



The State University  
of New York

SUNY Applied Learning Campus Plan Campus  
Applied Learning Plan Part II

Data Collection and Reporting Due April 15,  
2016

<b>Campus Name:</b>	Farmingdale State College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Allison Puff, Acting Assistant Provost
<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>In Plan Part I, Farmingdale State College outlined a clear and comprehensive program of data collection and reporting activities for the number and types of <b>course-based</b> applied learning activities. Applied learning Banner attributes were developed for both Applied Learning and Applied Learning Enhanced courses and a</p>

<b>Campus Name:</b>	Farmingdale State College																																		
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	<p>plan for cross-walking the Banner information to SIRIS has been created. There is a clear plan for the management of workflow from approval, scheduling and implementation to tracking of course-based applied learning activities that has been developed with an implementation schedule beginning in June of 2016.</p> <table border="1"> <thead> <tr> <th><b>Process</b></th> <th><b>Date</b></th> </tr> </thead> <tbody> <tr> <td>Axiom Mentor Applied Learning Module Development</td> <td>6/1-9/1/2016</td> </tr> <tr> <td>Training for Chairs and Faculty on Axiom Mentor Applied Learning Module</td> <td>9/15-10/15/2016</td> </tr> <tr> <td>Applied Learning Approval Process Opens</td> <td>10/15/2016</td> </tr> <tr> <td>Catalog Submissions Due for Program Displays with Applied Learning Requirements</td> <td>02/15/2017</td> </tr> <tr> <td>Last Date for Applied Learning Course Approval Submission for Guaranteed Implementation in Spring 2018</td> <td>04/18/2017</td> </tr> <tr> <td>Applied Learning Review Board Notifies Registrar that Approvals for Spring 2018 Are Complete</td> <td>05/15/2017</td> </tr> <tr> <td>Registrar Rolls Schedules in Banner &amp; Updates Spreadsheet to Incorporate Applied Learning Column</td> <td>07/31/2017</td> </tr> <tr> <td>Registrar Sends Scheduling Spreadsheets to Deans/Chairs</td> <td>08/01/2017</td> </tr> <tr> <td>Chairs Send Back Schedules</td> <td>09/13/2017</td> </tr> <tr> <td>Registrar's Office Process Schedule Changes</td> <td>09/13-10/6/2017</td> </tr> <tr> <td>Registrar's Office Completes Applied Learning Follow Up and Data Entry in CSV File</td> <td>09/13-10/6/2017</td> </tr> <tr> <td>Registrar send file to IT for Upload into Banner</td> <td>10/6/2017</td> </tr> <tr> <td>Schedule goes live</td> <td>10/12/2017</td> </tr> <tr> <td>Registration Appointments E-mailed Out</td> <td>10/13/2017</td> </tr> <tr> <td>Registration Begins for Spring 2018/Summer 2018</td> <td>10/30/2017</td> </tr> <tr> <td>First Applied Learning Courses Approved and Tracked Through New System Run</td> <td>Spring 2018</td> </tr> </tbody> </table> <p>Since submission of Plan Part I, the possibility of an Applied Learning Transcript Addendum to the official transcript listing all courses that a student completed, which includes applied learning activity is being explored. This would be similar to</p>	<b>Process</b>	<b>Date</b>	Axiom Mentor Applied Learning Module Development	6/1-9/1/2016	Training for Chairs and Faculty on Axiom Mentor Applied Learning Module	9/15-10/15/2016	Applied Learning Approval Process Opens	10/15/2016	Catalog Submissions Due for Program Displays with Applied Learning Requirements	02/15/2017	Last Date for Applied Learning Course Approval Submission for Guaranteed Implementation in Spring 2018	04/18/2017	Applied Learning Review Board Notifies Registrar that Approvals for Spring 2018 Are Complete	05/15/2017	Registrar Rolls Schedules in Banner & Updates Spreadsheet to Incorporate Applied Learning Column	07/31/2017	Registrar Sends Scheduling Spreadsheets to Deans/Chairs	08/01/2017	Chairs Send Back Schedules	09/13/2017	Registrar's Office Process Schedule Changes	09/13-10/6/2017	Registrar's Office Completes Applied Learning Follow Up and Data Entry in CSV File	09/13-10/6/2017	Registrar send file to IT for Upload into Banner	10/6/2017	Schedule goes live	10/12/2017	Registration Appointments E-mailed Out	10/13/2017	Registration Begins for Spring 2018/Summer 2018	10/30/2017	First Applied Learning Courses Approved and Tracked Through New System Run	Spring 2018
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<b>Campus Name:</b>	Farmingdale State College
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	<p>the General Education Transcript Addendum (GETA) that is already in use. There has also been further discussion about how to report on <b>co-curricular</b> activities. The Applied Learning Committee voted that the College should explore the possibility of implementing a co-curricular transcript, as it is the only official way to present students with a document to highlight applied activities both in and outside of the classroom. In addition, several benefits were noted such as the possibility that this will encourage students to become more active on campus and in applied activities, enhance graduate school applications, highlight activities in which potential employers may be interested, and showcase leadership experiences.</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>First, since Farmingdale is a college of applied science and technology, most of the program descriptions already highlight applied activity. However, any programs that do not already do this would be encouraged to make appropriate changes. Catalog program displays and course descriptions would indicate Applied Learning Courses with an AL (Applied Learning Course) or an AE (for Applied Learning Enhanced) for courses, which always include applied activity. This is similar to how General Education courses are indicated with a GE in current academic program displays.</p> <p>Language describing the type of applied learning category and the requirements would be made available to all faculty to include in syllabi. In addition, logos for all applied learning activities will be developed and could be included on syllabi and on promotional items for applied learning activities. This would bring greater visual awareness to the specific categories and applied learning as a whole.</p> <p>As indicated above, attributes in Banner for Applied Learning Courses and Applied Learning Enhanced Courses have been developed and detailed in Plan Part I. AC will designate Applied Learning Courses plus two letters indicating the category of Applied learning such as SL for Service Learning. Therefore the code for an Applied Learning Course in the Service Learning category would be ACSL. Applied Learning Enhanced courses will be designated as AE and thus an Applied Learning Enhanced Course in Service Learning Category would be AESL.</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>Farmingdale State College is currently collecting information on applied learning through a variety of institutional tools. The plan going forward is to expand upon</p>

