



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	SUNY Plattsburgh
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	James Liszka (Provost) and William Gaeddert (Chair, Applied Learning Oversight Committee)
<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>Currently, we collect applied learning data each year from the chairs of all departments in an annual report. There is a specific form for chairs, which includes the following:</p> <ol style="list-style-type: none"> <li>1. the type of applied learning activity, as defined and endorsed by the campus;</li> </ol>

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	<p>2. any academic course associated with the applied learning activity;  3. the number of academic credits associated with the activity, if any;  4. semester the activity took place;  5. the number of students involved;  6. approximation of the number of hours students were involved in the activity;  7. type of community partner or organization, if any.</p> <p>Our plan is continue with this method of data reporting since it appears to be a reliable and thorough account of applied learning across the campus.</p>
<b>Question 2</b>	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>Our plan is as follows:</p> <ol style="list-style-type: none"> <li>1. Establish a Faculty Senate committee for oversight of the Applied Learning plan (completed);</li> <li>2. Develop a catalog of various applied learning activities with data accumulated through the annual reports (noted in question 1 above) (completed);</li> <li>3. Review and modification of current definitions and types of applied learning by the Applied Learning Oversight Committee (completed);</li> <li>4. Initial Endorsement of types and definitions of applied learning by the Faculty Senate (completed);</li> <li>5. Identification of programs that require some form of applied learning (completed);</li> <li>6. Determination of criteria for experiential activities to count as applied learning; vetting of criteria through Chairs, Registrar, and Faculty Senate (not yet completed).</li> </ol>
<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>The data in (1) above will be used primarily to measure student engagement and student employability. Student engagement is a metric we used in assessing our mission of student success. Data collected from the annual report of applied learning will be used to assess student engagement in our annual institutional assessment document.</p> <p>The Career Development Center administers a First Destination Survey that captures data related to graduating students' completion of a variety of applied learning activities, as well as information about employment or graduate school study. These data will be useful to show the scale of applied learning involvement for each graduating class. This survey will be implemented starting with the class of 2016.</p>

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



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	SUNY Plattsburgh
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	James Liszka (Provost) and William Gaeddert (Chair, Applied Learning Oversight Committee)
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>

<b>Campus Name:</b>	SUNY Plattsburgh
<b>Date:</b>	4/15/2016
<b>Question 1</b>	<p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>For programs that require some form of applied learning for graduation, such as student teaching, clinical experience, field work, internships, undergraduate research, senior project, artistic exhibitions and performances and the like, oversight procedures and assessment are already in place. Oversight of these activities is done primarily by program faculty, including internship coordinators, clinical supervisors, teacher education faculty, faculty sponsors and others. Artistic exhibitions and musical performances in ensembles are requirements of art and music programs and supervised by faculty in those programs. As reported in Part 1, among departments that have applied learning requirements with such procedures include: Anthropology, Biology (Medical Technology and Cytotechnology), Supply Chain Management, Communication Science and Disorders, Communication Studies, Computer Science, Counselor Education, Environmental Science, Teacher Education, Fitness and Wellness, Gender and Women Studies, Hotel, Restaurant and Tourism Management, Human Development and Family Relations, Journalism, Marketing and Entrepreneurship, Music, Nursing, Nutrition, Political Science, School Psychology, Social work, as well as Study Abroad and supervised student volunteer activities.</p> <p>For applied learning activities which are attached to credit bearing courses, but which are not program requirements for graduation (e.g., fieldwork, independent study courses, research apprenticeships) faculty provide oversight and assessment as part of the course as defined by course syllabi and/or learning contracts. In some programs (e.g., internships in Business and Economics) supervision is defined by program/departmental policies and procedures as well. When service learning occurs within a regular course faculty provide oversight as part of the course. Supervision and assessment of student performance in non-credit bearing activities (e.g., Conference Attendance) occurs without clear guidelines at the discretion of the individual faculty member. Applied learning activities offered by the Center for Student Involvement (e.g, Alternative Spring Break), Residence Life (Resident Assistants), Career Development Center (Peer Career Assistants) are supervised and assessed by senior-level Student Affairs directors as part of their job duties/performance plans. Supervision and assessment for Study Abroad experiences is coordinated by the Global Education Office with input from SUNY Plattsburgh faculty and faculty at sponsoring institutions.</p> <p>Undergraduate research is generally done as an arrangement between faculty and</p>

