



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

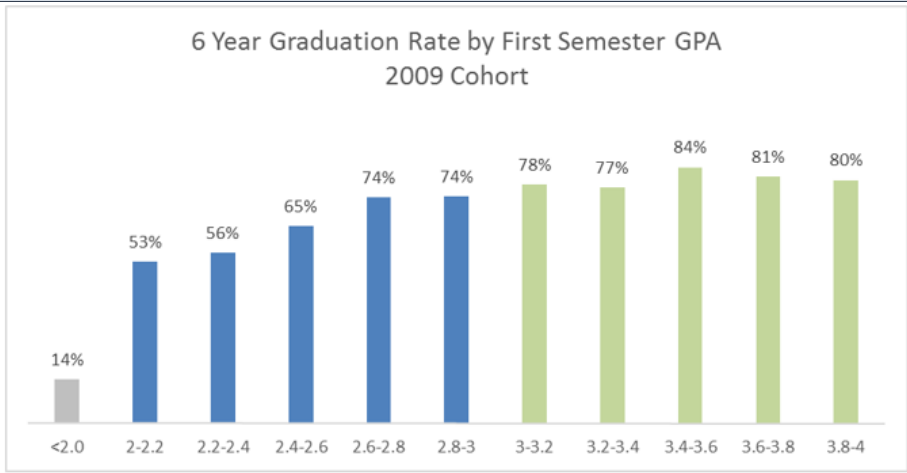
Due April 15, 2016

<b>Campus Name:</b>	SUNY New Paltz
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	S. Ilgu Ozler
<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>Based on the approved applied learning activities reported in Phase I, we will collect information on the courses that have applied learning components from the office of Institutional Research. In order to capture individual faculty activity taking place in and out of the classroom in addition to the list provided, we intend to ask faculty to</p>

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	report these activities as a separate line of the Faculty Annual Report. Non-curricular applied learning activities will be captured through the co-curricular transcript. We will supplement the data through the Career Resource Center, Student Activities, Residence Life and other departments on campus who have applied learning activities.
<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>Our campus already has a designation for these courses and activities. Course number designations 295, 495, 595 and 795 are available as Independent Study for variable credit bearing courses in all departments for all students. Designations 494, 594, and 794 are available as Internship/Fieldwork for variable credit bearing courses in all departments for all students. The courses outside of these (and those reported in the Phase I of the Applied Learning Campus Report) will be designated and reported by the faculty as a part of the Faculty Annual Report. The department chairs and deans review these reports. The SUNY definitions on applied learning will be available to the faculty to determine whether the activities in their courses fulfill the criteria before they fill out their annual report.</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>Our main assessment of these data will be focused on the credit-bearing applied learning activities coded in our SIRIS data submission. We will measure the impact of these applied learning activities courses on GPA, retention rates, graduation rates, and student outcomes after graduation.</p> <p>GPA: Graduation rates for New Paltz students by first semester GPA show that students with a first semester GPA between 2.0 and 2.6 have lower graduation rates compared to students with higher first semester GPAs. Applied learning practices have been associated with higher student GPA. We will look at students who have applied learning experiences in their first semester to see if this has an impact on first semester GPA which could result in more of those students staying enrolled and eventually graduating.</p>

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**RETENTION AND GRADUATION:** We will compare retention and graduation rates for students who have applied learning experiences versus those who did not have these experiences. We will also look at the graduation rates by the number of applied learning experiences to see if there is a cumulative effect and students having more than one experiences graduate at higher rates.

**OUTCOMES:** We will be connecting data on applied learning experiences to two alumni surveys. We conduct a survey of recent alumni to see what our students are doing and measure student employment outcomes within 3-6 months of graduation. We will also conduct a survey of alumni 5, 10, 15 and 20 years after graduation to gauge long term employment outcomes.