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	<p>these tools in order to gain even more targeted information. Currently, the institution administers a homegrown online survey to graduates six months after graduation, which probes recent graduates about their employment status, place of employment, whether employment is related to their major, continued education, etc. There are also questions to determine whether internships acquired through the College contributed to successful employment outcomes. Questions that address other applied learning experiences can be added to the survey, and employment outcomes collected in this survey can be linked to students who participated in applied learning experiences once they are coded in Banner. In addition, The National Survey of Student Engagement (NSSE) was administered at Farmingdale in 2014 and will be administered again in 2017. It provides a measure of student engagement in several applied learning experiences. A topical module can be added to gather further information on civic engagement.</p> <p>Data submitted to SUNY via SIRIS data files are used to calculate performance measures such as persistence, retention and graduation rates of undergraduates. Subsequent to the implementation of the plan to code applied learning courses in Banner and report such courses on SIRIS, we will be able to calculate persistence, retention and graduation rates of students who were enrolled in applied learning experiences versus those who did not. If the campus chooses to move to an applied learning graduation requirement, graduation rates pre and post such a requirement could be compared.</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>	Farmingdale State College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Allison Puff, Acting Assistant Provost
<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>Outlined in Part I was a structure for Applied Learning which described the three types of applied learning offered at Farmingdale State College; applied learning courses, applied learning enhanced courses, and co-curricular activities. As the College moves forward, existing courses that include new applied activities but not a change of course content or objectives, may be submitted directly to the Department Chair and then the Applied Learning Committee for approval. The approval process will collect information regarding how many hours will be invested in applied activity as well as a brief description of how the criteria for applied</p>

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	<p>learning are met. Faculty submitting a course for approval will also be required to briefly outline a plan for collecting data regarding student reaction to the applied learning activity and data regarding achievement of learning objectives associated with the applied learning activity. If a completely new course is to be created, or extensive change to an existing course is required, a formal curriculum change proposal (CCP) must be submitted. Once the CCP process is complete, the course will need to follow the submission guidelines explained above for approval of the applied learning activity.</p> <p>Further investigation into how the workflow and approval of applied activities can be simplified and digitized has led to the conclusion that the Axiom Mentor Internship System that is currently utilized will be expanded to include applied learning activities. Thus, faculty and students alike will be familiar with the system and find it an intuitive solution. In addition, the module will include not only Applied Learning but also other high impact practices such as Writing in the Disciplines to further enhance the faculty and student experience.</p> <p>In addition to the collection of data on learning objectives in individual courses discussed above, faculty will be involved in the overall assessment of the Applied Learning Program through participation in Departmental Self Studies and their faculty representatives on the Applied Learning Committee. The Departmental self-study requirements will be expanded to include a discussion of applied learning as it pertains to the measurement of programmatic success. Surveys of students and alumni required in the self-study process will be expanded to include questions directly pertaining to the effectiveness of applied learning experiences in each academic program. The Applied Learning Committee in the overall assessment of the Applied Learning Program will then utilize this information, combined with information gathered from institutional surveys. In the 2011-2016 Farmingdale State College Strategic Plan, all three of the Focus Areas; <i>Excellence in Academic Programs</i>, <i>Campus Life</i>, and <i>Relationships with Outside Communities</i> have goals and objectives that are directly supported by the applied learning program and therefore tie directly to overall effectiveness of the institution.</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>FSC has been host to many professional development opportunities for faculty in the past year related to applied learning including a presentation and workshop entitled “Engaging Students in Undergraduate Research” presented by Dr. Nancy Hensel former President of the Council for Undergraduate Research and “Project Based Learning” a presentation by experts from Worcester Polytechnic Institute. In April of</p>

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	<p>2016, the Center for Teaching and Learning Technology (CTLT) is planning a daylong conference on the topic of applied learning featuring John Reiff, Ph.D. who is Director of Civic Engagement and Service Learning at the University of Massachusetts, Amherst and the Director of Civic Learning and Engagement for the Massachusetts Department of Higher Education. Topics will include: Building a Culture of Applied Learning, Types of Applied Learning, Best Practices for Applied Learning, Designing Courses to Include Applied Learning, Developing Course Goals for Applied Learning Preparing for Applied Learning, Assessment and Assessment Tools for Applied Learning Student "Reflection" and Student "Celebration" in Applied Learning and Faculty Development for Applied Learning. Supporting faculty in the development of Applied Learning experiences will remain a priority in the creation of future programming as well.</p> <p>Faculty are compensated for supervising credit-bearing internships in multiple ways. Credit toward faculty load varying from .25-3 credits can be granted depending upon the type of work involved in the supervision and the number of students. If earning credit towards load is not possible due to the number of students or the needs of the department, a faculty member supervising fewer than 10 students in internships can be compensated through extra service pay at the independent study rate. In addition, faculty can apply for release time and summer stipends for supervising summer research and internships with students.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>FSC provides direct support to some faculty who are developing new research curricula. This is explicitly supported by a \$2,900,000 grant to the College via the Department of Education's First in the World Program. Other campus-wide grant programs including the Students First grants are designed to "Improve Teaching Inside the Classroom," "Improve Learning via Activities Outside of the Classroom" and "Assessment of Pedagogies and Programs" and in the latest round specifically detailed applied activity as a part of the criteria. Finally, the College will develop a set of boilerplate texts regarding the campus-wide applied learning activities to help streamline faculty grant applications to the National Science Foundation (and other granting agencies), whose review criteria explicitly include "broader impacts" of the proposed research, including "Advance[ing] discovery and understanding while promoting teaching, training, and learning."</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>There is currently no formal campus plan for acknowledging faculty engaged in applied learning activities, therefore the Faculty Engagement Subcommittee proposes that participation in applied learning activities be recognized as valuable</p>

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	contributions in the reappointment, promotion, and tenure processes. This will ensure that faculty who excel in mentoring students in research and other applied activities and in developing applied learning curricula will receive appropriate credit toward important career milestones. Additionally, the committee recommends that the campus acknowledge faculty engaged in applied learning activities both in the promotion process and via awards, including the already existing CTLT Outstanding Faculty Mentorship Award. The College should explore including applied learning activities as an explicit criterion for promotion to Distinguished Teaching Faculty rank. Finally, a website for Applied Learning is in development and will feature work that faculty and students do within the realms of research, civic engagement, service learning, and all other applied activities.