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	<p>interested students as selected by faculty. These experiences may be embedded in independent study courses or senior capstone projects.</p> <p>Formal, college-wide approval processes for new or customized Applied Learning activities do not yet exist. See Part II, Question 2.</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>Among our supports include:</p> <ol style="list-style-type: none"> <li>1. Assistance from the Center for Teaching Excellence;</li> <li>2. Applied Learning grants to assist students with the costs associated with applied learning activities.</li> <li>3. Compensation for Internship coordinator in the School of Business and Economics</li> <li>4. Compensation for Field placement supervisors and coordinators in the Department of Education</li> <li>5. Travel grants for students presenting at professional conferences;</li> <li>6. Compensation for Clinic supervisors and coordinators for Nursing;</li> <li>7. Compensation for field placement supervision for Social Work</li> <li>8. Compensation for Clinic supervisors for Communication Science and Disorders;</li> <li>9. Compensation for supervision of student newspaper and magazine.</li> <li>9. Applied learning coordinator in the Career Development Center.</li> <li>10. Study Abroad Office</li> </ol> <p>To date we have not developed any compensation methodology for other applied learning activities.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>New credit bearing activities are supported by the academic programs in which they are initiated.</p> <p>We have recently hired an Applied Learning Coordinator to assist faculty with applied learning arrangement and opportunities;</p> <p>We have instituted Applied Learning grants to assist students with costs associated with certain applied learning activities, and travel grants for students presenting at professional conferences..</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Each department has elaborations for performance reviews of faculty being considered for contract renewal, tenure and promotion. We will be asking</p>

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	departments to consider how applied learning will be counted in renewal, tenure and promotion evaluations.  Currently, we have a Celebration of Scholarship each year to recognize faculty accomplishments in research. We also recognize excellence in teaching, as well as excellence in advising. We plan to have similar recognitions of those faculty who are very actively engaged in applied learning activities.

**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 IV

Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	SUNY Plattsburgh
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	James Liszka (Provost) and William Gaeddert (Chair, Applied Learning Oversight Committee)
<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 an 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>Applied Learning activities that occur under the auspices of academic programs provide support and navigational information through normal advising procedures as well as on their departmental websites. Some programs, such as the Music Department, provide scholarships for students involved in Applied Learning and the Global Education Office administers scholarships for some students studying abroad. Other supports include the following:</p> <ol style="list-style-type: none"> <li>1. Applied Learning grants to assist students with the costs associated with</li> </ol>

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	<p>applied learning activities.</p> <ol style="list-style-type: none"> <li>2. Internship coordinator in the School of Business and Economics</li> <li>3. Field placement supervisors and coordinators in the Department of Education</li> <li>4. Travel grants for students presenting at professional conferences;</li> <li>5. Clinic supervisors and coordinators for Nursing;</li> <li>6. Field placement supervision for Social Work</li> <li>7. Clinic supervisors for Communication Science and Disorders;</li> <li>8. Applied learning coordinator in the Career Development Center.</li> <li>9. Opportunities for musical and theatrical performance; BFA exhibition and other opportunities for exhibition of artistic work.</li> </ol>
Question 2	<p>Describe how approved applied learning activities are promoted to and shared with students. How is information about applied learning activities built into the orientation or advising process?</p> <p>For Applied Learning activities that occur within academic programs, promotion of such opportunities occurs as part of the normal advising processes. The Career Development Center, the Center for Student Involvement, and the Global Education Office publicize and promote Applied Learning opportunities using email, web, and social media. CardinalConnect, an on line career services management system, is a resource through which internships and other applied learning activities may be posted for student view. SUNY has recently launched InternShop, a database with paid internship announcements with NYS Business Council businesses across the state. The Annual Career Fair and the School of Business and Economics Career and Internships Fair are two large-scale events at which students learn about opportunities with a wide variety of employers and non-profit agencies (local and regional).</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>For credit bearing Applied Learning experiences (i.e., those that occur within academic programs, and which are supervised by faculty) plans for formally incorporating student feedback into the process will require consultation with departments and UUP representatives as such feedback would be considered to be part of the faculty evaluation process. The Center for Student Involvement has well developed mechanisms for soliciting and using student feedback in evaluating Applied Learning activities offered under its auspices. The Career Development Center engages in a continuous and regular improvement cycle of training, performance, coaching, feedback and evaluation with the Peer Career Assistants; these students provide feedback about the work assignments, office</p>

