



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

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| Campus Name: | SUNY Cortland |
| Date: | 4/13/2016 |
| Narrative Compiled by: | President’s Leadership Coalition for Applied Learning |
| Summary | <p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a descriptive narrative regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | 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. |

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| | <p>SUNY Cortland currently collects applied learning data from campus offices, academic departments, the NSEE Survey, NASCE survey, annual reports, SIRIS, the campus <i>Graduate Survey</i> (first destination report) and academic enrollment/Banner reports.</p> <p>As the SUNY Applied Learning Initiative moves forward, we are focusing efforts on identifying and implementing a common coding system to help identify, track and assess approved applied learning activities as defined by SUNY parameters.</p> <p><u>Applied Learning Common Coding</u></p> <p>The SUNY Applied Learning Initiative has resulted in the establishment of particular categories that may be used to identify programs via SIRIS (or other means) for reporting to System Administration. While the Applied Learning Initiative is still in its formative stages, some guidance has been developed regarding the coding of courses and non-course experiences.</p> <p>Course Coding – Banner</p> <p>Each course within Banner can have multiple attributes assigned. Currently, SUNY Cortland includes general education, local requirement coding, liberal arts coding, writing/communication coding and other requirement/tracking attributes with courses. Under the SIRIS structure, courses can be readily identified with data elements that can conform to required reporting for SUNY.</p> <p>Related, Existing SUNY Attributes (Special Attributes, SIRIS Reporting)</p> <p>The below attributes are already defined, and may represent courses that may be considered.</p> <ul style="list-style-type: none"> • CSVC – SUNY Community Service (SUNY) • CVEG – SUNY Civic Engagement (SUNY) • ENT – SUNY Entrepreneurship (SUNY) • LEAD – SUNY Leadership (SUNY) <p>Related, Existing Cortland Attributes</p> <p>The below attributes are already defined, and may represent courses that may be considered.</p> <ul style="list-style-type: none"> • SLRN – Service Learning (Cortland) • RSRC – Applied Research (Cortland) • FLDX – Field Experience (Cortland) • OBSV – Field Observation (Cortland) • UR – Undergraduate Research (Cortland) • SAB – Study Abroad (Cortland) |

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| | <p>New Recording/Reporting</p> <p>To assure continuity of service and consistency in reporting, new attributes for the Applied Learning Initiative are recommended. The use of these attributes would not preclude or otherwise interrupt the use of other attributes for searching, scheduling, tracking and reporting.</p> <p>The proposed attributes based on classifications presented in the data dictionary are:</p> <ul style="list-style-type: none"> • Civic Engagement (APCE) • Clinical/Fieldwork (APCF) • Community Service (APCS) • Cooperative Education (APCO) • Creative Work/Performance (APCR) • International General (APOS) • International Study Abroad (APSA) • Internship Program (APIC) • Internship Program: Paid (APIN) • Practicum (APPC) • Research (APRS) • Service Learning (APSL) |
| Question 2 | <p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>To be approved as an applied learning experience at SUNY Cortland, the activity/section/course/program must meet all applied learning parameters as defined by SUNY. While SUNY Cortland continues to explore co-curricular transcripts, micro-credentialing, and badging to track non-credit experiences, our steering committee has decided to initially grant applied learning designation exclusively to credit-bearing experiences. This strategy should allow our campus to more accurately track and assess applied learning at SUNY Cortland as we develop a more comprehensive applied learning strategy.</p> <p>As we move forward, SUNY Cortland will focus on three major categories of experiences:</p> <ol style="list-style-type: none"> 1. Activities that may eventually be considered applied learning but are not credit bearing 2. Credit bearing activities that do not fully meet the SUNY applied learning parameters 3. Credit bearing activities that meet all SUNY applied learning parameters but |