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



The State University  
of New York

SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	Farmingdale State College
<b>Date:</b>	4/16/2015
<b>Narrative Compiled by:</b>	Allison Puff, Acting Assistant Provost
<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>The majority of applied activities at FSC are required and embedded into the curriculum in each department. Therefore, it is a seamless integration and students are aware of the requirements and opportunities from the point of enrollment in their chosen programs. Faculty members aid in the placement, oversight and navigation of all of these required activities and a student is never</p>

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	<p>without support throughout the process. For activities that are optional, the faculty, advisors and facilitators help students navigate the opportunities by pointing them toward the resources more fully discussed in Question 2 such as the digital internship system for academically approved internships (and soon all applied learning activities) Axiom Mentor and other web-based resources such as the Career Center’s Career Connect and resources posted by the Academic Advisement and Information Center (AAIC), and finally the Applied Learning webpage that is in development and described below.</p> <p>For approval of a new or customized student-initiated activity, a student would approach the department from which he or she is seeking credit. The appropriate Chair of the department, internship coordinator, or other applied learning coordinator would then determine if the activity meets the academic criteria for credit in an existing approved applied learning course. The majority of programs have internship, research, special topics, or independent study classes that can be utilized to facilitate such customized requests. If a student club or organization would like to submit an applied learning activity for approval, the club would have to work with the club advisor to make sure that the activity meets all of the applied criteria and submit it for approval through the same system described in Question 1 in Plan Part III Faculty Engagement.</p>
<b>Question 2</b>	<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>Presently, students are advised of applied learning opportunities through faculty advisors in their individual departments, advisors in the Academic Advisement and Information Center (AAIC), catalog and course listings, the Axiom Mentor internship system managed by Academic Affairs, the AAIC website, and Career Connect the electronic internship database managed by the Career Center.</p> <p>Future planned promotions include making common language available to all faculty for inclusion in syllabi that will describe the types of applied learning categories and the benefits and requirements for applied experiences. In addition, logos for all applied learning activities will be developed and included on syllabi and promotional items for applied learning activities. This would bring greater visual awareness to the specific categories and applied learning as a whole.</p> <p>An applied learning section of the farmingdale.edu website is also in development. These pages of the website will include basic information about applied learning, as well as a description of each category of applied learning and</p>

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	<p>the types of experiences available at Farmingdale, a special course link set up by the registrar for current courses, and featured students or experiences including photos. Posters and the video broadcast system (VBS) will be utilized to push students toward the website for further information. Finally, a digital solution (Axiom Mentor) will allow students to search all applied learning activities available to them within their major as well as activities open to all students. This is already available for internships and would be expanded to include all applied learning activities including study abroad.</p> <p>In addition, as also mentioned in Plan Part II, since FSC is a college of applied science and technology, most of the program descriptions already highlight applied activity. However, any programs that do not do this would be encouraged to make appropriate changes. Catalog program displays and course descriptions would indicate Applied Learning Courses with an AL (Applied Learning Course) or an AE (for Applied Learning Enhanced) for courses that always include applied activity. This is similar to how General Education courses are indicated with a GE in current academic program displays.</p> <p>Finally, we have discussed adding a section on Applied Learning to Orientation so that incoming students know about the possibilities available to them, how to find them and the benefits of applied learning.</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>Students and applied learning facilitators are mutually responsible for maintaining contact over the course of the applied learning activity whether the activity is a semester-long experience or a short-term activity. Faculty/Facilitators advise students of feedback procedures such as surveys, papers, exit interviews, etc. during the promotion or introduction of the applied learning activity. The process includes each academic department having a designated point of contact for internships; this faculty member may also be the point of contact for all applied learning activities specific to the department. If students are participating in an approved club or organization activity, feedback will be given to the faculty advisor or as an alternative, feedback may also be provided to the Director of Student Activities. Faculty/facilitators submitting an applied learning activity for approval will be required to briefly outline a plan for collecting data regarding student reaction to the applied learning activity.</p> <p>Farmingdale State College starts by being proactive in the vetting process of applied learning placement sites. In order to protect its students during applied learning activities, placement sites are screened prior to students engaging in any</p>

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	<p>learning activity. Specifically, the Career Center has created an “Employer Recruitment Policy” which outlines the guidelines a company must agree to prior to consideration and acceptance by the Career Center as an option for FSC student internships. Academic departments follow similar procedures and the applied learning faculty (or internship coordinators) conduct site visits at organizations, where it is geographically possible, prior to or during a student placement. At this site visit, facilitators meet with the organization’s administrators to discuss expectations, and also review the worksite for safety and acceptability. Additionally, the Career Center website contains information, for students who are not participating in internships for academic credit, as to how to spot fraudulent internship and work opportunities and has a list of “Fraudulent Organizations” that students and faculty can access. In general, internships are subject to the Department of Labor Fair Labor Standards Act and faculty/facilitators should follow all requirements as outlined.</p> <p>Students can report a grievance with an off-campus site through direct contact with the faculty member or facilitator who is supervising the internship or other applied activity. The faculty member/facilitator will contact authorities as appropriate, investigate the issue and respond to student concerns in a timely manner. In addition students have several mechanisms through which they may express complaints including but not limited to procedures for complaints regarding <a href="#">sexual harassment</a>, <a href="#">unlawful discrimination</a>, <a href="#">bias crimes</a>, <a href="#">Family Educational Rights and Privacy Act (FERPA)</a> violations and <a href="#">grade grievances</a>. Detailed information regarding complaints in each of these areas is contained in the <a href="#">College Catalog and Student Handbook</a>. A student complaint web portal is under construction and will be in place soon.</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>FSC plans to utilize the student reaction captured through surveys, papers and exit interviews after all applied learning activities to regularly update and improve the applied learning offerings at the college. In addition, it is the hope that the experiences students have with industry partners will not only expand the connections and the possibilities for that individual student but also will also broaden the Farmingdale network of alumni and industry and strengthen the Applied Learning Program. Input will continuously be sought through the new requirements in Departmental Self Studies discussed in Part III, Question 1. Finally the surveys discussed in Plan Part II, Question 3 include an FSC survey of all graduates 6 months after graduation, administered every year, and the NSSE</p>

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	survey, which is administered every three years. All of this information will be funneled to the Applied Learning Committee for assessment of the Applied Learning Program at FSC and how it relates to overall institutional effectiveness.

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



The State University  
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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>	Farmingdale State College
<b>Date:</b>	May 1, 2017
<b>Narrative Compiled by:</b>	Allison Puff, Acting Assistant Provost
<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>

	<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>
<p><b>Question 1</b></p>	<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>Farmingdale State College currently has close to 150 courses with approved Applied learning activities, most involve collaboration with outside entities as is the case with clinical placements, internships, and various other service-learning and capstone course projects. Currently limited data is being collected regarding the economic impact of internships obtained through Farmingdale. The College's Office of Institutional Research surveys students six months after they graduate to gather information about their employment and educational status. Included in the survey are questions pertaining to internships, particularly whether the graduate did an internship while they were a student at Farmingdale, was the internship arranged through Farmingdale, and whether they were offered a permanent job. Among 2014-15 graduates who responded to the survey, approximately 20% indicated that they did an internship while they were a student at Farmingdale. Of those who did an internship, 36% were offered a permanent job. Salary information is also collected. Understanding that this type of evaluation is important, we are in the process of developing a systematic approach to measure the various applied learning opportunities in terms of impact on the local community or workforce when such an experience involves outside entities. Considerations include economic impact studies, tracking of outcomes of engagement or service projects and follow-up surveys of outside entities affiliated with the applied learning experience.</p> <p>In addition to evaluating workforce impact, the faculty overseeing these courses measure student learning outcomes and evaluate the student's performance in various ways, including exams, observation, review of reflective journals, and surveys. Surveys are also administered, in some cases, to students to gauge their satisfaction with the faculty and/or experience. However, these assessments and evaluations are geared toward student performance or student satisfaction/evaluation of the faculty member or experience, and do not measure the impact of such applied learning experiences on the local community or workforce.</p>
<p><b>Question 2</b></p>	<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</p>

relevant information.

