



## SUNY Applied Learning Campus Plan

### Campus Applied Learning Plan Part II

### Data Collection and Reporting

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Jenica P. Rogers, Dorf Endowed Director of Applied Learning
<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>We are currently developing assessment plans for all academic offices, including the Center for Applied Learning, in response to campus and Academic Affairs strategic goals. Though these plans are not yet set, we know we will use several established systems, as well as new approaches, to collect applied learning data.</p> <ul style="list-style-type: none"> <li>• We will work with the Office of Institutional Effectiveness to use SIRIS data to count those applied learning activities which use already-established criteria related to applied learning. We will explore the feasibility and utility of creating a Course Designator for Applied Learning (AL designator), which would then be tracked in aggregate and disaggregated forms.</li> <li>• We will build on our January 2016 inventory of applied learning opportunities currently offered, working with departments to collect data on programs and projects not captured in that inventory. We will also add new or revised Center for Applied Learning programs, and use that data gathering exercise as a model for outreach to offices outside of academic affairs which sponsor applied learning activities that meet the criteria for approval. We expect this will allow us to collect data on a number of specialized, localized, and innovative applied learning activities happening across campus outside of traditional academic programs.</li> <li>• Currently, all academic internships are tracked on a CSO database (BearTracker). Reports can be run to capture all data to summarize academic internships being completed at SUNY Potsdam. This model, and additional implementations of the software, are being considered for use beyond academic internships to take advantage of the data gathering and assessment opportunities it provides.</li> </ul>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	4/13/2016
	<ul style="list-style-type: none"> <li>• Crafting a local definition of Applied Learning is one of the spring 2016 tasks for our Applied Learning Think Tank; standardized local definitions and categories of approved applied learning activities will allow for a more granular assessment of student participation and success in these activities.</li> </ul> <p>Assessment of learning outcomes for applied learning activities will be overseen and facilitated by Academic Affairs via the Center for Applied Learning.</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>The Center for Applied Learning Faculty Think Tank is investigating the possibility of establishing an AL designator for courses and/or other credit-bearing activities. We expect this would be:</p> <ul style="list-style-type: none"> <li>• Similar to our current General Education application and approval process</li> <li>• Built on existing campus frameworks</li> <li>• Streamlined where possible</li> <li>• Inclusive of a mechanism to reassess courses previously/currently designated only by SIRIS code</li> <li>• Dependent upon agreement from the Provost's Cabinet and Faculty Senate upon development.</li> </ul> <p>We expect that the approval process will be overseen and facilitated by Academic Affairs via the Center for Applied Learning.</p>
<b>Question 3</b>	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>Initial conversations with the Office for Institutional Effectiveness have centered on tracking a current cohort of students (enrolled in 2013), and analyzing persistence/retention/graduation rate based on individual students' participation in a spectrum of applied learning activities. We hope that we can also combine this data with our NSSE data and results of other student-focused survey instruments currently in use by the college, to assess student engagement, student satisfaction, and analysis of any barriers to success for underserved populations as relate to applied learning.</p> <p>Partnerships between the Center for Applied Learning and Career Services are growing and evolving, with a new focus on assessing the successes and synergy</p>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	4/13/2016
	<p>of applied learning, career advising and readiness skills, and the employability of our graduates.</p> <p>The Applied Learning Faculty Think Tank has quickly focused on the need to develop a core set of learning outcomes for applied learning activities, as well as a standardized method for faculty mentors to assess the successful attainment of those objectives. Therefore we will develop multimodal learning outcome assessments and self-reflection modules for use in any applied learning activity, and will hold these draft modules up for comparison to the learning outcomes established. We expect that, longitudinally collected, these assessments will provide data on which outcomes are most prevalent, and which are best serving student engagement and learning.</p> <p>As our portfolio of approved applied learning experiences grows, and our students begin to see applied learning as a more commonplace, integrated, and expected activity, we will re-examine all data collected prior to the founding of the Center for Applied Learning, comparing it to the data gathered in those future years, and assessing the long-term impacts on the student body – persistence, graduation rates, student engagement, community building, job skills, etc.</p> <p>As we work inside campus and Academic Affairs processes to set specific goals for our Center for Applied Learning (see question 1), we will begin to implement some combination of local surveys, focus groups, and student ambassador programs to assess those goals.</p> <p>All analysis will be coordinated by the Center for Applied Learning, though we expect individual faculty, select departments, and particular programs may wish to participate in assessment and data analysis for their own improvement purposes. Faculty and the Provost's Office will retain all rights and expectations regarding course evaluations regardless of AL designation. The Center for Applied Learning, in partnership with the Office of Institutional Effectiveness, will serve as the central point of communication regarding assessment and data analysis for non-academic aspects of applied learning activities.</p>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Jenica P. Rogers, Dorf Endowed Director of Applied Learning
<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>Applied Learning is infused in our curriculum across campus, and one task of the newly created Center for Applied Learning is to understand, centralize, and clarify faculty responsibilities for applied learning. Currently, activities are defined, approved, and assessed at all levels of the college, schools, and departments. Possibilities currently include:</p> <ul style="list-style-type: none"> <li>• Department-level projects</li> <li>• Individual faculty projects</li> <li>• Curricular revision at the department level</li> <li>• Curricular revision at the school level</li> <li>• General Education processes</li> <li>• Center for Applied Learning projects</li> <li>• Student-initiated credit-bearing Independent Studies</li> <li>• Student-initiated Interdisciplinary Majors</li> <li>• Special Academic Programs (Honors, Presidential Scholars, Kilmer, etc)</li> <li>• Service Learning courses</li> <li>• Volunteer opportunities</li> <li>• Donor-funded departmental and campus projects</li> <li>• Student Life projects</li> </ul> <p>As a result of this breadth and grassroots adoption of applied learning activities, faculty responsibility for oversight is difficult to describe. One of the assessment tasks described in Part II of this report involves inventorying the specialized, localized, and unique applied learning activities happening across campus.</p>

