



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due

April 15, 2016

Campus Name:	SUNY Old Westbury
Date:	4/9/2016
Narrative Compiled by:	Applied Learning Team (Duncan Quarless, AL campus representative, Interim Assistant Academic Vice President)
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	<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>The Division of Academic Affairs primarily through the Registrar, and the Division of Student Affairs primarily through the Career Planning and Development Office will cooperatively lead the data collection and reporting effort. The two divisions will work in collaboration with the Office of Institutional Research and Assessment and Computing Services.</p>

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	<ul style="list-style-type: none"> ▪ During this study period, the Applied Learning Team (ALT) will have responsibility for working with the appropriate college divisions and units to assure the collection of student, faculty and partner data on applied learning activities. ▪ Efforts will be made to tag the approved curricular/credit bearing courses from our Part I submission. It is anticipated that the Office of the Registrar will coordinate this effort provided that the necessary resources are available to support the effort. ▪ Approved co-curricular/non-credit bearing activities will be reported to and tagged by the Office of the Registrar, provided that the necessary resources are available to support the effort. Formal co-curricular transcripts are not currently employed on our campus despite the interest in developing such a system. ▪ Where applicable tagging information will specify type of applied learning activity. The ALT working with appropriate faculty governance structures will determine how to support faculty to select one or more of the eighteen SIRIS labels. Number of courses, course levels, department and course enrollment will be counted.
Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>On the SUNY Old Westbury campus, as previously captured and reported (both in our Campus Commitment proposal and our Part I submission of this year), applied learning (AL) activities have been organically developed and designated mainly through faculty-centered governance in cooperation with the Administration, largely organized and coordinated at the department level and through Academic Programs, Centers, the Honors College and Schools. There are several current illustrations where applied learning is required. The Psychology Department requires all of its students to take an applied learning field placement course, <i>Field Experience and Research</i> (PY4130). Our First Year Experience Program requires all of our freshmen to take a course involving 50 hours of service learning, <i>Community Learning Seminar and Placement</i> (CL2000). In a number of these cases, AL placements have been facilitated by Academic Centers (e.g. the Women’s Center, Hispanic/Latino Cultural Center). The School of Education by the very nature of its career credentialing and accreditation is applied learning. The curricula of all of the departments of the School of Education requires AL field placements that involve teaching practicums for all of its students. <i>Specifically, in those credit-bearing (and</i></p>

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	<p><i>non-credit bearing) areas of our academic programming where AL is now required of all of those respective student cohorts, the programming is supported through dedicated resources (either through extramural funding subsidies, resource-sharing by partners and/or existing budgetary commitments made by the campus' Administration).</i></p> <p>Because credit bearing (and potential noncredit bearing) academic activities are designed and delivered by the Faculty, The Applied Learning Team (ALT) should always be chaired or co-chaired by a faculty member approved through a structure determined in consultation with the Faculty Senate and reporting back to the Senate. During this one-year study period the ALT will assume responsibility for approving curricular and non-curricular applied learning activities. ALT's academic decisions will be reviewed for acceptance by the General Education/Liberal Studies Committee and be reported to the Faculty Senate.</p> <ul style="list-style-type: none"> ▪ Departments are currently responsible for offering or requiring academic applied learning courses or activities in courses in their degree programs. Each Department Chair has been issued a set of the SUNY approved Applied Learning Criteria. And two college-wide workshops outlining the SUNY "AL Criteria" and discussing design and delivery have been offered by the faculty's standing committee on teaching (Teaching and Learning Resource Committee, TLRC) in conjunction with support from the Faculty Senate. The ALT will review course design and syllabi approved by departments. ▪ Courses which were submitted by departments, but not placed on Part I of the Plan can be resubmitted, and newly designed courses can be submitted and reviewed during the next period of study. ▪ The First Year Experience Office is responsible for requiring, designing and delivering applied learning in the Community Action, Learning and Leadership Program (CALL). When required by governance, its courses are reviewed by the General Education/Liberal Studies Committee. ▪ Student Affairs units are responsible for offering or requiring applied learning activities in their division. ▪ To determine whether Old Westbury will adopt a college-wide curricular applied learning graduation requirement, the ALT will present a report/plan to the General/Liberal Education Committee who may approve it and present it to the Faculty Senate for consideration during Spring 2017.