Including approved applied learning activities as a local graduation requirement will certainly benefit our students in several ways, including increasing their social responsibility, connecting theory with practice, learning from experience, improving their employment marketability, clarifying their interests in specific areas of study and making connections in their field among other benefits.

Farmingdale has long been offering students applied learning opportunities through clinical placement, practicums, service-learning, international travel, undergraduate research and internships. Although most of our programs currently require applied learning experiences, mandating that every student complete such an experience will present some challenges and implications to the College in terms of student learning outcomes, staffing, course scheduling, and other logistical and financial considerations.

### **Student Learning Outcomes**

The process for approval of applied learning courses that the college has already put into place is addressing the need for student learning outcomes to be defined, systematically documented and assessed as a means to develop and refine the experience. These measureable outcomes of applied learning activities can also be used in the assessment of degree programs. Accreditation agencies require students to gain lifelong self-directed learning skills upon graduation, and applied learning activities provide an environment for students to gain and document such skills. As such, we think we have put in place the necessary infrastructure to ensure that student learning outcomes are met and assessed.

### **Fiscal and Staff Impact**

There are fiscal implications to consider as enrollment in applied learning courses tends to be less than the enrollment in courses without an applied learning component. In fact, some have only one or two students who require individualized attention from faculty, such as undergraduate research. A new policy for Faculty Compensation and Load Credit for Credit-Bearing Internships is currently being developed to help facilitate and support the increased demand for faculty mentorship of on campus research internships with a fixed allocation of the Provost's budget being dedicated to this each year. Additionally, consideration has to be given to how many more sections of classes will need to run in order to accommodate the lower enrollment numbers in some applied learning sections.

The two baccalaureate programs with the largest enrollments, Business Management (1,374 students) and Science, Technology & Society (1,254 students) are the only campus programs that do not currently have an applied learning course as a part of their degree requirements. However, they both offer optional applied learning courses including internships and study abroad and both either have an optional capstone experience or are working on developing one. In the Fall 2016 semester, 27% of seniors majoring in Business Management have taken or were

taking a course with an applied learning component. Similarly, 20% of seniors majoring in Science, Technology & Society have taken or were taking a course with an applied learning component.

The simplest way to increase the number of students, within these two majors, who have participated in an applied learning experience would be if the applied learning experience is achieved within a required course in the major. Therefore, we must consider that the maximum enrollment in the capstone courses in Science, Technology & Society (STS) might need to decrease in order to accommodate this type of learning. The senior seminar capstone course, STS 400, has 60 students enrolled in three sections, and 26 students are enrolled in STS 401, a course in which the students complete a semester-long internship as part of their course of study. This means that in order to require STS 400 or 401 we would need to add 7-8 more sections.

The maximum enrollment in the capstone courses in Business Management is not nearly as extreme as within STS. Currently, there are 455 students registered in twenty sections of 400-level business courses (without an applied learning component) with an average of 23 students per class, excluding one course in which two students did an internship. A change to the pedagogy within the course would require a significant amount of coordination, training, and scheduling and would not be a simple change but would not have a long-term fiscal impact.

To help address the needs of students within the majors that do not yet have an applied requirement within the major and students in associate degree programs who would like to participate, this year's Students First Campus Grants had a special category encouraging the development of service learning and civic engagement within general education courses.

A mandate also increases the demand for a limited number of internships and additional staff would be required to coordinate the internships. The College has already begun to address the placement concerns by creating the Nexus Center for Applied Learning and Career Development along with hiring an Executive Director to head up the Center (please see Plan Part VI for further information). As this is already in development the fiscal implications have already been fully considered. However, as we continue to develop opportunities more support will be needed and a campus-wide Internship Coordinator and School Faculty Liaisons have also been proposed and are being considered.

Lab space is another consideration that could potentially create a fiscal impact. If there is increased demand for undergraduate research, the limited amount of lab space could present a challenge. Currently, all of the degree programs that necessitate laboratory experiences already have these applied learning requirements built into their program of study. So, there is only minimal concern that a requirement would cause a greater demand on the laboratory spaces but it is something that will require careful planning and consideration in the future

especially since the overall enrollment for the College continues to grow..

**Other considerations**

The Applied Learning requirement could be more challenging for upper level transfer students and students in associate-degree programs who may not be able to fit an applied learning experience into their schedule; thereby, delaying their time to graduation. As noted, in the majority of programs, applied learning experiences are upper division courses that are required by the major so our hope is that transfer students will not be adversely affected. However, those within Associate Degree programs could be. This has led us to consider that any requirement would not apply to those in Associate Degree programs.

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



The State University  
of New York

**SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VI**

**Collaboration Plan**

**Due May 1, 2017**

<b>Campus Name:</b>	Farmingdale State College
<b>Date:</b>	May 1, 2017
<b>Narrative Compiled by:</b>	Allison Puff, Acting Assistant Provost
<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>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>Applied learning opportunities are available to Farmingdale State College (FSC) students through multiple avenues both on campus and off campus. Below please find a detailed account of both of these types of experiences as well as an attached spread sheet listing our community and industry partners.</p>

### **Applied Learning on Campus**

On campus, students are engaged in senior projects, faculty-led research, practicums, undergraduate research conferences, clinical experiences and more. When the Applied Learning experience takes place on-campus and is for credit, there is always a faculty mentor who supervises the student and provides an appropriate experience, an environment that is conducive to learning, necessary technical and safety training, appropriate supervision of the student, and timely/accurate feedback on student performance. They ensure that appropriate learning experiences draw upon the knowledge the student has gained in their undergraduate coursework and require them to apply that knowledge to real work/research situations. Additionally, either the faculty mentor or the instructor of record, ask the student to reflect upon the experiences. Finally, the instructor of record assigns all grades.

As noted above, most experiences are for-credit experiences. However, if the experience is a co-curricular activity, an appropriate advisor must fulfill the same roles as faculty mentor.