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| | <p>have not yet secured campus designation as applied learning</p> <p>At this point, only credit bearing activities will be eligible for applied learning designation. To transition to a credit bearing experience, any activity may use existing structures/frameworks (e.g. internship program) or move through the formal curricular review process to create a new course. Once an activity is credit bearing, the activity may be presented through the existing campus review process (submit through Curriculog with review by a proposed committee on applied learning) to secure an applied learning designation.</p> <p>Proposals for our credit bearing experiences that do not meet SUNY applied learning parameters may be submitted to the campus Applied Learning Committee for review and feedback. For example, a course may meet all parameters with the exception of having “authentic/real world context.” If the instructor/academic department wishes to secure applied learning designation for the course, an authentic/real world work project may be attached to the program to meet SUNY parameters. The course would then be re-submitted through Curriculog. The Applied Learning Committee would review for a final determination on what designation, if any, the course might receive.</p> <p>Activities meeting all SUNY applied learning parameters and identified in Part I of the Campus Applied Learning Plan (February 15, 2016) will be submitted through Curriculog and will be assigned the appropriate designation in Banner.</p> |
| Question 3 | <p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>Led by the President’s Leadership Coalition for Applied Learning, the SUNY Cortland community continues its conversation on how to measure student success linked to applied learning. We are examining existing research on persistence, graduation rates, retention, and other measures to see if any correlation to experiential education exists. We also plan to explore this question after attributes are attached to course work, by comparing the GPAs and graduation rates of students who have completed AL courses to those who did not complete such course work. We plan to use the Applied Learning Feasibility Study (2016-17) to identify existing data sources, to identify potential barriers to implementation (e.g. access to NYSDOL or federal employment data) and to determine what types of outcome measures may be most appropriate for SUNY Cortland. SUNY Cortland also participates in the NASCE, NSSE and FSSE, which provide additional data points.</p> |



The State University
of New York

SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

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| Campus Name: | SUNY Cortland |
| Date: | 4/13/2016 |
| Narrative Compiled by: | President’s Leadership Coalition for Applied Learning |
| Summary | <p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | <p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities.</p> <p>Overview and oversight are conducted primarily by department chairs and relevant faculty. Internships are supervised by faculty Internship Coordinators with support from the Internship Office within Career Services. Oversight of service-learning courses is conducted by the individual faculty who teach the courses. Overview of service-learning courses takes two forms: Individual faculty members collect qualitative measures (in the form of reflections) from students. Study Abroad programs are developed by faculty with support from the International Programs Office. Additionally, statistical data are collected</p> |

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| | <p>by the Institute for Civic Engagement, which uses those data as one measure of service-learning's growth and evolution at SUNY Cortland. These data are available to faculty, staff, and agency supervisors for use in projects such as grant-writing.</p> <p>What is your process for approval of new or customized faculty-initiated activity?</p> <p>Many applied learning activities fall within a review process in order to receive respective attributes. For example:</p> <ol style="list-style-type: none"> a. Field Experience Seminars (ex – Seminar for Field Experience, PED 356 [also a service-learning course] and Lab Assistant, PED 444) b. Independent Study c. Service Learning d. Internships e. Practica f. Service- Simulations (ex – Model UN) g. Student Teaching h. Study Abroad i. Undergraduate Research <p>We are exploring a process for review and recognition of applied learning attributes.</p> |
| | <p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <ol style="list-style-type: none"> A. The Institute for Civic Engagement <ol style="list-style-type: none"> i. Supports faculty, staff, and student participation in conferences, workshops, and other professional development activities. ii. Has provided, and has found other sources for, funding for faculty professional development. iii. Has conducted professional development workshops for faculty and staff. B. Offices including the Internship Office, International Programs provide <ul style="list-style-type: none"> -site development -data for tenure/promotion review and annual reports -contracts, salary -professional development |