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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>It is difficult at this time to describe what quantitative methods of analysis might be useful in addressing this question, particularly if AL ultimately becomes a graduation requirement on the campus one year from now. A control and test group comparison within the institution under such conditions would be difficult to achieve. A retrospective study is also an unlikely outcome for the one-year study period. It is more likely that other qualitative methods will be employed.</p> <ul style="list-style-type: none"> ▪ The Applied Learning Team (ALT) is responsible for using data about applied learning to measure student success and institutional outcomes. The ALT will be charged with the design of a mechanism for developing a college-wide assessment of applied learning in consultation with the appropriate faculty governance structures. This assessment protocol will be designed to include surveys of faculty, student and community partner evaluations of student success and engagement. ▪ Structured surveys of student experience and of First Year CALL partners are already part of assessment requirements for the (CALL) Program. In addition, some departments (i.e., Psychology) offering approved applied learning already assess student success and partnership fit. These current instruments may be evaluated as a foundation for a college-wide assessment mechanism. ▪ The feasibility for a structured formally proposed longitudinal study of student persistence, retention and graduation rates of students with and without applied learning activities by class, major, student type, ethnicity, first-generation status, gender and economic status will be explored during this one-year study period.

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



The State University
of New York

SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	SUNY Old Westbury
Date:	4/9/2016
Narrative Compiled by:	Applied Learning Team (Duncan Quarless, AL campus representative, Interim Assistant Academic Vice President)
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. What is your process for approval of new or customized faculty-initiated activity?</p> <p>The ALT is responsible for approving curricular and non-curricular applied learning activities. The ALT consists of faculty and staff representing various departments, schools and divisions. The addition of student representative(s) and a faculty member from the School of Education has yet to be finalized. A report of ALT outcomes will be delivered to the General Education/ Liberal Education Committee for review and approval to be forwarded to the Faculty Senate.</p>

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	<ul style="list-style-type: none"> ▪ Faculty interested in developing a new applied learning course or activity would follow the college’s current approval process – approval by the Department and respective Dean. However, since these courses require a college-wide set of criteria with appropriate learning outcomes, during the study period these courses will be reviewed by the ALT and a report of new courses will be sent to the General Education/Liberal Education Committee. ▪ To assist in faculty development of applied learning courses, ALT will develop a set of guidelines and a template to provide design instruction for inclusion of the necessary components for an applied learning course based on both the SUNY approved applied learning criteria and Old Westbury expectations for inclusion of learning outcomes. ▪ Such a template may be adapted for co-curricular activities.
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 Applied Learning Committee (ALT) will coordinate through existing Standing Committees of the Faculty to arrange applied learning workshops, consultations and for support in the design and delivery of assessment materials.</p> <p>Institutional support mechanisms include dedicated resources in various departments (see Part II. Question 2 and Question 3 below), the Teaching Learning Resource Committee, The Executive Committee of the Faculty Senate, the Office of Academic Affairs, and the Director of the First Year Program and Community Action, Learning and Leadership Program.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <ul style="list-style-type: none"> • Departments allow for individual course design and upon approval via the Department and Dean a course can be designed and delivered. Some departments have specialized field placement staff and faculty subcommittees to orient new faculty to the course structure and contents. • Faculty can and do successfully apply for Faculty Development Grants. ▪ The Applied Learning Team (ALT) will work with the Teaching and Learning Resource Committee (TLRC) and coordinate with the Executive Committee