- **Department Chair:** Responsible for approving new Applied Learning courses and experiences and for certifying that any graduation requirement for applied learning has been met. In a department that does not have a dedicated Internship Coordinator, the Department Chair serves as the Internship Coordinator.
- **Internship or Clinical Coordinator:** Faculty member who administers the internship or clinical program and oversees anyone instructing or mentoring internships or clinical experiences within a department.
- **Instructor of Record:** Faculty member who serves as the instructor in an internship or applied learning course. This faculty member should be/become familiar with the organization and the nature of the work that the student would perform. This person will negotiate internship duties with the on-site supervisor and/or will approve duties proposed by the site supervisor and student. In addition, the instructor of record will be responsible for overseeing work during the semester including documentation of internship hours, coursework, supervisor evaluations, and assignment of the final grade.
- **Faculty Mentor:** For an on-campus internship, the faculty member who provides training and direct supervision. A faculty mentor will be engaged in direct interaction with the students in a more intensive experience, including but not limited to, research, creative works, field study, and/or practicum. The faculty mentor is directly responsible for oversight of the student intern's learning work performance, conferring with the instructor of record, and reporting the student's progress. The faculty mentor is aware of the Applied Learning Outcomes and knows of or has helped to formulate

the applied learning activities that will be part of the fulfillment of the Learning Outcomes.

### **Applied Learning at Off-Campus Placement Sites**

Off-campus, students engage in applied learning at local businesses, non-profit organizations, hospitals, government offices and more. When the Applied Learning experience takes place off-campus the Internship Coordinator or Instructor of Record helps the student find an appropriate site or approves a student-found site. The Site Supervisor ensures that the environment is conducive to learning, necessary technical and safety training is provided, appropriate supervision of the student, and timely/accurate feedback on student performance takes place. Based on a learning contract set up before the experience, they ensure appropriate learning experiences that draw upon the knowledge the student has gained in their undergraduate coursework and require them to apply that knowledge to real work/research situations. In addition, the site supervisor works with Campus Instructor of Record regarding any issues that may arise and coordinates as needed. As noted above, the instructor of record will assign the grade and make sure that the reflective portion of the course is completed.

Every placement type has its own set of requirements based on the discipline, for instance at some clinical placement sites hospital staff facilitate clinical opportunities for the students to achieve the course learning outcomes. The staff models professional practice and behavior and the clinical site has sufficient resources (equipment and supplies) to meet the patients' needs and ensures the students have appropriate access to the EMR and learning resources at the clinical site.

- **On-Site Supervisor:** The employee at the applied learning site who is directly responsible for oversight of the student intern's learning, and performance, and for conferring with the faculty supervisor or reporting the student's progress. The on-site supervisor is aware of the academic Applied Learning Outcomes and knows of or has helped to formulate the applied learning activities that will be part of the fulfillment of the Learning Outcomes.

If the applied learning is based within the course, such as with field studies, site studies and competitions the faculty member coordinates with the site, association or conference and accompanies the student to the location and provides the instruction using the real-world location to facilitate the learning.

### **Study Abroad**

The Study Abroad program at FSC is another way in which students can apply and expand their academics beyond the campus borders. On campus, the Office of International Education and Programs (OIEP) develops and maintains all Study Abroad and off campus programs for student mobility, including short term, summer and exchange agreements. All Farmingdale students may participate in any

SUNY program, and this is administered through OIEP. As an example, OIEP coordinates with SUNY Global at System, the SUNY Global Center in Manhattan as well as all sister SUNY institutions to share opportunities for partnerships and program development. Overseas partners such as the Florence University of the Arts provide cultural and academic experiences, student support, and program development. Other service providers, such as Destination Partners, provide travel services such as airfare, ground transportation, lodging, etc.

#### **Facilitation of Applied Learning Experiences**

Many of the Applied Learning Experiences are facilitated by individual faculty members utilizing their connections within the corporate, academic research, clinical, community, and non-profit worlds. However, in addition to faculty and departmental internship coordinators there are other departments on campus that assist in the cultivation of applied learning placements:

- **The Office of Development and Corporate Relations** is one of the on/off-campus entities that helps to facilitate Applied Learning. The Office of Development and Corporate Relations serves as the college liaison to the public and private sectors in strengthening business partnerships by assisting our corporate partners in identifying interns and graduates of the college.
- **The Farmingdale State College Career Center** is an on-campus resource that facilitates internships with off-campus partners by managing a broad internship and job database. As indicated below, a key responsibility when coordinating outside partners for internships is to vet and monitor new opportunities. This is generally done by either the FSC Career Center, or the individual department's internship coordinator. The Career Center provides Job Fairs, Employer Workshops, Career Connection program and the manages the Symplicity Career Connect Platform. This site allows students to post their resumes and companies/organizations to post jobs and internships for Farmingdale students and alumni.

**Please see attached spreadsheet for a more complete view of our community and industry partners.**

#### **Question 2**

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.

Individual **academic departments**, housed within the four schools of Farmingdale State College, support Applied Learning opportunities through department-specific Internship Coordinators, who both facilitate new relationships, and oversee the individualized applied learning experiences in their departments. Internship coordinators act as campus liaisons and student advocates in this role. While coordinators often report to Deans or Department Chairs, it is worth noting that

many of the internship coordinators on campus are engaged in the supervision and facilitation of applied learning in addition to their normal professional duties, and may in fact be department chairs themselves.

- **The Axiom Mentor Internship Database and Management tool** is utilized by the academic departments to organize and distribute information to students within particular majors about pre-approved internship opportunities and requirements. It also allows companies to post internship opportunities for departmental approval and dissemination.

The **Office of International Education and Programs (OIEP)** supports students interested in study abroad by providing a multitude of international and domestic travel opportunities. These experiences, including opportunity facilitation and supervision, is conducted by the OIEP under the guidance of their Dean. OIEP coordinates with the Dean of Students, Financial Aid, Registrar, Transfer Services, and Student Accounts to facilitate these programs and support FSC students. OIEP serves as a touch point for all external entities and institutions which host our students to ensure access and seamless transfer of credits, funds and services.

The **Office of Development and Corporate Relations** collaborates with FSC's four schools through their deans, chairs, and faculty. When a corporate partner requests a specific need or skill regarding student interns, the Office of Development and Corporate Relations reaches out to the faculty for student candidates. After students are interviewed, they are recommended to the corporate partner for consideration. The corporate partner is also directed to post non-credit internships and part/full-time employment opportunities on "Career Connect". Students are instructed to visit the Career Center for professional career services. Development and Corporate Relations utilizes Axiom Mentor as a means of sharing these corporate opportunities with the Farmingdale State College students.