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	<p>procedures, and supervision.</p> <p>With regard to grievances, it is the consensus of supervisors of internships for students working off site that consistent and attentive supervision obviates grievances. In the event that grievances occur however, they would follow the existing chain, in which students would consult with the internship supervisor, and if a resolution was unsatisfactory, the student would contact the supervisor or department chair of the program associated with the internship.</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>See question 3 above. Using student input for continued improvement will require obtaining their feedback. See Part II, Question 2 with regard to the development and approval of new applied learning activities.</p>

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**SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V**

**Feasibility Study**

**Due May 1, 2017**

<b>Campus Name:</b>	State University of New York, College at Plattsburgh
<b>Date:</b>	May 1, 2017
<b>Narrative Compiled by:</b>	Dr. James Liszka, Provost; Dr. William Gaeddert, Chair Applied Learning Committee
<b>Summary</b>	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>The relevant part of the language is as follows:</p> <p>“Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, Part V should be submitted as a <b>descriptive narrative</b> regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>

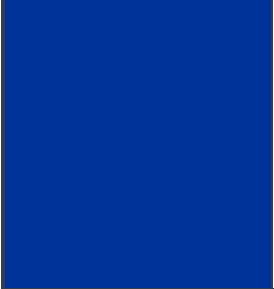
Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?

SUNY Plattsburgh does not have a comprehensive study or measure of the impacts of applied learning on the local community. However, we do a survey of applied learning each year which provides us with a list of community partners or organizations associated with various types of applied learning, the number of students participating in that activity, and the number of hours involved, where available. Based on the survey, we partner with a very large number of agencies, businesses and organizations in Clinton county and, to a lesser degree, in adjacent counties of Franklin and Essex. This includes all schools in the region; municipal, town, and county agencies and offices; medical services such as the CVPH hospital and Clinton County Health Department, senior and Long-term care facilities, health services, including Alzheimer's, brain-trauma and autism services; environmental agencies focused on Lake Champlain and the Adirondacks; social services, such as drug and alcohol and suicide prevention agencies; local broadcast organizations and businesses; tourism businesses: local museums and historical societies; many local and regional businesses; law enforcement agencies, including the District Attorney's office; arts, theatre and music performances and local groups, including work with Plattsburgh's Strand Theatre. An overview of many of these partnerships is provided below.

**Question 1**

However, there are two areas that measure impact on the community: volunteer activities through the Center for Student Involvement and the internship program in the School of Business and Economics. The Center for Student Involvement does a careful analysis of major volunteer activity, in preparation for application to the President's Higher Education community Service Honor Roll, among other institutional purposes. The application requires an analysis of the impact and effect of the service on the community. This is measured in terms of the number of individuals served, and specific impacts on those served. Among those volunteer activities included are Project HELP, with about 1200 volunteers each year, who provide over 14,000 hours of service to more than 40 community partners; Alternative Break that works with Habitat for Humanity, environmental issues and children programs; Relay for Life, Up 'til Dawn and the Day of Caring are events that raise significant funds for its community partners; Shine On, which addresses self-image and character strength skills for young girls; Empty Bowls Dinner, where art students create over 400 pottery bowls to raise money for the local food banks; Project Connect, an after-school program; Upward Bound; Art Museum Outreach Program; Interfaith Food Shelf Partnership; and the Small Business Development Center.

The School of Business has a dedicated internship program with many local businesses and nonprofits as partners. In 2015-16, business programs had 143 internships with local businesses and organizations. Most notably this included 17 internships in the Accounting program, in partnership with the Internal Revenue



Service and the AARP Tax-Aide Program, to provide free tax filing services to people who qualified in Clinton, Franklin and Essex Counties. This resulted in securing a significant amount of refunds for those families and individuals. Each internship receives two evaluations, one by the intern and one by the business or nonprofit partner. Evaluation of interns includes specific questions on job-related skills, work habits, interpersonal skills, and general satisfaction with the internship program.

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.

**Opportunities:**

Despite the College's rural location and relatively small regional population (Clinton county= 81,591; Essex County = 38,762; Franklin= 51,688), there are a significant number of applied learning opportunities for our student population of 5500. These include internships in local businesses and nonprofits, clinical placements in the local hospital, student teaching placements in schools and other educational programs; internships and field placements in social service agencies, field study opportunities on Lake Champlain and the Adirondack Park, and opportunities for artistic performance and exhibition.