Campus Name:	SUNY Potsdam
Date:	4/13/2016
	<p>However, faculty responsibility for oversight appears to fall into several broad categories:</p> <ul style="list-style-type: none"> <li>• Faculty sponsor for individual student experiences</li> <li>• Site supervisor for individual student experiences</li> <li>• Academic mentor for individual student experiences</li> <li>• Instructor for credit-bearing individual or group experiences (counting toward course load)</li> <li>• Coordinator or Director of an applied learning program (course release and/or stipend)</li> </ul> <p>An example of what this work often entails is Academic Internships. A Learning Agreement Form and Internship Proposal are required for all Academic Internships; these forms define the learning objectives and academic components for all academic internships and are defined by the faculty sponsor. The Site Supervisor, Faculty Sponsor and Department Chairs sign off on all registered Academic Internships using our BearTracker Internship Module, and the Director of Experiential Education provides the final approval on each academic internship.</p> <p>We are not yet ready to define a firm process for approval of new faculty-initiated activities until the above variables have been assessed and analyzed. However, we expect that it will be tied closely to the process for applying for assignment of the proposed AL designator to an activity, and will be overseen and facilitated by Academic Affairs via the Center for Applied Learning.</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>We are developing coordinated support services in the Center for Applied Learning, based on best practices from existing campus services:</p> <ul style="list-style-type: none"> <li>• International Education and Programs has excellent processes established for travel course development and implementation support, as well as a strong set of resources related to risk-management in applied and travel activities, which can be replicated and adapted to serve as guides for faculty engaging in other approved applied learning activities.</li> <li>• Experiential Education's Faculty Handbook for internships is a successful model document. The direct implementation and support services provided to faculty whose departments have required internships is a model we will replicate, as appropriate, for more applied learning activities.</li> </ul>