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	of the Faculty Senate, to host workshops on designing and assessing an applied learning course or activity and to develop materials to promote the SUNY approved applied learning criteria.
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p><i>The specific mission of the College at Old Westbury promotes the development of student competencies in global affairs, cultural competence and leadership skills applying their learning to promote a more just and sustainable world. In line with the College Mission:</i></p> <ul style="list-style-type: none"> • Faculty Governance mechanisms through Standing Committees of the Faculty acknowledge such performance in professional advancement review and for consideration of “Excellence and Distinguished” performance. • The Applied Learning Committee (ALT) will develop a set of recommendations for a reward structure, which could include, but might not be limited to a Letter of Recognition for faculty files in consideration of reappointment/promotion, SUNY Excellence in Teaching or Distinguished Ranks. In addition, the ALT will forward a proposal to the Executive Committee of the Faculty Senate to develop an award from The Faculty recognizing faculty members who model excellence in Applied Learning. • Some departments recruit new faculty based on an applied teaching and research orientation to fulfill College mission-related values.

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	SUNY Old Westbury
Date:	4/9/2016
Narrative Compiled by:	Applied Learning Team (Duncan Quarless, AL campus representative, Interim Assistant Academic Vice President)
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> <ul style="list-style-type: none"> ▪ The Applied Learning Team (ALT) will assist the campus in maintaining and improving the various mechanisms to promote and disseminate APPLIED LEARNING OPPORTUNITIES at the College. The ALT will work with the college’s webmaster/webmistress to provide information

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	<p>regarding applied learning (curricular and co-curricular), respective contact information and a list of approved activities. This information will highlight benefits to the student for pursuing an applied learning experience and explain what experiences are required for a major and which will fulfill General Education requirements.</p> <ul style="list-style-type: none"> ▪ Members from the Student Government Association will be appointed to the ALT no later than May of 2016 and serve as liaisons to student information systems via the SGA.
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> <ul style="list-style-type: none"> ▪ Students interested in initiating a potential applied learning activity would need to contact the faculty member or department delivering a course or the appropriate student affairs unit/staff person responsible for the activity. ▪ Approved applied learning is already a requirement of: The First Year Program, the Honors College, and many department majors. ▪ The students learn about these requirements via required orientations for the First Year and Sophomore Programs and throughout structured meetings of the Honors College, and via a required pre-course workshop in departments such as Psychology. A plan for college-wide dissemination of information to students will be in place no later than start of the Spring 2017 semester. Accordingly, dissemination through other means will be explored during the study period. The ALT will develop a set of recommendations to improve these communications where applicable. ▪ Information about applied learning opportunities will be available through Academic Advising, Department Advising, Student Affairs, Career Planning and Development, EOP, Honors College, First Year Experience, the Community Action Learning and Leadership program and Enrollment Services/Study Abroad. ▪ The campus will continue to develop and distribute materials (documents, brochure) that include promotions of AL opportunities, particularly in the areas of our academic programming where AL is already a requirement. This effort will be coordinated through the

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	<p>Applied Learning Team (ALT) during this one-year study period.</p> <ul style="list-style-type: none"> ▪ Workshops will be coordinated through ALT to assist advisors and other staff in the presentation and dissemination of information on approved applied learning activities.
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> <ul style="list-style-type: none"> ▪ Applied learning activities, credit and non-credit bearing, will be assessed through a variety of instruments: college course evaluations, rubrics, reflective essays, site visits and surveys. ▪ Assessment will be coordinated by faculty, departments, and student affairs through existing protocols in consultation with the ALT. ▪ Students will be surveyed regarding their applied learning experience upon completion. ▪ Students will be instructed to report issues with an off-site applied learning activity to the organizing faculty/staff member. Further grievance can be brought to the faculty/staff department or division.
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>Establishing an advisory Board with three students for the CALL Center, and the ALT is working to place a student from SGA (Student Government Association) on the ALT.</p> <ul style="list-style-type: none"> ▪ The Applied Learning Team (ALT) will work in conjunction with faculty, staff, departments and divisions to incorporate assessment results and student feedback into applied learning experiences.