The College's mission and strategic plan is aligned with applied learning initiatives. One of the goals of the latest strategic plan is the enhancement of applied learning. Seventy-seven percent of degree programs offered at the College have one or more applied learning experiences as program requirements. These types of applied learning experiences were endorsed by the Faculty Senate in April 2016.

**Challenges:**

**Question 2**

Although there is a significant number of applied learning opportunities with various partners in the region, it is unclear whether there would be a sufficient number of such opportunities should the college make it a graduation requirement.

Although 77% of degree programs require some form of applied learning, there are high-enrolled programs such as biology and criminal justice that do not. Even though they offer a number of opportunities, it would be a challenge to make it a requirement for all of their majors.

Although the mission and strategic plan emphasize applied learning, the institutional learning outcomes would need to be made more specific to include the goals of applied learning as an outcome in order to facilitate assessment of applied learning outcomes. We currently assess extra departmental applied learning outcomes primarily through qualitative data gathered from (1) interviews with site supervisors to determine quality of experience, performance growth of student, process and procedure 'glitches' we need to address; (2) examination of learning artifacts and culminating documents/materials submitted by students as part of the established expectations; (3) periodic contact with students (email, phone, in person) throughout the experience. We also track some quantitative data, i.e. number of new sites developed, new opportunities developed, number of actual experiences we 'tracked' through the Career Development Center this past year.

**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 VI**

**Collaboration Plan**

**Due May 1, 2017**

<b>Campus Name:</b>	State University of New York, College at Plattsburgh
<b>Date:</b>	May 1, 2017
<b>Narrative Compiled by:</b>	Dr. James Liszka, Provost; Dr. William Gaeddert, Chair Applied Learning Committee
<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>

**Question 1**

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

Students serve applied learning experiences (for credit and not-for-credit) within manufacturing, arts/culture, retail, banking, finance, tourism, economic development, community advocacy and more. Site-partners are responsible for providing comprehensive training, supervision, and mentoring to students who are given substantial work-related projects and/or experiences directly related to academic discipline and/or career interests. Site supervisors are also responsible for submitting periodic and summary evaluations; in many instances students are also asked to provide ‘learning artifacts’ throughout their experience.

The Center for Community Engagement (CCE) hosts a Program/Marketing/Outreach intern every semester. Duties include assisting the CCE Coordinator (Internship Supervisor) with campus-community event planning and follow-up, social media promotion, building a community partner database, data collection and writing grants, surveys, writing for the CCE newsletter, and office management and communications

The on and off campus collaborators/facilitators engaged in applied learning with the Career Development Center fall into two broad categories, with subcategories for each. The two broad categories include local and regional partnerships, and applied programs that are based around the nation that actively recruit students. In regard to local and regional partnerships , the relationship is typically fostered in person, there is an active attempt to place students with each site developed, and the experience tends to be during the academic year. The subcategories of local and regional partners include small businesses, non-profit organizations, and local governments. In these types of experiences, a site visit is typically conducted. There is also a general training with the internship site supervisor on supervising students, and regular check-ins with the sites. These relationships are listed below with the roles and responsibilities of the partner identified.

<b>Organization</b>	<b>Location</b>	<b>Type of Organization</b>	<b>Role/Responsibility</b>
Patrick McFarlin Law Firm	Plattsburgh, NY	Law Firm	Internship site, supervises interns
Insum Solutions	Plattsburgh, NY	Software Developer (corporate)	Internship site, supervises interns
Medicine Horse Farm	Morrisonville,	Therapeutic	Job shadow and