The **FSC Career Center** has numerous methods by which they support partnerships:

- Through the **Hobsons** platform the Career Center can directly connect with every student on campus to inform them about available career services, including access to internship opportunities, and invite them to career-focused programs.
- The Center provides information to students seeking internships to find leads on **outside job boards** such as Indeed.com, LJJobs.com, HIA-LI.org, LinkedIn and others.
- The Career Center promotes **SUNY Intern Shop** an exciting new internship placement service offered through SUNY. This site is a matching tool where students are connected with relevant, meaningful internship opportunities nearby.
- **Candid Career** is provided through the Career Center to allow students to search for the type of internships (and jobs) they may be interested in.
- **Big Interview** is a website that allows students to practice interviewing for

internship opportunities.

- **AlumNet:** The Career Center has partnered with CandidCareer.com, a premier provider of informational video interviews, to offer our students insight into career options from industry professionals, as well as our very own FSC alumni. FSC alumni will be selected and filmed for the platform, where they will offer advice to current students with regard to specific career paths. Students will be able to connect with alumni mentors for follow-up questions and further guidance through the platform, leading to possible internship and job opportunities.

Opportunities to engage in community engagement are often available via the **Office of Student Activities**, including on-campus civic engagement through student government, and through the numerous Greek-life organizations, which serve the community through food-drives, coat-drives, book-drives, and other types of volunteer and philanthropic efforts.

Describe how your campus engages new community partners in applied learning.

As indicated in Question 2, new community partners are most often created through outreach either by the Career Center, the individual department's coordinator, or via faculty contacts. For instance, faculty and administrators in the **School of Business** engage new community partners using personal and business contacts and networking. New community partners are engaged at conferences, using secondary research, and discussion about the scope of work, training, tasks and professional development components. The School of Business cooperates with several Chambers of Commerce including those in Melville, Queens and Greater New York which helps to expand the contacts with the industry.

In most cases, **the School of Engineering Technology** engages new community partners through networking, conferences and individual department's faculty. This is also true in other schools and departments, such as the **School of Arts & Sciences' Department of Psychology**. The Chair of this Department actively engages outside organizations through existing faculty networks and other referrals. The Assistant Dean of the **School of Health Science** also reported strong existing relationships with local medical facilities, and an ongoing-engagement with the network of providers available to Long Islanders.

The **Office of International Education and Programs (OIEP)** actively seeks appropriate partners in Higher Education to create and develop academic and research oriented partnerships. To perform this activity, the Dean and other staff members attend conferences such as AIEA, AIRC, NAFSA, SUNY CIE, participate in Fulbright programs and IIE programs, engage US Department of Commerce, other government and NGOs. They network to meet and cultivate potential partners as well as host potential partners for campus visits and academic information exchange and curricular matching. Off-campus and international travel is used to vet

### Question 3

institutions, approve that facilities are up to standard, and determine that the environment is appropriate to ensure academic integrity and minimize risk.

OIEP provides information sessions and department visits to encourage faculty and student participation. At the beginning of every Fall semester, the OIEP hosts the annual Study Abroad Fair on campus, inviting other SUNY institutions and program providers to offer an array of travel options for the students of FSC. Each November, they participate in the annual International Education Week, the U.S. Department of State and U.S. Department of Education's joint initiative to celebrate and promote international education and exchange. This entails hosting cultural awareness activities, information sessions, a photo contest and special food events to raise awareness and promote travel programs. They also collaborate with FSC faculty and staff to leverage existing relationships or research partners whom may become destinations for collaboration and applied learning.

The **FSC Career Center** engages new community partners through the following avenues:

- **Attendance at outside Job Fairs and Business Expos:** Career Center staff are able to network with companies and organizations at these programs and inform them about Farmingdale and the Career Center, as well as gather information about possible job and internship opportunities for students.
- **Company Visitations:** The Career Center staff visits HR Departments at companies and organizations to learn about their operations and find out about job and internship openings.
- **On Campus Job Fairs:** The Career Center encourages companies attending the Job Fairs to advertise prominently any internship opportunities they have available on CareerConnect. The Job Fair Directory for each Fair clearly states the internships available at each participating company. The Directory is posted online prior to each Fair and is available to candidates at the Fairs.
- 
- Through **daily phone and email inquiries**, Career Center staff actively encourage employers to post relevant internships on the CareerConnect platform.

**The Office of Development and Corporate Relations** engages new community partnerships in applied learning through cold calling, annual fundraisers, breakfast meetings, and primarily via on/off-campus corporate visits which are initiated by the Development staff with support of the President's office.

#### Question 4

Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.

A review of the current applied learning activities at Farmingdale State College

clearly indicates that all FSC students have an opportunity to engage in applied learning. The FSC campus community has actively encouraged applied learning in the separate schools and academic departments as well as areas such study abroad, and this trend is expected to continue.

The seventh-annual FSC 2017 Students First Grant competition further emphasizes the college's commitment to increased student engagement. Category one of the grant competition encourages the enhancement of existing courses, and specifically mentions the inclusion of civic engagement, community service, and/or service learning in proposed courses. The second category of this grant competition is for grants "designed to build innovative applied learning activities." Faculty are encouraged to develop or significantly enhance existing junior and senior level courses so that students have an opportunity to apply their knowledge outside the classroom. The applied learning categories utilized by FSC were specifically mentioned in the grant proposal (internship, civic engagement, service learning, undergraduate research, clinical placements, practicum, creative works, entrepreneurship, and study abroad).

As previously indicated, much of this applied learning is individually orchestrated by each department. A need exists for a more cohesive and coordinated method for on-and off-campus collaborations. Faculty have indicated that while they quite enjoy engaging students in applied learning experiences, they find the logistics of applied learning time-consuming when added to their other academic responsibilities. As we move forward with our plans to expand and enhance applied learning at FSC, the College has recognized the need to better support, coordinate and monitor new and existing applied learning experiences; develop and oversee protocols for all FSC applied learning opportunities; track and monitor data related to the SUNY Applied Learning initiative; and, facilitate and monitor students' applied learning experiences through newly developed tracking methods.

To that end, plans are underway to create the NEXUS Center for Applied Learning and Career Development. This exciting new initiative will bring together two directly related areas of the College, each vital to the success of students, that have until now, functioned as separate and unconnected units; the Career Development Center within Student Affairs and Applied Learning within Academic Affairs. The vision for the new NEXUS Center for Applied Learning and Career Development is to cultivate relationships with external partners, provide more and better applied learning opportunities for students, increase the number of graduates who are employed within a field related to their degree, and expand the number of students who secure their employment before graduation. A search is currently underway for an Executive Director of the NEXUS Center to spearhead this new initiative and there are plans for the future to add an Internship Coordinator and faculty liaisons for each school.