Campus Name:	SUNY Potsdam
Date:	4/13/2016
	<ul style="list-style-type: none"> <li>• Our Service Learning Coordinator, supported by the SUNY grant received by SUNY Potsdam and SUNY Oneonta, will begin implementing a plan developed to fast-track development of service learning courses, relying on a proven model of providing course development stipends and support.</li> <li>• Coordinators of several programs that rely on Student Research and programs of advanced/honors study are currently meeting to develop a new, coordinated approach to managing high-achieving student research projects, basing all decisions on those best practices already succeeding in different departments.</li> <li>• Donor funds of various types and origins support faculty in developing or implementing applied learning activities in their courses.</li> </ul> <p>More general professional development opportunities are evolving, in partnership with our new Center for Creative Instruction, a faculty development center housed in Crumb Library, adjacent to the Center for Applied Learning. We expect this partnership to include provision of workshops, discussion groups, and best practice mentoring from seasoned faculty.</p> <p>Faculty Compensation for applied learning mentoring and activity development is a topic of active and engaged discussion in the Applied Learning Think Tank in spring 2016. We know that we:</p> <ul style="list-style-type: none"> <li>• Have implemented multiple models to date, including course development stipends, use of donor funds to spur innovative ideas, course releases, extra service stipends, and departmental reliance on faculty goodwill to teach overloads in order to mentor more students.</li> <li>• Will develop 2-4 models of faculty compensation to test across disciplines and departments of differing sizes and learning approaches, and we will use the SUNY Applied Learning grant to test these models over 2-4 years. We will, as data on the success and challenges of these models is available, develop a sustainable compensation plan for SUNY Potsdam faculty as well as produce best practices reports for SUNY institutions to evaluate for use on their campus.</li> </ul>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Campus best practices currently in place include:</p> <ul style="list-style-type: none"> <li>• Travel course development and implementation support and risk-management guidance.</li> <li>• A Faculty Handbook for internships and direct implementation and</li> </ul>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	4/13/2016
	<p>support services from the Experiential Education staff.</p> <ul style="list-style-type: none"> <li>• Service Learning course development stipends.</li> <li>• Donor funds to support faculty in developing or implementing applied learning activities.</li> <li>• Workshops, discussion groups, and best practice mentoring from seasoned faculty via our Center for Creative Instruction.</li> </ul>
<b>Question 4</b>	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Existing and planned recognition from the Center for Applied Learning includes:</p> <ul style="list-style-type: none"> <li>• Serious and focused work on creating a model of compensating faculty labor for applied learning mentorship that can be sustained by the institution.</li> <li>• At the end of each academic year the Center for Applied Learning hosts the Academic Internship Reception, honoring the Internship Site of the Year, Faculty of the Year, Student of the Year and Dedicated Service Award.</li> <li>• Named recognition in publications, such as the Faculty Spotlight section of the Experiential Education newsletter.</li> <li>• Creation of awards for engaged faculty, criteria to be determined.</li> <li>• Competitive grants for faculty to develop ideas, courses, or applied learning activities.</li> </ul>



SUNY Applied Learning  
 Campus Plan  
 Campus Applied Learning  
 Plan Part IV  
Student Engagement

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Jenica P. Rogers, Dorf Endowed Director of Applied Learning
<b>Question 1</b>	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>The main support for any student interested in an applied learning activity is the Center for Applied Learning. Prominently located in Crumb Library, at the heart of the academic quad, the Center provides a one-stop service experience for students in all stages of applied learning exploration. The receptionist greets and triages interested students, answering questions and making appointments with Graduate Assistants and staff members as appropriate to each student’s need. Three full time staff work in the office, as well as two faculty members with release time assignments, all supported by a full time receptionist/office assistant, several graduate assistants, interns, and student employees.</p> <p>The Center for Applied Learning website is the first point of access for students wishing to self-serve in searching for information about applied learning, or working with a faculty member before reaching out to applied learning offices. The website consists of sections on Experiential Education, International Education, and Student Research opportunities, as well as links to scholarship and other funding opportunities.</p> <p>Students can develop their own, individualized applied learning experiences by working with a faculty advisor and the Center for Applied Learning. The College already has a successful Student Initiated Independent Major model, as well as a tradition of supporting students with creative, boundary-pushing ideas for their own academic path. Center staff regularly say to students that “all you have to do is make the first appointment, we’ll help you from there.”</p>