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



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	SUNY New Paltz
	3/30/2015
<b>Narrative Compiled by:</b>	S. Ilgu Ozler
<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>New Paltz operates in a shared governance environment. The faculty is charged with the primary responsibility of designing, delivering, and assessing the curriculum, including credit-bearing applied learning activities. The approval process of new or customized faculty-initiated activity typically includes a faculty or departmental proposal subject to review by each school/college/unit and a faculty</p>

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	<p>curriculum committee and approval by the Provost/VP for Academic Affairs. In most cases, faculty oversee and assess approved applied learning activities within their regular duties of delivering and assessing their teaching. In some cases, these experiences may fit within the General Education assessment process. Additionally, there is the annual faculty assessment reports that are evaluated by Chairs and Associate Deans. The Office of Academic Affairs collects information regarding faculty engagement. In some cases, capstone research courses and other applied learning activities serve as the key location for assessing the effectiveness of the undergraduate majors.</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>The campus currently supports faculty who oversee approved applied learning activities within its regular academic and student services budget. <b>The Office of Academic Affairs</b> and other campus leadership encourages the piloting of new initiatives through allocation of one time funds. <b>The Career Resource Center</b> helps support faculty mentors with two professional faculty members dedicated to applied learning, one focusing on internships and another on service learning. <b>The Center for Teaching and Learning</b> sponsors a variety of workshops and offers ongoing support for innovative and applied teaching activities. <b>The Research, Scholarship, and Creative Activities (RSCA) Program</b> has a dedicated budget for supporting faculty-directed undergraduate research projects. Faculty who mentor RSCA undergraduate research or creative projects that result in a presentation at a professional conference are eligible for conference travel or professional development funds. Each year, one faculty member is selected for the RSCA Mentor Award. This award includes campus-wide recognition and conference travel funding. Summer research mentors are given a stipend. RSCA also holds student workshops to relieve some of the workload associated with mentoring student research and creative projects. <b>The Center for International Programs</b> support faculty who want to teach their courses abroad. <b>Living and Learning Communities</b> have academic faculty advisors who receive a course release for their additional applied learning activities with students. Professional faculty who are teaching 1-credit courses connected with approved Living Learning Communities in Student Affairs are compensated with extra service at the adjunct rate per credit hour. There is also ad-hoc support for applied learning activities that take time above and beyond the regular responsibilities of faculty. These are negotiated on an individual basis and may be in the form of additional payment or course release.</p>

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Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>For new faculty activities that require <b>new one time or recurring allocations</b>, New Paltz uses a transparent process for submitting and reviewing requests. The Vice President for Finance and Administration solicits allocation requests each year. Faculty submit allocation requests via their supervisor who collects and prioritizes them in relation to the unit and campus strategic plans.</p> <p><b>The Office of Sponsored Programs</b> connects faculty with external funding possibilities and facilitates grant applications. <b>The Research Foundation</b> assists with the administration of successful external grants. <b>The Benjamin Center for Public Policy Initiatives</b> provides an avenue for faculty and students to engage in research projects, sponsor conferences, and issue reports related to the mid-Hudson Valley.</p> <p>New initiatives developed by professional faculty units are typically guided by individual departments' mission, learning objectives and divisional objectives. The colleges' strategic plan is also used to justify new funding sources for newly developed initiatives.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>The campus strategic plan specifically sets out to support innovation in the learning environment and to strengthen regional and community engagement. Specifically, the plan encourages expanded access to high- impact practices, including first-year seminars and experiences; common intellectual experiences; learning communities; writing-intensive courses; collaborative assignments and projects; undergraduate research; diversity/global learning; service learning, community-based learning; internships; and capstone courses and projects. Faculty who engage in these practices are supported in their endeavors by the offices listed in the response to question three. In addition, faculty are reviewed for reappointment, continuing appointment, promotion, discretionary salary awards, and awards for teaching, research, and service in order to encourage and acknowledge faculty engagement. Since 2006, SUNY New Paltz has hosted an annual Internship Recognition Ceremony that is coordinated by the Career Resource Center and its Faculty Advisory Council. Academic colleagues from across the campus nominate deserving student interns and student teachers, employers, and organizations. We also acknowledge faculty who supervise students during their internships and student teaching experiences. There is also the RSCA Mentor Award which seeks to recognize faculty mentors who have made extraordinary efforts to enable undergraduate(s) in the process of intellectual growth through research, scholarship, and/ or creative experiences outside of the classroom setting. The award targets recognition of activities that would otherwise go unrecognized.</p>