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| | <p>C. Departments provide mentors to new faculty; those mentors provide support and guidance for applied learning activities</p> <p>D. Faculty Development Center sponsors workshops, such as the New Faculty workshop on Service-Learning</p> <p>E. Sponsored Programs provide workshops and other support for grant search, grant writing, and grant proposal assessments</p> <p>F. Field Experience identities and nurtures sites for education majors' field experiences</p> <p>G. Business Office</p> |
| | <p>Describe any current campus methods for supporting new faculty activities. A</p> <p>a. Through the Faculty Development Committee, the Institute for Civic Engagement has provided New Faculty Orientation sessions.</p> <p>b. Faculty Mentoring</p> |
| Question 4 | <p>What is your campus plan for acknowledging engaged faculty?</p> <p>Engaged faculty members' work is recognized in our</p> <ol style="list-style-type: none"> Renewal, tenure, and promotion policies Annual Teaching, Research, and Service Reception Annual Leadership in Civic Engagement Awards Reception Release time/extra service President's Discretionary Award |

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

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| Campus Name: | SUNY Cortland |
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| Narrative Compiled by: | President’s Leadership Coalition for Applied Learning |
| Summary | <p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | <p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>Students can currently search internship opportunities through the RedDragonJobs database and InternShop, the SUNY platform to match students with employers in paid internships. In addition, several academic departments have faculty internship coordinators who can provide lists of</p> |

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| | <p>opportunities. Students seeking international internship or student teaching experiences can consult with the International Programs Office (http://www2.cortland.edu/offices/international-programs/study-abroad/internships.dot?host_id=b7b22143-a700-4491-8634-57ce19f8f661), which administers several internship programs abroad and coordinates with other SUNY campuses to offer additional opportunities. As SUNY Cortland develops a common coding system for approved applied learning activities, attributes can be built into the course registration process such that students will be able to search easily for applied learning opportunities.</p> <p>SUNY Cortland offers students well established mechanisms for engaging in internships, study abroad programs, research, and other applied learning opportunities they themselves initiate. Students interested in interning with both off-campus and on-campus organizations can request approval for credit-bearing internships through the Career Services Office (http://www2.cortland.edu/offices/career-services/career-planning/internships.dot) or courses offered by individual academic departments.</p> <p>The College has a robust support system for students who wish to engage in research projects under faculty mentorship. Almost all departments offer courses in which students can engage in independent research, and students can compete for Undergraduate Summer Research Fellowships that provide them and their faculty mentors an opportunity to engage in eight weeks of full-time scholarly activity during the summer (http://www2.cortland.edu/academics/undergraduate/research/student_research.dot). Undergraduates may also apply for funding through the Small Grants Program to pursue research projects and travel grants to present their research at conferences through the Student Research Travel Grants program. Similarly, graduate students can apply for funding through the Graduate Faculty Executive Committee for their independent research and creative projects and for travel present their project findings at conferences (https://www2.cortland.edu/offices/advisement-and-transition/gradstudents/funding-opportunities-for-grad-students.dot).</p> <p>The Advisement and Transition Office, in collaboration with academic departments and faculty, coordinates two curricular programs offered to new students that offer additional opportunities for students to learn of applied learning opportunities. First, all first-year students take COR 101, a required one-credit, graded seminar designed to facilitate the intellectual and social integration of first-time college students into the SUNY Cortland academic community. Through this course, students learn to understand and negotiate the transition to college, while learning about the diverse</p> |

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| | <p>opportunities to engage in academic and applied learning activities (http://www2.cortland.edu/offices/advisement-and-transition/cor-101/). Second, students can explore links between their interests, experiences and academic and applied learning opportunities through pre-major learning communities. The Learning (In)Deed Learning Community in particular focuses on integrating applied, service learning opportunities into their studies (http://www2.cortland.edu/offices/advisement-and-transition/advising/pre-major-learning-communities.dot).</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>Students and parents learn about approved applied learning activities in a variety of ways, such as campus tours by student ambassadors and orientation programs. During open houses, students and parents learn about applied learning activities at the Campus Resource Fair and at presentations by Career Services, International Programs, the Institute for Civic Engagement, and academic departments. Faculty internship coordinators and advisors within the academic departments also advise students about internship, study abroad, research, and other applied learning activities and how they can enhance students' program of study. In addition, SUNY Cortland Civic Engagement Scholarships are awarded to students who demonstrate strong leadership and community service qualities in the application process.</p> |
| Question 3 | <p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>The College elicits and incorporates student feedback in different ways across the campus. Some departments require students to complete an internship evaluation form or participate in an exit interview regarding their experiences, while other do not. Student teaching, for example, incorporates a formalized process for eliciting student feedback on their school placements. Currently, study abroad students are asked to complete a feedback survey on the academic and intercultural learning objectives, program features, logistics, and their experience in general. Students with a grievance with an off-campus site, whether abroad or more local, can discuss their concerns with Careers Services, their faculty advisor or internship coordinator, International Programs, or other responsible supervisor. In many courses – including service-learning courses – students</p> |