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



The State University  
of New York

**SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII**

**Graduation Requirement**

**Due May 1, 2017**

<b>Campus Name:</b>	Farmingdale State College
<b>Date:</b>	May 1, 2017
<b>Narrative Compiled by:</b>	Allison Puff, Acting Assistant Provost
<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>The faculty governing body of the campus voted overwhelmingly at the March 2,</p>

**Question 2**

2017 Governance Meeting to include applied learning activities as a requirement for graduation from baccalaureate degree programs at Farmingdale State College. This requirement was not approved for associate degree programs or the soon to be offered master’s degree program.

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.

The following motion was written and presented to the Governance Body by the Farmingdale State College standing committee for Admissions and Academic Standards and explains the rationale and the implementation plan for the Applied Learning graduation requirement at the College:

Farmingdale State College is a public comprehensive college of applied science and technology. In its mission, it is stated that the College shall “enhance student activities and services beyond the classroom in order to support and enrich learning and promote career, social, and personal development for diverse student populations”. Considering this statement, the College recognizes that applied learning is an integral part of the education provided at Farmingdale. As such, the campus supports the implementation of the SUNY Applied Learning Initiative at Farmingdale State College: establishing applied learning as a requirement for graduation for all Bachelor's-level students at the College. We support this requirement with the understanding that the College will undertake the implementation in a way that provides adequate support to Departments, Faculty, and Staff and with a timeline for full compliance that is not less than 5 years from initial implementation.

Before the motion was presented and voted on by the governing body, all of the relevant stakeholders on campus were consulted and engaged in the development of applied learning standards and the approval of applied learning as a graduation requirement including, but not limited to:

- Student Government Association
- Farmingdale Executive Committee
- Campus Governance
- Admissions and Academic Standards Committee
- Faculty and staff through a Town Hall meeting
- Representation on the Campus-wide Applied Learning Committee of: All four Schools, Student Affairs, IT, Registrar, Institutional Research, International Programs, Social Science Research Institute, Career Center, Internship Coordination, the Dean’s Council, and the Provost’s Office.

**Question 3**

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?

Each of the 13 SUNY-approved categories of applied learning can be used to fulfill the FSC requirement. These activities can be curricular or co-curricular. All activities must first be approved by the Applied Learning Committee.

To fulfill the graduation requirement, students must complete the equivalent of one applied learning course (10+ hours of applied learning). This requirement can be completed in one of four ways:

- 1 Applied Learning Course (10+ hours)
- 2 Applied Learning Enhanced Courses (5-10 hours, each)
- 2 Applied Learning Co-curricular Activities (5-10 hours, each)
- 1 Applied Learning Enhanced Course AND 1 Applied Learning Co-curricular Activity (5-10 hours, each)

Each of these Applied Learning Experiences will have to be approved by the Applied Learning Review Board—which has a representative from each School, a Governance representative, a Provost’s Office representative, and Faculty Chair of the Committee—before being offered. The Registrar will apply the coding to each approved course in Banner.

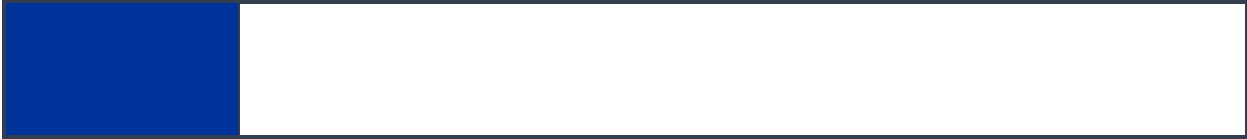
The Applied Learning requirement will be verified by documentation on Degree Works, overseen by the Registrar’s office. Ultimately, oversight of the completion of the requirement lies with Department Chairs, when they certify graduation for the students in their programs.

Implementation as a graduation requirement will not commence until all necessary systems are in place for: 1) approval of Applied Learning and Applied Learning Enhanced courses, 2) verification of courses through DegreeWorks. Finally, implementation will not begin until a critical number of courses are available to accommodate the students requiring courses. The target for implementation is no longer than 5 years.

**Question 4**

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?

N/A: Our campus has decided to make applied learning a requirement for graduation.



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

School	Partner Type	Sample Entities
<b>Business</b>		
Business Management	Corporations, non profit organizations, governmental organizations	Bethpage Federal Credit Union, Estee Lauder, Wells Fargo, Mercy Haven, 10th District Office of Assemblyman Chad Lupinacci
	FSC Faculty	Research with Faculty
Urban Horticulture and Design	The Horticulture Display Gardens and Greenhouses	Farmingdale State College Sustainable Garden
	Corporations, not-for-profit organizations	Queens Botanical Garden, Planting Fields Arboretum, Winged Foot Golf Club, Battlefield Farms Inc., Berkshire Botanical Garden, Cornell University's Long Island Horticultural Research and Extension Center
Sport Management	Corporations, non profit organizations, governmental organizations	Sport agencies, Farmingdale State College Athletic Department, community sport organizations
Visual Communications	Corporations, not-for-profit organizations, international partners	Florence University of the Arts, companies and organizations. Canon, Long Island Coalition for Homeless, the Paramount
<b>Engineering Technology</b>		
Aviation	Airport	FSC Flight Center
<b>Health Sciences</b>		
Dental	Dental Clinic	(FSC) Dental Clinic; Northport VA Hospital.
Nursing	Hospitals	Winthrop U Hosp
Medical Laboratory Technology	Hospitals	Northwell Health System; Huntington Hospital; Nassau University Medical Center

**Arts & Science**

Biology FSC Faculty (Research with Faculty)

Chemistry FSC Faculty (Research with Faculty)

*Criminal Justice  
English/Humanities*

History, Politics & Geography Corporation or a civic, educational, governmental, or not-for-profit organization; International Educational opportunities at academic partner institutions  
International Partners: Florence University of the Arts.