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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>	SUNY New Paltz
<b>Date:</b>	3/30/2015
<b>Narrative Compiled by:</b>	S. Ilgu Ozler
<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>New and customized student-initiated activities are developed and supervised by academic faculty or professional faculty in order to be recognized and approved.</p> <p>Students can work with faculty directly to develop credit bearing activity. The academic faculty members volunteer to work with the students in most cases above their regular credit load to supervise the students in their fieldwork and</p>

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	<p>independent studies. These courses are student initiated in most cases and the design of the student initiated activity is developed in conjunction with the faculty member to ensure proper assessment and execution of the activities.</p> <p>For non-credit bearing applied learning activities, students can use the Co-Curricular Transcript software as a search engine to identify many applied learning related experiences.</p> <p>The study abroad staff at the Center for International Programs are available for student advising and sponsor several outreach events each semester such as the study abroad fair. The study abroad website also provides students information about overseas study opportunities. Study abroad opportunities and related information are also marketed extensively through social media. Since study abroad is an academic program, new programs are not initiated by students.</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>The academic major advisors meet with each student every semester to advise students on their academic progress. This advising is catered toward the requirements of each major as well as the goals of students. The advisors direct students toward applied learning activities where appropriate. Colleges, schools and divisions along with academic departments organize events relevant to professional development of students which may take the form of research presentations, round table discussions, conferences, panels by faculty, students and guests and alumni, workshops for graduate school applications, and other applied learning opportunities relevant to the major.</p> <p>Students are provided information in a variety of mediums during their orientation and welcome week experiences from direct presentations, literature, marketing, and participating in campus fairs, etc. Students are also incentivized to start their co-curricular transcript early in their college career to promote a strong comprehensive document by time of graduation.</p> <p>Applied learning opportunities are promoted and shared in the following manner by the Career Resource Center:</p> <ul style="list-style-type: none"> <li>• 1-on-1 student appointments including drop-in sessions</li> <li>• Workshops (Wednesday workshop series and ad hoc presentations)</li> <li>• Signage (posters, fliers, brochures)</li> <li>• Email announcements to students and all faculty and staff</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Focused classes (The Internship and Career Practicum class is offered through the School of Business and open to all students)</li> <li>▪ Career related events (e.g., career fairs, informational seminars, networking events)</li> <li>▪ Social media (Facebook and Instagram)</li> <li>▪ On-campus digital signage</li> <li>▪ Career Resource Website</li> </ul> <p>The study abroad staff deliver presentations to new students during summer orientation and Welcome Week, participate in student services fairs during orientations, and Open Houses sponsored by the Admissions Office</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>Each individual department incorporates student involvement based on their unique programs. The campus wide administered Student Evaluation of Instructors is a source of assessment by students. The departments also go through departmental assessment which incorporates student feedback and input as a part of their evaluation of their programs. Some departments have specific evaluation of internship sites for their fieldwork courses.</p> <p>The Center for International Programs manages a student evaluation process for study abroad after each term. If students have a grievance while abroad, they can contact their program onsite staff and the study abroad staff to have their issue addressed.</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>Department assessment plans include the ongoing evaluation of applied learning related activities which includes feedback and input for students. This data driven assessment process informs units how to further develop and/or enhance existing services and opportunities available.</p> <p>The Center for International Programs manages a student evaluation process for study abroad after each term. We have also organized focus groups in the past as means to improve our marketing, outreach, and application process.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	SUNY New Paltz
<b>Date:</b>	4/15/2017
<b>Narrative Compiled by:</b>	S. Ilgu Ozler, Associate Professor Political Science and International Relations
<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</p>