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| | complete end-of-semester course/teacher evaluations. SUNY Cortland will further develop a plan for formally incorporating student feedback into each applied learning activity. |
| 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>SUNY Cortland will develop a system for all students engaged in applied learning activities to provide feedback through surveys and ongoing monitoring and evaluation. The College will also invite students who have participated in approved activities to join regular focus groups where they can provide input into the development of new applied learning activities.</p> |

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

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| Campus Name: | SUNY Cortland |
| Date: | 4/25/2017 |
| Narrative Compiled by: | John Shirley, SUNY Applied Learning Council Liaison |
| Summary | <p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>The relevant part of the language is as follows:</p> <p>“Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, Part V should be submitted as a descriptive narrative regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p> |

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| | <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | <p>Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?</p> <p>SUNY Cortland does not have a formal, comprehensive mechanism to measure the impact of applied learning on the local community. While we do estimate the labor force impact of select programs (e.g. internships and service learning) on the local community, no measures exist for other approved applied learning activities such as student teaching or student research.</p> <p>For example, the economic impact of local internships and service learning students could be estimated through a simple formula: (total hours of labor contributed) x (\$23.56 – average value of a volunteer hour - http://independentsector.org/resource/the-value-of-volunteer-time/). For 2016-17, the estimated market impact on the local community will be approximately \$470,000. This estimate is conservative as some duties provided by applied learning students have higher market rate value.</p> |
| Question 2 | <p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>SUNY Cortland has a long history of promoting and supporting applied learning activities. In fact, various assessment tools show that roughly 90% of Cortland students participate in at least one approved applied learning activity prior to graduation. Opportunities to expand participation in applied learning include:</p> <ul style="list-style-type: none"> • Increasing student participation in academic research projects • Increasing the number of students participating in study abroad programs • Working with people holding opposing viewpoints (e.g. Economic Inequality Initiative) • Development and integration of additional required applied learning experiences into the curriculum |

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| | <ul style="list-style-type: none"> • Multidisciplinary learning (e.g. learning communities and common problem pedagogy projects) • Expanding established programs such as service learning and internships in order to provide more opportunities for students • Institutionalize a process to convert “hands-on” experiences not currently meeting the applied learning parameters into approved applied learning activities (e.g. work study program) <p>Current challenges to including an applied learning experience as a local graduation requirement include:</p> <ul style="list-style-type: none"> • Administrative and personnel costs associated with more formalized tracking and verification of applied learning activities • Need for student learning outcomes and assessment framework • Potential adverse impact on the “time to graduation” metric outlined in SUNY Excels/Power of SUNY 2020 • Capacity of local community to absorb additional students into approved applied learning activities • Logistical barriers, specifically transportation, which may limit student access to off campus applied learning opportunities • Faculty/staff training costs associated with developing and supervising applied learning activities (e.g. training may be required to assist faculty members in developing appropriate student learning outcomes) • Additional faculty time necessary to develop, implement, manage and assess applied learning activities |

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

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| Campus Name: | SUNY Cortland |
| Date: | 4/25/2017 |
| Narrative Compiled by: | John Shirley, SUNY Applied Learning Council Liaison |
| Summary | <p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | <p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</p> |