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SUNY Applied Learning Campus Plan
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Feasibility Study

Due May 1, 2017

Campus Name:	SUNY Old Westbury
Date:	5/1/2017
Narrative Compiled by:	Duncan Quarless, Campus Liaison/Representative & co-Chair, Applied Learning Campus Team; Minna Barrett, co-Chair, Applied Learning Campus Team
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 V of VII of campus applied learning plans and asks questions to determine campus capacity to support applied learning. 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> <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 impact of campus-approved applied learning on the local community and workforce? If so, what methods do you employ?</p> <p>Yes, for some of the programs/courses. The First Year Community Action, Learning and Leadership Program (CALL) course (CL2000) required for all first-year students, measures the impact of student engagement on the community through a multifaceted assessment plan that includes an evaluation of student learning outcomes, as well as of student and partner questionnaires. The partner questionnaires provide both quantitative and qualitative data about the impact of the CALL Program and OW students on the community. The student questionnaire provides quantitative data on students’ evaluation of their impact on the community</p>

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	<p>and the impact of applied learning on them.</p> <p>In our 2015-16 analysis of the community impact of applied learning in the First-Year CALL Program, an estimate of 160,000 hours of combined campus - community service was rendered since 2007, while 100% of the responding partners reported that they were either very satisfied or satisfied with the contribution to their organizations and the community made by our students. Since 2007, the impact of these campus-community collaborations approximates \$4.5M; \$496,620 for 2014-15 alone (Independent Sectors Rate for Community Service in NY).</p> <p>The Psychology Department requires a supervised SUNY Criteria designed field class in which about 200 students per year are required to provide 80 hours of direct service/semester in a wide-range of campus based and community based mental health, organization and non-profit settings approved by faculty committee and New York State. The required course in field study collects a universal survey of student participation at the internship sites and provides opportunities to describe student impacts on the work of the agency in serving the needs of their clients and the community.</p>
Question 2	<p>How could including approved applied learning activities as a local graduation requirement enhance or hinder student completion?</p> <p>This high impact pedagogy as a strategic integration is viewed as an academic enhancement in terms of such a prospect. Applied learning is especially helpful for increasing retention and completion for first generation to college and underserved minority populations, since such activities increase highly designed directed activities and learning between engaged faculty and students. Across the campus, most departments reported either that they already require AL that meets SUNY Criteria, or acknowledge its value for students.</p> <p>There are concerns about our current and future capacity to insure a quality AL experience for all students may result in a hindrance to completion: 1) Not all departments can or will provide the pathway; 2) We will not have the resources for a campus alternative for all the students currently not required to complete such an activity in their program; 3) Additional costs may act a barrier or deterrent for students; 4) Additional credits that may be required if a student's program does not have an applied learning component.</p>

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Question 3	<p>Please describe the campus opportunities and challenges of including approved applied learning activities as a local graduation requirement. Please describe implications for student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>The opportunities to include applied learning as a local graduation requirement have received some preliminary exploration during this feasibility study period. This high impact pedagogy is integrated into some departments/majors as capstone courses or degree requirements within many of our degree offerings. It has been noted that our campus currently has over 100 SUNY Criteria based approved applied learning courses, a local graduation requirement will be an opportunity to encourage course design/resign to include this pedagogy.</p> <p>In this period of assessment, we have learned that all three departments in the School of Education require SUNY Approved Applied Learning, and six of twelve departments in Arts and Sciences currently require it. In the School of Business (SOB), faculty are currently discussing the possible tailoring of a capstone course to meet the definition. The First Year Program requires AL of all incoming first year students with 24 or fewer credits. As of the Fall 2017, every academic department will have at least one contribution to the list of the currently approved applied learning courses. The strong foundation of applied learning in the college provides an opportunity to both expand and deepen our applied learning experiences for students.</p> <p>The campus' disposition for applied learning as a local requirement is tempered by certain realities. <i>The lack of reasonable (available, timely and cost-effective) access to public transportation in this region was also noted as an extenuating impediment for community-based applied learning in the field, particularly in the lower division and in implementing a more clinically-rich pedagogy within the School of Education (SOE).</i> Several departments' faculties have aspirational goals to initiate their major-specific contributions to a local graduation requirement. They wish to do so without compromising the quality of such as a true AACU LEAP initiative, and have determined that this will necessitate additional capacity need (e.g., equipment, laboratory materials, potential IT supports additional course sections). Of particular concern is the tracking of transfer students (the only group of students who are not necessarily "required" to engage in AL, if they are in a major</p>