Campus Name:	SUNY Potsdam
Date:	4/13/2016
Question 2	<p>Describe how approved applied learning activities are promoted to and shared with students. How is information about applied learning activities built into the orientation or advising process?</p> <p>Students are regularly directed to applied learning activities by their academic advisors, professors, and mentors. Applied Learning is currently promoted to the general student via:</p> <ul style="list-style-type: none"> <li>• Admissions recruiters and print materials</li> <li>• Admissions Open Houses</li> <li>• Classroom visits from Center for Applied Learning staff</li> <li>• General publicity from the Center for Applied Learning about services and events</li> <li>• Student word of mouth</li> <li>• Departmental Collaborations with Career Planning, CSTEP, EOP, TRIO and Center for Diversity programs</li> <li>• First Year Orientation programming and documents – Applied Learning has an hour-long session in every Orientation event, and is prominently included in the Orientation guidebook</li> <li>• Academic advising around students’ skills gaps, career goals, or personal interests – Advisors are regularly updated on applied learning options for students, and advise participation as appropriate</li> <li>• Departmental advising about program requirements – each department approaches advising for majors as is appropriate to their programs, many of which feature curricular integration of applied learning via required or elective courses</li> </ul> <p>Plans in development for additional promotion to students include student ambassador programs, stronger connections with Student Life programming in the residence halls and in student groups, social media campaigns run by student interns, regular updates for faculty advisors, and print material and poster campaigns aimed at the student audience.</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>Formal incorporation of student feedback will vary by approved activity. Some will lend themselves to frank personal discussion between students and faculty, while others may be better served by an anonymous portion of the self-reflection activity to ensure all students provide meaningful and honest feedback on their experience. We will build on existing examples of successful self-reflection activities. Current examples include the Academic Internship program, in which students are required to complete a mid-term and final</p>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	4/13/2016
	<p>evaluation of the internship site. Students are also required to write weekly reflective journals and either write a final culminating paper or deliver a final presentation. In the international internship Global Experience Program, students are required to submit a YouTube Testimonial and a picture with a written quote. The Applied Learning Faculty Think Tank is exploring options and will implement methods for universally gathering feedback as the process evolves.</p> <p>The Center for Applied Learning is developing formalized grievance processes to address potential concerns with site placements, site supervisors, faculty advisors, or any combination of factors. These processes will be based on internal and SUNY best practices, including the excellent documentation and processes currently in use in International Education and Programs, and the prior experiences of students, faculty, and staff involved in approved applied learning activities.</p>
<b>Question 4</b>	<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>The Center for Applied Learning is developing processes to better incorporate student feedback and ideas in our program development. The Center is considering:</p> <ul style="list-style-type: none"> <li>• Student members for existing Center for Applied Learning advisory bodies</li> <li>• A Student Think Tank to pair with Faculty Think Tank</li> <li>• Alumni Advisory Committees</li> <li>• An “Applied Learning Street Team” for data gathering and information sharing</li> <li>• Regular student focus groups on varied topics</li> <li>• Social media feedback mechanisms</li> <li>• Requesting participation and additional ideas from the Student Government Association</li> </ul>



SUNY Applied Learning Campus Plan  
 Campus Applied Learning Plan Part V  
Feasibility Study  
 Due May 1, 2017