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| | <p>SUNY Cortland collaborates with hundreds of off campus partners each year:</p> <ul style="list-style-type: none"> • 500+ organizational collaborators serving as internship sites for 900+ student interns each year • International Programs collaborates with 25+ international partners each year • The Field Experience and School Partnership Office collaborates with 135 school districts in New York State and abroad to place roughly 800 future educators into school-based applied learning experiences each year <p>These partners include not-for-profit agencies (e.g. Cortland YWCA, public school districts, Make-a-Wish), corporations (e.g. AXA Financial, Gutchess Lumber, ESPN), local, state and federal government agencies (e.g. Cortland County District Attorney’s Office, NYS DOL, White House) and international partners (e.g. Belize Zoo, Bank of Tokyo, UNICEF, universities abroad).</p> <p>Off-campus partners may have quite different responsibilities depending upon the type of applied learning experience involved. For example, a school district superintendent supervising a post-grad Certificate of Advanced Studies intern and a human services agency program coordinator supervising a service learning student will likely have varying degrees of supervisory engagement. All partners, however, are expected to provide orientation, training, supervision and feedback to students involved with any form of approved applied learning. Partners are also expected to adhere to all local, state and federal rules and regulations pertaining to workplace safety, labor law, etc.</p> <p>On-campus collaborators include faculty, staff and administrators. Faculty take a lead role in all credit bearing experiences. Every academic department at Cortland supports some type of approved applied learning opportunity for our students. Currently, every student at Cortland has the opportunity to participate in an applied learning experience. The campus has invested in staff and infrastructure to support these opportunities. Examples of offices with a primary mission of supporting applied learning include the Internship and Volunteer Office, the Institute for Civic Engagement, the Office of Field Experiences and School Partnerships, and International Programs. Academic departments, Advisement and Transition, the Clark Center for Global Engagement, the Registrar’s Office, Residence Life and Housing, Alumni Engagement and a host of other campus offices also provide structured support for applied learning.</p> <p>On-campus offices are involved with applied learning opportunity development, marketing and outreach to students, supervision of students, evaluation of student</p> |

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| | learning outcomes, tracking, assessment and program administration. Cortland uses a distributive model with a number of offices managing approved applied learning experiences. |
| Question 2 | <p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.</p> <p>With a history rooted in teacher education, strong international programs, student research and experiential education, SUNY Cortland continues to intentionally cultivate reciprocal relationships. On campus, most approved applied learning activity has emanated from units within Academic Affairs. Experiential learning activity was historically coordinated at the departmental/office level until the late 1980s. In 1988, a centralized Internship Office was formed. The 1990s saw substantial growth of service learning, internship opportunities and civic engagement. Cortland was the first SUNY campus recognized with Carnegie Classification for Community Engagement. It also earned President Obama’s Education Community Service Honor Roll for each of the eight years that the award was given; the most recent five years were earned “With Distinction.” The Institute of Civic Engagement was established in 2003 and took the lead in securing additional grant funding (e.g. Bringing Theory to Practice) and national recognition. Applied learning activity is currently guided at an institutional level by the President’s Leadership Coalition for Applied Learning. President Bitterbaum established this coalition in 2009 to support the growth of student engagement and high impact practices such as service learning and civic engagement. Today, the coalition provides support and guidance to offices and programs seeking to engage students through applied learning. Applied learning continues to be a campus priority and “hands-on learning” is listed as one of only four campus priorities. Today, faculty and staff involvement with applied learning is explicitly cited in college’s reappointment, continuing appointment, promotion, and merit policies. Applied learning activity is linked to the campus strategic planning process and the funding aligned with that process. The above activities are representative of Cortland’s longstanding commitment to cultivating relationships with off campus partners to better support student engagement and learning.</p> |
| Question 3 | <p>Describe how your campus engages new community partners in applied learning.</p> <p>Cortland actively involves community partners in planning applied learning initiatives for our mutual benefit. It is critical to engage partners early in the process,</p> |