	NY	Riding	community service site
Resolute Forest Products	Plattsburgh, NY	Forest Products (corporate)	Internship site, supervises interns
Mike Derrick for Congress	Peru, NY	Political Campaign	Internship site, supervises interns
City of Plattsburgh Department of Recreation	Plattsburgh, NY	Municipal Government	Job shadow, community service, Internship site, supervises interns
City of Plattsburgh Department of Community Development	Plattsburgh, NY	Municipal Government	Job shadow, community service site
Strand Center for the Arts	Plattsburgh, NY	Community Arts Center	Internship site, supervises interns
UPS	Plattsburgh, NY	Global Freight (Corporate)	Internship site, supervises interns
Elise Stefanik for Congress	Plattsburgh, NY	Political Campaign	Internship site, supervises interns
Camp Pok-O-Macready	Willsboro, NY	Summer Camps	Internship site, supervises interns
North Country Law	Plattsburgh, NY	Law Office	Internship site, supervises interns
ETS Staffing	Plattsburgh, NY	Staffing Agency	Internship site, supervises interns
Bittersweet Farms	Heuvelton, NY	Organic Farm	Internship site, supervises interns
Milkweed Tussock Tubers	Heuvelton, NY	Organic Farm	Internship site, supervises interns
The Depot Theater	Westport, NY	Community Art Center	Internship site, supervises interns
Plattsburgh International Airport	Plattsburgh, NY	Airport	Internship site, supervises interns

FUSE Marketing	Burlington, VT	Marketing Firm	Internship site, supervises interns
UVM Medical Center at CVPH	Plattsburgh, NY	Hospital	Volunteer site, supervises volunteers

In addition to the first category above, there is also a second category of applied learning programs and experiences offered outside of the local area. These types of experiences are typically actively recruiting for students on their websites and the Applied Learning Coordinator works to make a contact at these sites, and post the opportunity for our students to apply on our online career management system. These experiences could be any time of year, but most typically are in the summer and winter breaks. The categories most of these organizations fall into are either an internship placement organization, a large organization that actively recruits interns, researchers, or volunteers, or government entities. In this scenario, the Applied Learning Coordinator works to make contact with the site, ensure it is a legitimate experience, and share it for our students to apply. These relationships are listed below with the roles and responsibilities of the partner identified

Organization	Location	Type of Organization	Role/Responsibility
Washington Internship Institute	Washington D.C.	Internship placement organization	Places interns, supervises interns
T. Howard Foundation	New York, NY	Internship placement organization	Places interns, supervises interns
Time Inc.	New York, NY	Media Company (Corporate)	Internship site, supervises interns
Columbia Medical Center	New York, NY	Hospital	Internship site, supervises interns
Future Forward Summer Internships	Albany, NY	State Government	Internship site, supervises interns
New New York Leaders Internship Program	Albany, NY	State Government	Internship site, supervises interns
New York State	Albany, NY	State Government	Internship site,

Senate Internships			supervises interns
Vonage	Holmdel, NJ	Telecommunications (Corporate)	Internship site, supervises interns
Cultural Vistas	Various International Locations	Internship/Community Service Placement organization	Place interns/volunteers, supervise interns/volunteers
US Department of Energy	Various Locations	Federal Government	Research and intern positions
National Air and Space Museum	Washington D.C.	Federal Government	Research and intern positions
One Heart Source	Various International Locations	Community Service Placement Organization	Places volunteers
DOROT	New York, NY	Social Services Organization	Internship and Community service site, supervises interns/volunteers
American Association for the Advancement of Science	Various Locations	Research and Advocacy Organization	Internship and research positions
Siena College Summer Service Scholars Program	Albany, NY	Internship Placement organization	Internship placement, supervises interns
Human Services Council of New York	New York, NY	Social Services Organization	Internship site, supervises interns
United Nations Summer Study	New York, NY	Internship Placement Organization	Places interns, supervises interns
JPL Summer Internships	Pasadena, CA	Federal Government	Research and intern positions
Arts & Business Council of New York	New York, NY	Art & Business Development Organization	Internship and volunteer positions,

			supervise interns and volunteers
Commission on Judicial Conduct	New York, NY	Municipal Government	Internship site, supervises interns
Achievement First	Brooklyn, NY	Education Organization	Internship site, supervises interns
SUNY New Paltz Global Engagement Program	New York, NY	Internship Placement Organization	Places interns, supervises interns
WAMC Public Radio	Plattsburgh, NY	Public Radio	Internship site, supervises interns
Outspoken Media	Troy, NY	Media Organization	Internship site, supervises interns
Marist College Albany Internship Experience	Albany, NY	Internship Placement Organization	Places interns, supervises interns
Boston University Summer Internship Experience	Boston, MA	Internship Placement Organization	Places interns, supervises interns

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.

Virtually every academic department on campus holds some level of responsibility to facilitate applied learning options for students. In many programs (e.g., Nursing, programs in the School of Business and Economics, Education programs) accreditation standards guide departments in their development of off campus relationships. In other programs (e.g., Psychology, Gender and Women's Studies, Social Work) off campus relationships are developed and maintained in order to support long standing curricular goals. Previous reports have provided detailed information on these relationships (c.f., Appendices associated with Campus Plans Part 1).