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Jenica Rogers
<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>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	5/1/2017
<b>Question 1</b>	<p>Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?</p> <p>We infer our impacts on the local community and workforce from the data we gather on student enrollment. That dataset tells us that in 2015-2016, as an example, we had 354 students do internships locally, totaling 41,440 hours of intern labor provided to the community at no cost. This translates to nearly \$500,000 in labor savings for our local community, assuming that each intern's work is best valued at minimum wage. However, many of our interns are bringing advanced job skills to their work sites, and providing services which would be priced well above minimum wage in a competitive job market. We also sent students in 120 courses out to do Service Learning projects with local non-profit organizations, generating thousands of hours of volunteer service.</p> <p>We acknowledge that there is a gap in our assessment regarding local impacts. In 2017, SUNY Potsdam will combine the Career Development and Experiential Education offices under the auspices of the Center for Applied Learning. With that consolidation, we plan to implement new assessments of our campus and community. As we gain a broader understanding of the impact the college has on Potsdam and St. Lawrence County, and of the needs of our students and graduates, we will set new goals.</p>
<b>Question 2</b>	<p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>SUNY Potsdam is currently reviewing a proposed major revision to our General Education curriculum. Part of the Provost's charge to the broadly constituted General Education Task Force was to consider how we might implement an applied learning requirement, and with broad endorsement from the Task Force, the current draft of the tentatively titled Potsdam Pathway does include that requirement.</p> <p>We do not anticipate that it will be a significant challenge to manage an applied learning requirement; we have robust procedures and relationships already in place and student engagement is very high. However, we do recognize that there are complex issues we must address as the program is implemented. These include:</p> <ul style="list-style-type: none"> <li>• <b>Definitions of applied learning.</b> Developing a commonly understood and transdisciplinary set of definitions that gel with SUNY's requirements but also work for Potsdam's unique programs is a framework-level challenge that must be rapidly addressed.</li> <li>• <b>Faculty compensation and workload.</b> During the General Education discussions, it became clear that there are a number of departments who feel that they are already working at capacity offering required courses for the major. They are concerned that there may not be enough personnel to supervise and provide mentorship for new and required applied learning activities. We must look at</li> </ul>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	5/1/2017
	<p>models of compensation and workload distribution that encourage participation in mentorship of applied learning activities without damaging our capacity to deliver the academic core; funding support from SUNY via our Applied Learning Performance Improvement Grant will allow us to do just that, beginning in 2018. At the same time, we will pursue inter- and trans-disciplinary applied learning experiences that can integrate effectively into any student's college core, regardless of major, and thus support students who may wish or need to pursue an applied learning experience outside their primary field of study, or with faculty other than those in their department.</p> <ul style="list-style-type: none"> <li>• <b>Curricular planning.</b> Our new General Education program will require significant curricular revision overall, and applied learning will be one piece of that. There is going to be a range of difficulty in these revisions: some departments already have an applied learning requirement; others are going to struggle to determine how to do this. Developing student learning outcomes will also be a variably difficult challenge, as we work to develop SLOs that can reflect the level and intensity of the broad variety of approved experiences we currently offer our students.</li> <li>• <b>Student access.</b> When we move to requiring all students to complete an applied learning experience, we must be certain we have enacted supports that will allow all students fair and appropriate access to those experiences. Students are limited by geography, funding, family circumstance, and many other factors – but the Center for Applied Learning is working to ensure that unnecessary barriers are removed, that funds are generated to support students who need extra assistance with expensive applied opportunities, and that all students can see themselves in our examples of students completing the vast array of oppourtunities we publicize.</li> </ul>

