairperson for guidance. The chairperson, if necessary, will contact the AVP for further advisement to reconcile the situation.  <u>Non-Internship Studies (IS) Supported Internships:</u> The non IS instructor will work with the student to hopefully resolve the issue. If this is not possible, the instructor will contact their department chairperson for further advisement.</p> <p>Student feedback will be solicited from students through online surveys and shared with the respective department sponsoring the applied learning activity. It is then incumbent on the department to assess and possibly incorporate that feedback into each activity (TJ).  Courses in terms of what is needed and types of things we are doing. Connecting to town hall, and</p> <p>Student guides conducting campus tours for prospective students discuss the positive impact of internships. recognition awards.  SUNY chancellor's award for innovative study abroad convocation, programming throughout the year, FIT Direct, AL web page "celebration" of different pages, Italy team, profile on them. Capstones- focus on A&amp;D , Cotton Project, Natural Dye Garden While we don't have a centralized way of collecting all the good things the campus is doing. What is a plan for showcasing?  Discuss with Loretta on her ideas for showcasing. .</p>

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<b>Question 4</b>	What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?

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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>	Fashion Institute of Technology, SUNY
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Yasemin Jones
<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>

<b>Campus Name:</b>	Fashion Institute of Technology, SUNY
<b>Date:</b>	5/1/2017
	<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>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>
<b>Question 2</b>	<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>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. This is true at both AAS,BFA/BS, and Masters levels. Applied learning (AL) is part of the college's founding mission .As a result of FIT's commitment to experiential education, applied learning activities do serve as a de facto, local graduation requirement.</p> <p>As we have defined AL at FIT to encompass internships, capstone/research courses, and a selection of study abroad courses, if study abroad was mandatory for graduation, there would be significant cost obstacles for students. The cost of studying abroad is an acknowledged barrier. Additional staffing or financial support to faculty and staff providing service to students studying abroad are also financial considerations. There may also be curricular obstacles as many majors have a very specialized, sequential curriculum that prevents students from taking a full semester to study abroad. However, FIT is committed to increasing study abroad participation and several initiatives are underway. Study abroad scholarship funding is increasing internally and the Office for International Programs (OIP) is building awareness of outside scholarships. OIP is also developing a model for an embedded study abroad component to a spring semester course during spring break. Finally, OIP is exploring a collaboration with the Career and Internship Services unit to offer more international internships. Service learning opportunities abroad for students are also being identified.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	Fashion Institute of Technology
<b>Date:</b>	May 1, 2017
<b>Narrative Compiled by:</b>	Yasemin Jones
ary	<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>
on 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>With regard to internships, industry sponsors serve as collaborators, responsible for the "on-site" instruction, a key component of the internship experience. The sponsors are responsible that NYS guidelines for student interns are followed, all FIT documents including the Sponsor Agreement are submitted, and registration of the sponsor in the Internship database is complete, and documents related to the Internship Studies course such as the student’s performance evaluation is submitted. Industry sponsors also participate in the vetting process to ensure that the internship site is a safe,</p>

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	<p>learning experience. As of current listing, FIT's internship database includes nearly 3000 internship sponsors. Nearly 2000 FIT students intern each year through the credited internship program.</p> <p>With regard to study abroad, the Office of International Programs collaborates with many units in preparing students. The academic departments assist with advisement in reviewing and approving courses to be taken abroad. The Office of Financial Aid Services advises students on their funding options for study abroad. Faculty program leaders are oriented to best practices in health and safety and facilitation of experiential learning while with students abroad. Health Services assists on request in advising students in keeping healthy abroad. The resident directors and staff of FIT in Florence and FIT in Milan provides direct support to students for their logistical, academic and co-curricular needs. Outside FIT, the Office of International programs works with more than 20 institutions abroad on our study abroad and exchange programs. These institutions provide support services to our students while they are abroad. FIT also works with a small number of partner organizations and agencies to deliver travel arrangements, housing and academic services to students abroad</p>
on 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>Units that support AL at FIT include academic departments, academic advising center, academic affairs, Career and Internship Services (CIS) unit, internship Studies department, Student Success units, and the Office of International Programs (OIP).</p> <p>FIT's Career and Internship Services supports reciprocal relationships between the career services mission of the unit and industry partners, by promoting internship opportunities for students, and providing student talent to sponsors.</p> <p>Examples of reciprocal relationships on and off campus include the following:</p> <ol style="list-style-type: none"> <li>1. OIP now has a role in approving faculty-led study abroad courses that originate in the academic departments and move to the curricular committee for review and approval.</li> <li>2. CIS has developed an online internship orientation for students who are abroad and will intern.</li> <li>3. CIS and OIP are working together to expand internship opportunities for students abroad via partner organizations.</li> <li>4. The OIP manages ongoing dual or double degree programs for students from several majors for international students from Istanbul Technical University (ITU), Donghua University in Shanghai, and the National Institute of Fashion Technology (NIFT) in India. These students are oriented to studying abroad in the US by the OIP, and provide additional opportunities for experiential, cross-cultural learning</li> </ol>

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	opportunities for the US students enrolled in courses with them.
on 3	<p>Describe how your campus engages new community partners in applied learning. For the CIS unit , new partners are engaged through vetting of internship sponsor sites and ongoing communication with community/industry partners for placing students in internships. New partners are also developed from existing corporate sponsor relationships (many new partnership opportunities have developed when our initial sponsors move to other organizations), industry guest speakers, FIT alumni and contacts from the academic departments.</p>
n 4	<p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships. FIT's plan for supporting current and future international and reciprocal partnerships is to maintain our current practices for AL and continue to expand AL programming. This is an iterative process and has the attention of the groups that lead AL on campus: academic departments, CIS, Internship programming, and OIP.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	Fashion Institute of Technology
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Yasemin Jones
<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>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>Applied Learning functions as an unofficial graduation requirement in the majors as it is built into the each degree sequence, particularly as either capstone/research project or as internship.</p>

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<b>Date:</b>	5/1/2017
<b>Question 2</b>	<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 has always been central to FIT's degree programs. The College's mission is to build career ready students and the ultimate development of these young professionals is through embedding applied learning in the degree sequences as credited courses. Since FIT's inception, such AL experiences have been required for each degree.</p>
<b>Question 3</b>	<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>We will continue to track existing AL in the curriculum by assigning Banner field categories specifically for FIT's AL types: capstone/research courses and internship courses.</p> <p>We will work with the school deans and department chairs to emphasize the expectation that new programs should include either a capstone and/or an internship in their proposed degree sequences.</p> <p>We will identify new courses that are AL through the curriculum review process via the digital form system. On the form, we will propose creating a question on the form as to whether the course is an applied learning course.</p>
<b>Question 4</b>	<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> <p>FIT's mission will always focus on career and professional readiness and excellence. To that, applied learning experiences are fundamental. As we have highlighted elsewhere, all of our degree programs contain credited experiences for applied learning, particularly in the areas of capstone/ research and internships.</p>

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