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	<p>processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?</p> <p>The Career Resource Center (CRC) tracks the economic impact of all major volunteer programs for each academic year.</p> <p>With the help of Institutional Research, the CRC tracks the total number of student participants, the total number of internship sites, and the total number of internship hours completed for academic credit. The total number of hours is then multiplied by the national Value of Volunteer Time to calculate the impact.</p> <p>In addition, the Career Resource Center and the Office of Institutional Research survey the supervision sites of our student interns to measure satisfaction with the performance of New Paltz students. This allows us to see in what areas our students are well prepared for careers after New Paltz and if there are areas we can help our students develop their skills. The results from past surveys are then made available: <a href="http://www.newpaltz.edu/oir/surveys.html">http://www.newpaltz.edu/oir/surveys.html</a>. In addition, Institutional Research surveys our graduating students each spring and tracks what resources students are using to find employment after graduation, including what percent of students use contacts from an internship or practicum as a resource when looking for jobs.</p> <p>The Financial Aid office tracks the number of students participating in the federal Work Study program where the worksite is off-campus, at a local business.</p> <p>Center for International Programs tracks the service-learning and internship based programs in the form of hours completed and reports from those supervising the service and internship for study abroad programs. While these are not local to New Paltz, the local communities in the study abroad countries are impacted.</p> <p>In the School of Education, during the student teaching experience (B-6 &amp; 7-12 programs), candidates are required to plan and implement a series of lessons, as well as assess student learning as part of the edTPA (Education Teacher Performance Assessment), one of the NYS Teacher Certification Exams (NYSTCEs). After the edTPA is implemented, <u>the impact on student learning</u> is measured using a</p>

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	<p>School of Education-wide assessment instrument titled “P-12 Student Learning Assessment.” This assessment is completed by college supervisors and cooperating teachers. At the end of the student teaching experience, the School of Education also assesses each candidate’s professional dispositions (using a Dispositions Assessment) and evaluate the overall performance of the candidates using the “Student Teaching/Internship Final Assessment (STIFA)”. These processes enable the college to evaluate the impact of students as teachers when doing the fieldwork teaching experience and on the job once the students graduate and become teachers.</p>
<b>Question 2</b>	<p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>In October 2014, SUNY New Paltz faculty voted to provide all students with a capstone experience in their majors. As SUNY New Paltz faculty already made the decision to require a capstone experience in each major, all majors offer capstone and/or senior seminar courses. As defined by the American Association of Colleges and Universities, “these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork.” The capstone experience courses, which tend to have smaller enrollment numbers, may offer a resource challenge for some majors/departments. Understaffed departments with a smaller number of faculty members might have difficulty in fulfilling capstone course experiences. These challenges are met through increased enrollments, putting more demands on faculty members teaching these courses. Interdisciplinary majors which lack dedicated faculty have the challenge of developing and regularly offering a capstone experience at the behest of other departments. Those interdisciplinary majors facing difficulties are currently working to resolve these issues.</p> <p>Capstone courses go through the curriculum approval process, which includes departmental review, curriculum committee review and full faculty approval. The capstone courses are included as a part of the regular departmental and programmatic assessment processes. The assessment process is an ongoing one with continuous reflection and improvement on the part of departments, programs and schools.</p> <p>Even with the inclusion of capstone courses as a part of each major, New Paltz has above average (national average) retention and degree completion.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	SUNY New Paltz
<b>Date:</b>	4/15/2017
<b>Narrative Compiled by:</b>	S. Ilgu Ozler
<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>Career Resource Center offers opportunities in internships, volunteering, service learning and community engagement. The CRC collaborates with over 600 entities at the non-profit, business/corporate, state/municipal/federal levels in setting up all</p>