**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>	SUNY Potsdam
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Jenica Rogers
<b>Summary</b>	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</p> <p>Our internship, service learning, and international education programs are well-established and robust. In support of these programs, and a necessary foundation to them, we collaborate with hundreds of businesses and organizations. Some examples include:</p> <p><b>Local businesses and organizations, which host interns, service learning classes, and volunteers:</b>        Brick and Mortar Music        Canton Potsdam Hospital</p>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	5/1/2017
	<p>Carthage Federal Savings and Loan  Fredric Remington Art Museum  Hospice of St. Lawrence Valley  North Country Children’s Museum  Potsdam Public Museum  Reachout  Rose Hill Rehabilitation Center  St. Lawrence Central School  St. Lawrence County Art Council  St. Lawrence County Probation Department  St. Lawrence Valley Renewal House  Watertown Saving Bank</p> <p><b>National/Regional businesses and organizations, which host interns, field placements, and student teachers:</b></p> <p>Buffalo Philharmonic Orchestra  Cortez Gold Mines, Nevada  Fidelity Investments  Hermitage Artist Retreat Group  IBM Thomas J. Watson Research Center  International Chamber Orchestra of America  Long Island Duck Baseball  Manchester Historical Society  Medical Examiner’s Office/Public Health  Morgan Stanley Smith Barney, New York, NY  Music First, New York, NY  Nassau University Medical Center  National Association of Music Merchants (NAMM)  Northwest State Correctional Facility  NYS Assembly Internship Program  NYS Division of Criminal Justice Services  NYS Senate Internship Program  Salmon River Fish Hatchery  Sullivan Engineering LLC  The Clinton Foundation  Viacom  Walt-Disney College Program  Wells Music Publisher, Singapore</p> <p><b>Other SUNY campus programs, which act as conduits for SUNY Potsdam students seeking experiences established by other campuses:</b></p> <p>SUNY Brockport Washington D.C. Internship Program  SUNY Cortland Australia Student Teaching</p>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	5/1/2017
	<p><b>National and international organizations and institutions, which host interns, travel courses, and student exchanges:</b>  Vreasy, Barcelona  Amas Mucial Theater, New York, NY  Havas Sports and Entertainment, Sydney  Hi-5 TV Show, Sydney  National Student Exchange  Universidad Autónoma del Estado de Hidalgo  Universidad de Cienfuegos, Cuba  Vizeat, Barcelona  York St. John University, England</p> <p><b>Alumni and Friends of the College, who provide instruction, internship sites, funding, gifts-in-kind, mentoring, and networking opportunities for students:</b>  Stephanie Blythe, mezzo-soprano, Fall Island Vocal Arts Festival  Dr. Mary Helander, Senior Researcher, Data Science Group, IBM Research  Haden Land, Vice President Research and Technology, retired, Lockheed Martin  John O'Shaughnessy, Founder &amp; CEO at Matrix Surgical USA  Jason Patchen, Vice President Sales and Christian Miller, Vice President Finance (Product Growth &amp; Development), Centene Corporation</p> <p><b>Vendors of higher education services</b>  Academic Internship Council  Civitas Global Education Services  Dream Careers  EF Education First  Get Connected  Global Experiences  Goin-Global  Jamaica Field Service Abroad  Living the Map LLC, Daniel Seddiqi  Me to We Program  Outspoken Agency  Talent Mark Webinars</p>
<b>Question 2</b>	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.</p> <p>The Center for Applied Learning is the administrative hub for relationship development. Experiential Education (internships, service learning, and volunteerism), International Education and Programs (study abroad, faculty led travel courses, study away, and international scholars and student support), and Student Research (mentored faculty-student research) are all combined in the Center, and coordinate to serve our academic programs. The three Directors in the Center are key stakeholders in building and maintaining external partnerships, and work closely with faculty to ensure that internship and study</p>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	5/1/2017
	abroad sites meet the learning needs of our students, as well as ensuring risk-management best practices are in place. Several departments have designated faculty or staff positions to serve as internship or field study coordinators; Environmental Studies, Community Health, Music Business, and The Center for School Partnerships are among these. All offices coordinate with the Center on routine management of students who are completing off-site applied learning activities, and seek the facilitation assistance of the Center for Applied Learning when new opportunities arise, and when relationships need to be explored, formalized, maintained, or terminated.
<b>Question 3</b>	<p>Describe how your campus engages new community partners in applied learning.</p> <p>We have a deeply hand-crafted approach to engaging our community partners. Potsdam is a small town, and despite its geographical breadth, St. Lawrence county is a “small” county. We have a faculty and staff who are very involved in the region, and many of the partnerships we develop as a campus have a genesis in the networking and outreach done by faculty as they engage in community service work. Occasionally, a community organization or business will reach out to the college, but more often we engage our partners first.</p> <p>Our region struggles with economic scarcity. As a result, we must be careful about what we ask of our local partners; they must receive as much, or more, than they offer to us and our students in terms of time or more tangible resources in order to consider it a rewarding partnership. Therefore we are always cognizant of the fact that strong relationships are built through personal outreach and meetings to discuss mutually satisfying goals.</p>
<b>Question 4</b>	<p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p> <p>While we are confident in the success of our current processes, we are constantly looking for ways to improve and increase our efficiency – these partnerships must be strong and sustainable. We have identified the following needs, and are working towards solutions:</p> <ul style="list-style-type: none"> <li>• We need to restructure our staff and faculty responsibilities to ensure we have dedicated campus personnel to do outreach and negotiate these partnerships;</li> <li>• As our student population skews urban in hometown, we find we increasingly need ways to get students to and from local sites for applied learning activities so that our partners experience the best of what SUNY Potsdam can offer them;</li> <li>• As our student body becomes less financially stable overall, we need increased funding to support students who wish to participate in transformative high-impact applied learning activities so that our partners can experience the full diversity and breadth of our student body.</li> </ul>