## Question 2

The Career Development Center has developed an additional 20 new applied learning sites in the immediate geographic region spanning all industry sectors (for and non-profit as well). The School of Business continues to employ an Internship coordinator specifically focused on assisting students in locating meaningful internships.

The Center for Community Engagement (CCE) builds bridges between campus and community. It promotes civic engagement activities across campus and fosters a culture of active citizenship and social responsibility for faculty, staff, students, and campus groups. CCE facilitates community partnerships, campus-community events, and encourages learning through service and community engagement with the ultimate goal of an engaged campus and a stronger community. The CCE applies for funding to support campus and community partnerships. The CCE was just awarded a National Endowment for the Arts grant to support a community-wide reading festival for April 2018 in partnership with the Akwesasne Cultural Center that will provide an array of curricular and co-curricular opportunities for SUNY Plattsburgh students.

**Question 3**

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

With the hire of the Applied Learning Coordinator in the Center for Career Development, the campus has now facilitated development of over 20 new applied learning sites, and worked to ensure placement of nearly 15 students in these experiences. The Applied Learning Coordinator spent the summer of 2016 going directly to local businesses and organizations to assist in the creation of new Applied Learning opportunities, coach the site-supervisors on mentoring students and ensure compliance with FLSA standards for internships, and provided an “employer toolkit” to ease the process. The toolkit is available at [http://web.plattsburgh.edu/files/20/files/Applied\\_Learning\\_Employer\\_Toolkit.pdf](http://web.plattsburgh.edu/files/20/files/Applied_Learning_Employer_Toolkit.pdf).

Staff from the Career Development Center also regularly attend Chamber of Commerce events and hosts a major Career Fair each year, which welcomes nearly 80 employers, over 50% are seeking interns or volunteers.

#### Question 4

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

We will continue to conduct outreach to local and regional businesses and organizations via personal visits as well as develop more opportunities (info session, Executive in Residence days) for companies to build brand identity and recruit students. We continue to provide free posting services through our campus career management system. We will continue to offer financial support to students through Applied Learning Grants which awarded \$18,000 in 2016-17 to students completing a variety of Applied Learning experiences around the globe.

To support current and future intentional and reciprocal community partnerships we plan to:

- Continue targeted outreach to local and regional employers that may have a need or opportunity that our students could assist with.
- Engage with the regional chamber of commerce, and community and workforce development organization to uncover new opportunities for applied learning with employers.
- Create site supervisor testimonial videos to share with new potential sites to share how it can be a positive experience to host a student in an applied learning experience.
- Utilize student feedback surveys to determine the value of a site from the student perspective.
- To entice more students to participate, develop a credential that can be earned upon completion of an applied learning experience, after demonstrated reflection on what was gained from the experience.

The Center for Community Engagement (CCE) will assist the Career Development Center by encouraging and promoting community partnerships and help identify future partners. The CCE will also help to ensure that certain applied learning experiences with community partners will be measured.

**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>	State University of New York, College at Plattsburgh
<b>Date:</b>	May 1, 2017
<b>Narrative Compiled by:</b>	Dr. James Liszka, Provost; Dr. William Gaeddert, Chair Applied Learning Committee
<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>

**Question 1**

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?

It is the judgment of the Applied Learning Ad Hoc Committee that substantial benefits would accrue to the students of SUNY Plattsburgh if applied learning were a graduation requirement and that these benefits could be realized at relatively low cost to the institution, depending upon the mode of implementation.

However, the motion copied below was rejected by a 2 to 1 margin by the SUNY Plattsburgh Faculty Senate.