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	<p>forms of applied learning opportunities.</p> <p>There are several majors and academic programs with internship based fieldwork courses. These courses/programs have ongoing relationships with businesses, non-governmental organizations, local, state and federal agencies as well as intergovernmental organizations like the United Nations. As examples, these programs include but are not limited to</p> <ul style="list-style-type: none"> <li>• School of Business engages with 20-30 business and non-profit organizations, at any given time, through the “Business Institute”, “Business Plan Contest”, and consulting projects designed to solve a challenge for the business or non-profit organization. The consulting projects are conducted as part of classwork, by student run clubs, and with faculty not for credit.</li> <li>• Sociology concentration in Human Services “Field Education Internship” program has placements in over 50 local social welfare related service providing agencies (<a href="https://www.newpaltz.edu/sociology/hs_internships.html">https://www.newpaltz.edu/sociology/hs_internships.html</a>).</li> <li>• SUNY Global Engagement Program in NYC has had placements in over 30 global agencies. (<a href="http://www.newpaltz.edu/gep/about-us/internships.html">http://www.newpaltz.edu/gep/about-us/internships.html</a>)</li> <li>• The Institute for Disaster Mental Health offers professional trainings on a variety of disaster-related topics. Previous trainings have been delivered across New York State to employees of the Office of Mental Health and the Department of Health, and these services are available for governmental and private organizations that are interested in increasing disaster preparedness among their staffs or communities.</li> <li>• The Department of Digital Media and Journalism requires internships of all students in their three majors. Over the years, students have worked at dozens of media-related organizations both in and out of New York State.</li> <li>• The Hudson Valley Advanced Manufacturing Center has provided expert advice on 3D printing process and materials and designing additive manufacturing for hundreds of Hudson Valley businesses. This relationship in turn supports student projects in 3D printing in arts and engineering.</li> <li>• The Benjamin Center collaborates with local governments, businesses, and not-for-profits in the Hudson Valley, conducting studies on topics of regional and statewide importance. The Benjamin Center has around 10 student interns every year, who make local connections and get hands-on research experience.</li> <li>• For study abroad programs, the Center for International Programs works with overseas partner institutions and third-party providers that facilitate students’ international study, service, and/or internship experiences</li> <li>• Third year students in the dual degree, cooperative B.S./D.O Program with New York Institute of Technology, College of Osteopathic Medicine (<a href="#">NYIT-COM</a>), participate in patient care including performing patient interviews and some routine medical procedures, to the extent allowed by state law.</li> </ul>

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	<ul style="list-style-type: none"> <li>• The New Paltz Research and Creative Activity (RSCA) program facilitates faculty–mentored undergraduate student research and creative activities projects. In the last year, 75 RSCA students have presented their research at professional conferences.</li> </ul> <p>With over 150 para-professional leadership positions (Resident Assistants, Student Managers, Mentors, etc.) supervised within campus departments and an additional 200+ student organizations, opportunities may exist to formalize the applied learning gained in these areas. Additionally, the campus offers a variety of leadership programs designed to enhance a student’s ability to develop personal and professional growth. All of these experiences are, or can be, documented and verified through the existing Co-Curricular Transcript program managed in Student Affairs.</p> <p>The School of Education is always trying to establish new “school partnerships” agreements to make the education program as “clinically-rich” as possible. Fifteen weeks of student teaching, as well as a minimum of 100 hours of fieldwork experiences, are not only required by NYSED for initial teacher certification, but also are graduation requirements in the Early Childhood/Childhood Education program (B-6) and Adolescence Education program (7-12). The School of Education has school partnerships with Duzine and Lenape ES in New Paltz, Washingtonville CSD, Rhinebeck CSD, and Valley Central SD. With regard to third-party contracts, the School of Education offers graduate programs through the Rockland Teacher Center (Literacy and Ed Admin), Newburgh Armory (Literacy), and Harrison CSD (ELL). These partnerships are either established by the Dean of the School of Education or by faculty members working in conjunction with the Dean’s Office.</p>
<b>Question 2</b>	<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>All departments with fieldwork courses develop relationships with external organizations providing internships and other applied learning experiences for our students in an ad-hoc fashion. There is a widespread presence of these relationships throughout the campus. There has not been any direct support for faculty who develop these relationships in terms of providing guidance as to how to develop an affiliation with external institutions. There is, however, guidance and help from administration where there are regulatory obligations to develop affiliation agreements with clinical and other types of fieldwork experiences.</p> <p>The Teaching and Learning Center has panels and discussions that are centered on</p>