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	<p><i>without a required AL mechanism in place.)</i> While the campus is tactically improving its cost-based efficiencies to expand support for applied learning, this need is anticipated whether or not the local graduation requirement is met through more self-contained course-embedded type applied learning (e.g. course embedded undergraduate research experiences, CURE, in the Sciences) or through greater expansion of collaborations both on and off-campus.</p> <p>Outside of the School of Education where such fiscal resources are most readily integrated in the campus' strategic budgeting, the campus has made a strategic commitment in funding allocations to support applied learning across its curriculum. Currently we estimate that commitment between \$200 and \$500 per student per year for these related courses where field supervision and coordination are a required academic support for course delivery. It is noted in our student poll that some students would be willing to incur an additional, nominal fee to support their applied learning.</p> <p>Utilizing the College's Career Planning and Development Center to expand and coordinate applied learning experiences has tremendous potential that is hindered by lack of personnel and resources in that office. The same is true of the School of Business's Career Services office.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	SUNY Old Westbury
Date:	5/1/2017
Narrative Compiled by:	Duncan Quarless, Campus Liaison/Representative & co-Chair, Applied Learning Campus Team; Minna Barrett, co-Chair, Applied Learning Campus Team

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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. Be sure to list the responsibilities and roles for each. These may include any business/corporate, non-profit, state and other hosts/facilitators.</p> <p>The overall list of external partners includes small businesses, both private and public hospitals and other clinical facilities, government labs, other municipalities, and many non-profit organization that deliver a wide-range of community-based services. This distribution of partners is the result of the campus’ conscious actualization of its commitment to diversity education and to civic engagement education for leadership development to meet the goals of our social justice mission. The campus is working on coalescing a comprehensive, accurate list across the faculties. It is currently estimated that this list exceeds 250 collaborative partners across our three Schools (Arts and Sciences, Business, and Education).</p> <p>This host of collaborations supports many different applied learning modalities spanning in scope from civic engagement through field study and research, creativity and management of many varieties. The list of Applied Learning collaborative partnerships off campus are codified where applicable in affiliation agreements for both clinical (required) and non-clinical placements for some of our departments (Appendix A of the Guide to Applied Learning from SUNY’s Office of General Counsel). Additionally several study-abroad collaborations have been established</p>

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	<p>over time.</p> <p>Where off-campus placements are involved, partners are: responsible for on-site hosting and supervision of student interns, student-teachers, student volunteers, student research assistants; providing supports as the host site for study-abroad activities; providing collaborative communications with course faculty to facilitate the reflective learning and continuous improvement of student-centered learning, and the interactions that provide the means to determine the mutual suitability and satisfaction of such placements and venues.</p> <p>The responsibilities of on-campus faculty and other professional staff who aid in the collaborative effort vary. For example, the School of Business notes that some of its faculty serve as “executives in residence” to facilitate applied learning, but there is also a Director of Career Services, External Relations, & Administration who engages external stakeholders in support of applied learning opportunities for its students. Where on-campus applied learning occurs, it is generally facilitated through departmental, interdepartmental and interdivisional collaboration as applicable. Some departments within the School of Arts and Sciences through either intra or interdepartmental collaborations note that faculty share responsibility as departmental supervisors who either directly supervise student research or conceptualize, organize and oversee external community-based activities in support of the applied learning coursework, including situations where such fieldwork or workplace settings occur on-campus. In such cases, the “partner” is a professional staff member within an operational division on-campus with responsibilities similar to those previously described for off-campus placements.</p> <p>In some academic areas where internal and external placements are extensively used in support of the applied learning curriculum, field placement coordination and quality assurance for the applied learning outcomes are accomplished by dedicated personnel who coordinate and facilitate all of the placements with external partners, seek to expand the network of partnerships in order to provide new opportunities for students, and assist in the overall assessment. The work of such coordinators provides a rich contextual professional workplace support for the work of the course faculty who facilitate the conceptual application of the theoretical foundations of the course. Students also act as facilitators for placement expansion, bringing to faculty and field coordinators local community agencies, and public and private facilities for review of suitability and processing through departmental or campus engagement mechanisms.</p> <p>There are also faculty in several academic centers which support applied learning on-campus either by supervising student interns, mentoring students in research or</p>