*Motion regarding Applied Learning Requirement for the April 4, 2017 Faculty Senate Meeting: On behalf of the Applied Learning Committee, an Ad Hoc Committee of the SUNY Plattsburgh Faculty Senate, I move that the Senate institute the requirement that each student complete an approved applied learning experience as a requirement for graduation with a baccalaureate degree from SUNY Plattsburgh. Applied learning experiences that fulfill the requirement will be designated at the sole discretion of the departments and programs offering particular baccalaureate degrees. This requirement will apply to students matriculating in the 2018 Catalog year and thereafter.*

<p><b>Question 2</b></p>	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>The Applied Learning Ad Hoc Committee, an Ad Hoc Committee of the SUNY Plattsburgh Faculty Senate provided reports and gathered feedback from Senators at two consecutive Faculty Senate meetings prior to introducing the motion referred to in Question 1. Prior to the March 2017 Faculty Senate meeting, the Provost prepared a detailed cost analysis for implementing an applied learning requirement which was presented at the Faculty Senate meeting. Leadership of the SUNY Plattsburgh Student Association were consulted as early as Spring 2016, and after discussing a possible requirement with constituents presented their views at the April 2017 Faculty Senate Meeting. The possibility of an applied learning requirement was also discussed by all the department chairs in two separate meetings during AY 2016-2017. As a whole, the chairs were supportive of applied learning, but not in favor of making it a graduation requirement.</p> <p>Staff in the Registrar’s Office were consulted on multiple occasions, and staff in the Career Development Center have been important partners in the development of the applied learning initiative. In general, these stakeholders have been supportive of an applied learning graduation requirement.</p> <p>Members of the SUNY Plattsburgh Faculty Senate raised concerns which centered primarily on the perceived inability to provide meaningful experiences for all of the students who would need to be provided applied learning experiences. They were also concerned with the costs of implementing such a requirement. For example, two high-enrolled departments, biology and criminal justice, expressed concerns about fulfilling an applied learning graduation requirement for all of their students. Although they do offer many applied learning experiences, they believed that it would be very difficult, and would require considerable resources, to supply a quality applied learning experience for all of their majors. Budget analysis estimated that the cost could be as much as \$110,000 each year for implementation and ongoing support. These concerns are particularly strong owing to the current budgetary constraints facing the College.</p>
<p><b>Question 3</b></p>	<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>NA</p>

#### Question 4

If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?

Based on analysis by the Applied Learning Ad Hoc Committee and the Provost, approximately 77% of the programs at SUNY Plattsburgh currently require some form of applied learning as a degree requirement. None of these programs currently plan to curtail their provision of applied learning opportunities, in some cases because of accreditation requirements, and in other cases because those types of experiences are “baked into” their programs.

Initiatives being undertaken by the Career Development Center and the Center for Community Involvement will contribute to the maintenance and enhancement of applied learning opportunities. These initiatives are described in the Collaboration Plan section of this report.

The SUNY Plattsburgh Strategic Plan, adopted with wide consultation across campus, specifies the provision of applied learning as one of the College’s strategic goals. Below is a portion of the language of the plan. Other portions of the strategic plan specify the goal of providing applied learning opportunities for all SUNY Plattsburgh students.

To expand experiential learning at SUNY Plattsburgh, we will:

- Develop more opportunities in the region, the state, the country and abroad;
- promote collaboration among career development personnel, academic divisions and departments in order to strengthen experiential learning and leadership roles for students;
- promote collaboration among career development personnel, departments and alumni services to better incorporate alumni in the experiential learning process;
- support continued student and faculty cooperation on research-related experiences; and
- investigate means to officially document the experiential learning experiences of students.

At the May 2, 2017 meeting of the SUNY Plattsburgh Faculty Senate, the resolution copied below will be introduced and is expected to pass:

*Resolution on Applied Learning From the Senate Executive Committee May 2, 2017*

*WHEREAS, on April 4, 2017 the Plattsburgh State Faculty Senate defeated a resolution to add an “applied learning” experience to the PSU curriculum as a graduation requirement; and*

*WHEREAS, the Plattsburgh Campus Plan (adopted April 2013) includes as a major element, “Expand Experiential Learning Opportunities,” which states, “to prepare students for their careers and for citizenship in a globally connected world, it is important to provide them with relevant experiential learning;” and*

*WHEREAS, the general sense of the Faculty, as stated in the April 2017 meeting and in discussions prior to it, is that applied learning is a valuable and often essential part of a complete college-level education; therefore*

*BE IT RESOLVED that all academic departments examine the applied learning experiences in their curricula for efficacy and availability to students; and that faculty responsible for programs without required applied learning experiences consider means to ensure every student has access to meaningful, relevant applied learning as part of their college experience.*

*BE IT FURTHER RESOLVED that the Faculty Senate extends its appreciation to the Ad Hoc Committee on Applied Learning, led by Dr. William Gaeddert, for their thorough investigation of the issue and the open conversation it fostered.*

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