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	<p>pedagogy which at times maybe relevant to capstone experiences.</p> <p>The office where the credit bearing activities are coordinated and accounted for is the Career Resource Center as explained in the previous question. In addition, the CRC supports intentional and reciprocal relationships with organizations and companies on-and off-campus through job, internship, and volunteer fairs; service programs such as Make a Difference Day, Saturdays of Service, and Alternative Spring Break; information sessions, site visits, campus visits; the use of marketing through social media, email, and databases; mentoring programs; and continued one-on-one contact with representatives from each organization or company.</p> <p>School of Education where students are required to have field experience provides support through their Office of Field Experiences where students receive support in application, registration and orientation for the student teaching experience. The Office of Field Experiences also arranges specific placements for candidates for their fieldwork, as well as student teaching. (Note: teacher candidates are placed in schools no further than 45 miles from their homes; candidates apply for student teaching opportunities in NYC and Australia.)</p> <p>The staff in the Center for International Programs maintain the relationships with our partner schools. They provide support to students engaging in applied learning experiences made available to students through these relationships.</p>
<b>Question 3</b>	<p>Describe how your campus engages new community partners in applied learning.</p> <p>This engagement is done in an ad-hoc fashion through professional ties between faculty, staff and administration. Local, regional and international meetings and professional conferences on and off campus provide new opportunities for campus community to engage with new business, NGO and governmental partners and develop new applied learning activities for our students.</p>
<b>Question 4</b>	<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>Given our successful performance in applied learning, we intend to keep our current model of engagement into the foreseeable future. We intend to improve on support for faculty through informational meetings regarding best practices in developing relationships with external partners and academic supervision of internships/fieldwork. We intend to create pedagogical discussions on the development, teaching and assessment of capstone experiences among the faculty.</p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto: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

<b>Campus Name:</b>	SUNY New Paltz
<b>Date:</b>	4/15/2017
<b>Narrative Compiled by:</b>	S. Ilgu Ozler
<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>In October 2014, SUNY New Paltz faculty voted to provide all students with a capstone experience in their majors.</p>

<b>Campus Name:</b>	SUNY New Paltz
<b>Date:</b>	4/15/2017
<b>Question 2</b>	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>A Liberal Education Ad Hoc Committee, including faculty, professional staff, and students was convened in January 2011 in accordance with faculty governance guidelines for the purpose of reconsidering General Education at SUNY New Paltz and how it could be reworked to reflect the University's commitment to Liberal Education. The Committee's plan was approved in April 2012 and the Liberal Education Committee was formed to make plans for implementation. While most of their recommendations ultimately were not passed, in October 2014 the faculty passed the motion that "All SUNY New Paltz students will complete a capstone, senior seminar or an equivalent experience as part of their major."</p>
<b>Question 3</b>	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>Our current system is based on a major requirement for capstone experience rather than a graduation requirement for students. Departments, department chairs, campus Curriculum Committee and faculty governance as a whole review the courses for final approval. The major plans are also approved by the entire faculty governance process. The capstone course experience is tracked through departmental major advising in order to ensure graduation requirements are fulfilled for each student. Major advising takes place at the departmental levels through major advisors and department chairs. This practice was approved by faculty governance in October 2014 and there is near universal compliance with this decision in all our majors.</p>
<b>Question 4</b>	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>N/A</p>

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