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| | <p>and in a reciprocal manner, to identify potential barriers to success and to solidify buy in. Cortland recognizes the time and energy required of partners to provide high quality applied learning experiences to our students. Involving partners in planning and design of experiences is critical to efficient implementation. During outreach and promotion to off campus constituencies, the campus stresses the value provided by our students: energy, enthusiasm and expertise. The campus will also provide tangible perks to our community partners where feasible. For example, school district personnel hosting teacher candidates may receive a wide range of benefits including stipends, designation as a faculty associate, use of campus facilities, access to campus fitness facilities at faculty rate, opportunities to participate in professional development, etc. The campus also attempts to clearly lay out expectations and responsibilities for all parties involved with applied learning. Effective communication and documentation is critical. Policies and procedures guide the specific applied learning activity (e.g. Learning Agreements must be in place for all credit-bearing internships) and technical advice will be provided upon request (e.g. Business Office and SUNY Legal may draft and/or review affiliation agreements). Partners are provided with the opportunity to provide feedback to both student participants and the campus staff involved with coordination of the program. Feedback is routinely collected through community forums, focus group interviews, direct discussion with site supervisors or faculty members, written appraisal and reflective journals. Cortland also attempts to more deeply engage community partners through involvement in campus events such as job fairs, professional development activities and recognition events (e.g. Civic Engagement Awards ceremony). Our close working relationship with agency partners and coalitions also facilitates recruitment of new community partners.</p> |
| Question 4 | <p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p> |
| | <p>SUNY Cortland will continue to evaluate applied learning as it relates to our institutional mission. Applied learning and experiential education are widely recognized as a campus strategic priority and activities in support of these experiences have been institutionalized. There is no reason to believe that our commitment to this learning pedagogy will change. Cortland has linked applied learning to its strategic planning process, accreditation review, assessment procedures and annual report structure. Faculty and staff will continue to collaborate with our community members to integrate applied learning into the curriculum and to support reciprocal partnerships. Going forward, the Coalition for Applied Learning plans to develop a process to convert experiences not currently meeting SUNY parameters into approved applied learning experiences. Finally, the</p> |

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| Campus Name: | SUNY Cortland |
| Date: | 4/25/2017 |
| | campus will revisit applied learning as a graduation requirement, if and when, additional resources to support tracking and assessment of learning outcomes linked to these activities are identified. |

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

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| Campus Name: | SUNY Cortland |
| Date: | 4/25/2017 |
| Narrative Compiled by: | John Shirley, SUNY Applied Learning Council Liaison |
| Summary | <p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | <p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p>Not at this time.</p> |

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| Campus Name: | SUNY Cortland |
| Date: | 4/25/2017 |
| Question 2 | <p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>The proposal to include applied learning activities as a local graduation requirement was presented to both the SUNY Cortland Faculty Senate Steering Committee and to the Executive Committee of our Student Government Association. The requirement was also presented to all faculty and staff at the President’s Spring 2017 Opening Meeting. While there is broad-based support for applied learning from both Faculty Senate and the Student Government Association, both bodies have decided to table the decision to make applied learning a graduation requirement until additional information can be gathered. Primary concerns about mandating applied learning as a graduation requirement mirrored challenges detailed in in Part V, Question 2 of the SUNY Cortland Applied Learning Plan.</p> |
| Question 3 | <p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>N/A</p> |
| Question 4 | <p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>Currently, participation in applied learning is not required for graduation at Cortland. Still, approximately 90% of SUNY Cortland students participate in at least one form of approved applied learning prior to graduation. The campus intends to support and grow applied learning opportunities for our students while minimizing mandated graduation requirements. We believe that this strategy will provide flexibility to students to ensure timely graduation while also providing access to high quality applied learning opportunities.</p> <p>The President’s Leadership Coalition for Applied Learning will continue to examine strategies to increase applied learning opportunities for students. Specifically, the Coalition will:</p> <ul style="list-style-type: none"> • Investigate a structure and mechanism to convert experiential activities which do not currently meet SUNY parameters into approved applied learning activities • Evaluate strategies to better track and manage approved applied learning activities through SIRIS codes, Banner and online tracking software • Develop a proposal to fund additional professional/administrative positions to track and assess applied learning activity |

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| Campus Name: | SUNY Cortland |
| Date: | 4/25/2017 |
| | <ul style="list-style-type: none">• Develop and fund additional professional development• Work with Faculty Senate and the Student Government Association to examine future feasibility of creating an applied learning graduation requirement |

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