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	<p>in promoting the authentic applied learning works of students: the Women’s Center, the Hispanic/Latino Cultural Center (HLCC), the Institute for Cancer Research and Education (I-CaRE), the SUNY Old Westbury Neuroscience Research Institute (SUNY-NRI), the Amelie A. Wallace Gallery, the First Year CALL Program, and peer mentoring programs.</p>
Question 2	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. List the offices or structures on campus currently supporting these relationships.</p> <p>It should be noted here that many of the existing methods used to support intentional and reciprocal relations happen more informally through shared professional interests, research and service collaborations within the academy and respective professions. The administration is also exploring ways to recognize the efforts of faculty who support advanced research and related credit-bearing coursework beyond their standard instructional assignments and other collaborative professional partners both on and off-campus. Some programs and departments make formal recognition of their partners and send or engage in formal recognition of the contributions of non-faculty, professional supervisors.</p> <p>The manager of the web radio station, a faculty member in the American Studies Department, actively seeks out community partners in support of community-based applied learning opportunities and reciprocally supports these partners through organized volunteerism, fund raising, radio publicity and other support services.</p> <p>Within the offices of the School of Education (SOE), reciprocal programming includes advisory board service and other professional development opportunities for district teachers, and in the case of one its partnering districts the SOE’s Exceptional Education Department also brings high school students with disabilities for pre-vocational activities in the SOE offices, the Campus Police Station, the Student Health Center, and the Office for Students with Disabilities.</p> <p>In some departments the support while intentional and reciprocal is more informally realized through professional services, research collaborations, sponsored program supports and other promotional opportunities afforded to the partners.</p> <p>Study abroad offices on both our campus and the away campus provide supports which strengthen existing relationships for that type of applied learning.</p>

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	<p>The Politics, Economics and Law (PEL) department's main structure supporting AL activities is the Internship Coordinator, an assigned faculty member who coordinates all PEL internships.</p> <p>The First Year Program recognizes its partners with a Partnership Luncheon and a student engagement poster session highlighting the work of students at their partner organizations to which all partners are invited. Additionally, the program engages faculty, students and administrators to acknowledge partner contributions to student learning at the College. The First Year Program also provides academic departments with student referral placements with their partners to meet upper division applied learning requirements in departments where such currently exists and program faculty accept student interns to engage in the organizational work of the CALL Program.</p> <p>In the Psychology Department, all partners receive a letter of introduction for each student every semester thanking the supervisors and agencies in advance for providing opportunities and educational support to our students. The department is likely to provide a Certificate of Appreciation to each Agency devoting support and AL experiential access to students in the required Field Class.</p> <p>The collaborative efforts of the Career, Planning and Development Office have also aided academic departments to place student interns in support of credit-bearing courses.</p>
Question 3	<p>Describe how your campus engages new community partners.</p> <p>SUNY Old Westbury engages new community partners largely through the faculty, the professional staff who work as field coordinators, and those professional staff members working in Career Services. In some cases, other Old Westbury staff persons initiate these relationships. The nature of this outreach at times is reciprocal where districts, agencies and a variety of other community stakeholders for instance may reach out to departments to forge new partnerships. In some programs, students may bring their personal contacts in community partner settings to their faculty supervisors or field coordinators for consideration of a permanent relationship for the college.</p>
Question 4	<p>What is your campus plan for supporting intentional and reciprocal partnerships?</p> <p>SUNY Old Westbury's ongoing plan to support intentional and reciprocal partnerships will continue largely facilitated through the natural professional</p>