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



SUNY Applied Learning Campus Plan  
 Campus Applied Learning Plan Part VII  
Graduation Requirement  
 Due May 1, 2017

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Jenica Rogers
<b>Summary</b>	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p>Yes. We anticipate having a culminating applied learning activity as a graduation requirement, but we also will explore ways to scaffold that experience, supporting students who would benefit from starting early and with experiences building in intensity through the curriculum.</p>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	5/1/2017
<b>Question 2</b>	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>Last year, Provost Bette Bergeron charged a task force with revision of our General Education curriculum, including consideration of inclusion of an applied learning experience as a graduation requirement. The work of that Task Force is detailed below.</p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• A 36-person General Education Task Force was charged by the Provost, led by Interim Assistant Provost and Assistant Dean of the School of Arts and Sciences.</li> <li>• The Task Force has broad representation from across Academic Affairs units and departments.</li> <li>• Development has been an iterative and open process, with multiple opportunities for faculty participation, critique, and endorsement.</li> <li>• The Task Force is working with current students and alumni to identify and strengthen key knowledge, skill, content areas for our General Education program.</li> <li>• The Steering Committee of the Task Force is participating in an AAC&amp;U Summer Institute to develop student learning outcomes and build an assessment plan for the new program.</li> <li>• The anticipated implementation date of new General Education requirements for incoming students is Fall 2019.</li> </ul> <p><b>Rationale:</b></p> <p>The goals and mission of SUNY Potsdam are well-served by an applied learning graduation requirement. We are the first SUNY campus to create a stand-alone Center for Applied Learning, and NSSE data indicates that 90% of our students are already completing some form of applied learning prior to graduation. Application of learning is integral to two thirds of our schools – via performance in the Crane School of Music, and through practica and student teaching required for School of Education and Professional Studies students – and undergraduate research is a hallmark of the excellent programs in the School of Arts and Sciences. Beyond these on-the-ground facts, we have established an intentional and explicit focus on applied learning. The current draft of our campuswide vision document includes the goal <i>“We will provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation.”</i> That goal (in concert with the rest of the campus plan) translates into an Academic Affairs strategic plan that is highly focused on applied learning, including an entire action section entitled <i>“Expand Learning Opportunities Beyond the Classroom”</i>.</p> <p>Given that operational and strategic focus, it is logical that SUNY Potsdam would choose this moment of general education revision to be the first of SUNY’s comprehensive colleges to require an applied learning experience. It is representative of who we are, and how we educate.</p>

<b>Campus Name:</b>	SUNY Potsdam
<b>Date:</b>	5/1/2017
<b>Question 3</b>	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>As the General Education revision is mid-process, these kinds of details have yet to be finalized. There are several phases of implementation of the program already defined and planned, and these steps have all been considered in broad strokes.</p> <p>What we are clear on is that much of the administration of the requirement will be a collaboration between the Center for Applied Learning and the Provost's staff. SUNY's definitions and 2017 Request For Information will be crucial in establishing our library of approved experiences, and work toward gathering the data for that RFI is also underway. The General Education Task Force will use that data as they begin to define what meets our new requirements. The Registrar will be key as this is implemented through Banner and BearDen Degree Navigator, and strong engagement with departments, advising faculty, and staff will be a crucial part of our success.</p> <p>We plan for the effective date of our new General Education program to be Fall 2019.</p>
<b>Question 4</b>	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>n/a</p>

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