*Liberal Arts & Science  
Mathematics*

Modern Language International Partners International Travel-Rome, Italy

Physics Research with FSC faculty and outside partners  
*Sample Partners: CERN, the University of Durham (UK), University of Central London, Stony Brook University, the University of Rochester, Pennsylvania State University, the Illinois Institute of Technology, Northwestern University, Argonne, Fermi, and Brookhaven National Laboratories*

Professional Communications Off campus organization: business, civic, educational, government, or not-for-profit organization

Psychology Off-campus partner (internship) or FSC faculty (research)  
Kids First Evaluation and Advocacy; South Oaks Hospital; Nathan-Kline Institute

*Science, Technology & Society*

Sociology & Anthropology FSC Faculty FSC Faculty Research

**OIEP**

Overseas Partner	Florence University of the Arts Corso Tintori 21, 50122 Florence Italy
Overseas Partner	Universite de Rennes 1 7 Place Hoche Rennes Cedex, France 35065
Overseas Partner	PSG College of Technology, Combiatore TN India 641 004
Service Provider	Destination Partners 1660 Trade Center #1 Naples, Florida 34109

**Career Center**

off campus partners

## Role/Responsibility

needed to perform assigned tasks); provide orientation to introduce the intern to their supervisor, the company, co-workers, etc; provide training so that the intern knows how to perform their work tasks; provide ongoing supervision so the intern has support/direction throughout his/her internship; provide feedback so the intern can successfully learn to perform assigned tasks and duties; provide a minimum 100 hours of work during the semester for the

Students work under the supervision of faculty and engage in conducting literature searches on the Long Island Economy, collecting articles and information, collecting local, regional, and state data, demographic and economic data. Students develop and direct market surveys at various locations throughout Long Island. They conduct interviews with government officials and private businesses.

Provide students with a working laboratory of sustainable gardening. It is practical, hands-on experience to complement and enhance traditional academic programming; Work duties include soil preparation, planting, pruning, mulching and weeding and assisting in implementing/maintaining design components; Completion of the garden ensures that students have access to progressive ideas and strategies that will influence Long Island's large horticulture and landscape design industry.

Horticulture Interns apply their skills in business environment.

Students get work experience in corporate settings. Students assume leadership roles in various job-related activities and perform administrative tasks in support of activities under an experienced agency supervisor and faculty sponsor.

Students study the great masterpieces of the Ancient, Medieval, Renaissance and Baroque periods of art found in their original contexts throughout Italy. Students intern at industry related companies and organizations. Students gain knowledge and improve their technical skills.

Enables student to meet the academics and FAA requirements as well as gain experience in a true aviation setting.

At VA Hospital, students utilize state of the art clinical for patient care. Students treat medical compromised patients. Students are supervised by FSC faculty as well as on-site staff member, who is also an FSC adjunct instructor. At FSC Dental Clinic, students provide comprehensive dental hygiene services under the supervision of Staff facilitates clinical opportunities for the students to achieve the course learning outcomes; The staff models professional practice and behavior; The clinical site has sufficient resources (equipment and supplies) to meet the patients' needs; The students have appropriate access to the EMR and learning resources at the clinical site. The Laboratory makes available for student experience classrooms and laboratory areas, including equipment and supplies, libraries, and cafeteria facilities, consistent with its current policies in regard to availability. The Laboratory also provides orientation for the University faculty and students, and an evaluation at the end of the applied learning clinical experience.

An intensive bioscience research experience for selected student in a research laboratory under the supervision of faculty engaged in current investigations in the field of bioscience. Faculty oversee the student as they gain professional expertise in laboratory procedures, record keeping, operation of laboratory equipment, experimental design, and preparation of data for scientific publication presentation and oral presentation.

Faculty supervise and engage students in the following areas: laboratory work, scholarship and conference preparation and research methodology; Faculty facilitate students' submissions for publication

*The employee at the applied learning site who is directly responsible for oversight of the student intern's learning, and performance, and for conferring with the faculty supervisor or reporting the student's progress. The on-site supervisor is aware of the academic Applied Learning Outcomes and knows of or has helped to formulate the applied learning activities that will be part of the fulfillment of the Learning Outcomes.*

Civilization course: Provides a general perspective on the formation of the Latin American Culture through the centuries, with special emphasis on Spanish America. In parallel form, historical and cultural evolution of the New World and the Iberian Peninsula will be studied, from their beginnings up to the present. Among other aspects, the course will give special attention to the rich multicultural heritage which has been maintained in Latin America through the centuries, as well as its achievements in Art and Literature. Summer 2016

Faculty will: Provide a safe working environment for students and provide safety training where necessary; Assist students with selection of an appropriate project; Assist students with obtaining appropriate literature to place their work in larger scientific context; Provide experimental/computational facilities for student work; Personally check in with students on daily/weekly basis as necessary; Advise students on progress and assist students in developing strategies to overcome obstacles; Assist students with locating a suitable venue for dissemination of results.

They will complete 90 hours of internship work on site, confer with their on-site supervisor and campus academic supervisor at regular intervals, and complete a portfolio illustrating responsibilities they completed in their on site location.

The responsibilities of the partners are to provide: appropriate learning experiences, an environment that is conducive to learning, appropriate supervision of the student, and timely/accurate feedback on student performance. Appropriate learning experiences should draw upon the knowledge the student has gained in their undergraduate coursework and require them to apply that knowledge to real work/research situations.

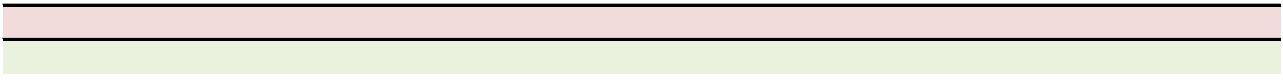
The learning contract will be developed by the faculty member overseeing the research internship. As part of the learning contract the faculty member and the student will establish a schedule for the semester and outline the specific research activities and tasks to be completed by the student. The faculty member is required to provide adequate orientation and ongoing training, supervision and feedback for students to ensure student success. The faculty member will monitor student progress in these face-to-face meetings. The student is required to complete all tasks and assignments in the time frame agreed upon, and the faculty member will keep monthly progress reports for students working with them on research. As in any course, students will be evaluated by the faculty member and assigned a letter grade A-F based on their performance.




Provides cultural and academic experiences, student support, and program development. Students may study between 6 and 15 credit hours over the summer. FSC faculty may also develop a short term course, taking FSC students to FUA.

Provides student exchange programs for one semester or one academic year. Programs in Business and Economics

Academic program partnership. Students study first two years in India and seamlessly transfer credits to FSC for degree completion in following articulated degree programs: Automotive Management Technology, Software Technology, Electrical Engineering Technology, Manufacturing Engineering Technology, Computer Engineering Technology and Mechanical Engineering Technology

Provide travel services such as airfare, ground transportation, lodging, etc.




EP spoke to Dr. Rodriguez, said to  
speak to Dr. Fava, who is the one who  
does this program with the students. Is a  
collaboration with SUNY Stonybrook

Dr. Fava not in Monday, in on Tuesday 631-  
420-2585

Spoke to Jack Simonson 4/24/17.  
said he'll truncate list

physics 480/481

4/24/17 - per Elizane, email Dr.  
Adair, cc' her and they will get  
something to me





EP will work with dolores 4/25/17