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	developments, activities and contacts of its faculty and professional staff. Field Coordinators will continue to work to support the respective partnerships in their career fields. The School of Education will continue to meet with collaborating districts in order to maintain and grow such programs. For example, the SOE has enlisted the support of the College Readiness Office in order to develop additional Early College HS programs for potential teacher education candidates in the local partnering schools. The First Year Program will continue its efforts to support existing partnerships and its outreach efforts to expand its current network of partnerships. The efforts of faculty in degree program where applicable will be used to enhance and expand such partnerships. For example, the Visual Arts Department has submitted a proposal for a Certificate in Digital Fabrication, and has teamed with the School of Business to establish a Design minor.

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

Campus Name:	SUNY Old Westbury
Date:	5/1/2017
Narrative Compiled by:	Duncan Quarless, Campus Liaison/Representative & co-Chair, Applied Learning Campus Team; Minna Barrett, co-Chair, Applied Learning Campus Team

Campus Name:	SUNY Old Westbury
Date:	5/1/2017
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>SUNY Old Westbury will not include approved applied learning activities as a local graduation requirement at this time.</p>
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>SUNY Old Westbury has reached this decision at this time based on the current determinations of its feasibility study, the preliminary reporting from its academic departments, the consensus of faculty during its several faculty governance fora and governance discussions via its elected body and survey data from the several student fora.</p> <p>The majority of departments and programs have incorporated applied learning as</p>

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	<p>a requirement. However, some departments have concerns about requiring applied learning via either the major or a formalized a local graduation requirement at this time. Concerns focused on resource allocation. SUNY Old Westbury has decided that it cannot currently include applied learning as a local graduation requirement across the campus, while a significant majority of faculty have acknowledged its value as a modality for a liberal education as currently conceived via the LEAP model.</p> <p>Concern about inadequate resource allocation to actualize and sustain an expanded program of AL across campus entities in departments without current carrying capacity, logistics which may impede transfer students in meeting such a requirement in majors without such a current requirement, questions internal to department faculty about the tailoring of capstone courses to so meet an AL requirement in some majors and some concern about the movement toward technical training have led us to take a process position at this time in which the faculty will continue to work on the concerns and questions of different stakeholders and to further coordinate and track our currently designed approaches to SUNY Approved Applied Learning.</p> <p>Because we are examining a campus wide cross disciplinary requirement for a campus approved curricular innovation, and because we rely on a shared governance model to resolve questions of curricular education that meets our mission related goals across the curriculum, we have advocated for a continuing cross campus discussion to advance our delivery of current and to consider future approaches to maximizing our AL curriculum and the resources required to deliver a robust and sustainable multi-pathway approach to Applied Learning.</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>Not applicable at this time. However, the campus will continue to require all of its first year students (24 credits or fewer) to complete the Community Learning course of the First Year Program, which has Civic Engagement as its applied learning attribute, and support the programs currently requiring Applied Learning as a curricular objective for minors and majors. In addition, there is a strong</p>

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	aspirational desire to expand Applied Learning where feasible, to strengthen our current assessment and coordination efforts, and to assess resource allocation.
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>A resolution presented to the Faculty Senate, by the Applied Learning Committee, included a recommendation to continue this process and the discussions surrounding the opportunities and challenges of Applied Learning. Our Faculty Senate and Student Government Association have agreed to continue this work through an ad hoc Applied Learning Committee, which will broaden the faculty participation in this ongoing feasibility assessment.</p> <p>The Campus is undergoing a Strategic Planning process. Applied learning is firmly situated within the goals and objectives of our current Draft Strategic Plan. Several members of the current Campus Applied Learning Team are slated sub-committee section members in the College's Strategic Planning Process. This overlap will facilitate the campus discussions and planning efforts.</p>

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