



## SUNY Sullivan Applied Learning

### Part II: Data Collection and Reporting

*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, as well as student learning outcomes. The submission of your first round of data (based on this plan) will be due alongside the final documents on May 1, 2017. During the student data collection stage campuses may submit through SIRIS or by survey.*

### Campus Plan for Collection and Reporting of Data

#### Data Collection

Starting fall 2016 semester, and for every subsequent semester, each course previously identified in the approved applied learning course inventory that is running in that semester will be included as part of the data collection process. Faculty teaching or facilitating AL course sections will establish a final Jenzabar list of students enrolled once the add/drop period has concluded. The roster count will determine the **Total Students per AL Course Section**. When a student drops a course, faculty will indicate the last date of attendance in Jenzabar and record the reason the student has dropped. Students in courses with integrated applied learning (e.g., culinary restaurant ops, graphic arts studio, etc.) and those who have signed an **Applied Learning Experience Agreement** for the semester in question are deemed to have an approved applied learning experience as detailed in that Agreement and will be included in the **Total Approved Students per AL Course Section** count. Measurable student learning outcomes published in the course outline (syllabus) will be assessed by the faculty member using the grades obtained by each student for each assignment that maps to each learning outcome. Any additional student learning outcomes established by the faculty member, which are ungraded, will be collected and reported as met/not met.

Data related to student perception of the applied learning experience will be collected by faculty using a **Student Applied Learning Experience Survey** questionnaire containing Likert-based response questions that will be administered at the same time as the general course evaluations (SEEQs) and made available in the LMS for online courses. In a random 20% sampling of all AL courses, students will be assessed at the beginning of the course and at the end of the course to determine if there are any significant changes in perception. Additional Likert-based response questions will be provided on the questionnaire at the end of these course surveys to measure satisfaction levels of students after they have completed the applied learning experience. The range for this Likert-based scale will be 1 (Strongly Disagree) - 5 (Strongly Agree) with a Neutral option in the center.

#### Student Applied Learning Experience Survey

A survey questionnaire will be used to collect data related to questions about students' perceptions of their applied learning experience.

1. The extent to which the student perceived the applied learning experience as beneficial to their learning.
2. The extent to which the student perceived that they met the learning outcomes.
3. The extent to which the student perceived the applied learning experience as useful and practical for future career.
4. The extent to which the student perceived adequate support by faculty during the applied learning experience.



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5. The extent to which the student perceived adequate support from the applied learning/internship site during the applied learning experience.
6. The extent to which the student perceived satisfaction with the applied learning experience.
7. The extent to which the student perceived the instructor satisfactorily prepared, oriented and trained participants for AL activities undertaken during the course.
8. The extent to which the student perceived he/she genuinely reflected on the AL experiences throughout the semester.

Triangulation will be used to a certain degree to provide multiple perspectives during data collection in order to reduce the effects of limitations that come from using one particular method (Likert-based scale). Each faculty member will be required to provide yes/no responses and/or short descriptive explanations to determine the extent to which the course meets and continues to meet the criteria for applied learning as follows:

- Did students apply knowledge and skills gained from the traditional classroom to hands-on and/or real world settings, creative projects or independent or directed research?
- Describe how the AL activities of this course were structured, intentional and authentic for student participants?
- Did the activities require student preparation, orientation and training? How so?
- How were AL activities monitored for continuous improvement?
- Explain how students demonstrated structured reflection and acknowledgement of AL experiences over the course of the semester.
- How often did students have an opportunity to directly apply skills, theories and models?

For the first two years of data collection all faculty teaching an applied learning course will be required to attend a focus group at the end of the semester to discuss their applied learning experience in an exploratory qualitative manner. The goal of this exercise is to determine that there is consensus in perspective on the definition of applied learning as defined by SUNY.

### Data Reporting

Student data from the aforementioned surveys will be collected each semester through the Office of Institutional Research and reported using SIRIS or a survey to share student data. If multiple semester data is reported at once, all semester data will be aggregated unless the reporting process permits and/or requires disaggregation.

The following data variables and related definitions have been determined as follows and the values determined from data collected. Reporting of these summary values will occur at each round scheduled, based on the established timeframe for the reporting cycle.

- **AL Course Section Count** - Count of applied learning course sections running for that semester
- **Total Approved Students per AL Course Section** - Count of students enrolled per applied learning course section running for that semester.
- **Total Approved AL Students Campus wide** - The sum of **Total Approved Students per AL Course Section**.
- **Met Student Learning Outcomes Achievement** - Count of students per applied learning course section who met **student** learning outcomes per semester.



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- **Not Met Student Learning Outcomes Achievement** - Count of students per applied learning course section who did not meet student learning outcomes per semester.



### Part III. Faculty Engagement

*Provide an overview of faculty responsibilities regarding oversight and assessment of approved applied learning activities. Describe how faculty who currently oversee these activities are supported as well as methods for supporting new activities.*

Applied Learning occurs in many of our degree programs across campus. Faculty members who supervise Applied Learning activities are responsible for structuring the design and assessment of these activities, much as they are for any course. Faculty are supported and supervised by interdisciplinary Academic Chairs who may assist with scheduling, curricular design, site assessment, and troubleshooting. New formalized Applied Learning activities are typically approved by the academic division in which the discipline is housed first, followed by the Curriculum Committee and Faculty Council. Currently, support for new AL activities varies from program to program. After the college has completed at least one or two cycles of data collection and assessment on AL activities, we anticipate developing a more standardized system of support for both ongoing and new activities.

The following are intended as exemplars of faculty engagement, and are not comprehensive. Featured programs here include Computer Graphics, Teacher Education Transfer, Metamorphosis (Freshman college success course), Computer Information Systems, and Health Sciences. Significant examples of applied learning may also be found in our Culinary, Green Building Maintenance & Management, and Business programs, to name a few. In the interest of brevity, we have limited this section to five samples; a more comprehensive compilation can be provided upon request.

#### Example 1: Computer Graphics/Graphic Design program

A local organization (Bethel Woods Center for the Arts) contacted the Graphic Arts Department faculty with a request for design assistance, and the faculty took the opportunity to present this real world project to their students as a classroom exercise. Operating as a creative team, SUNY Sullivan graphic arts faculty and students held a meeting with executives from Bethel Woods in order to define the scope of the assignment. Bethel's representatives presented its needs and goals to the Graphic Arts faculty and students.

Based on the acquired knowledge gained at this meeting, the students began the creative process with faculty functioning as both teachers and art directors. This was very much an ad agency style approach to this assignment. The students worked on this project in the same manner that advertising professionals would.

Additionally, the students got the real life experience of working directly with a valued client. Faculty established the necessary timelines and set appropriate goals for the student body using industry standard protocols and procedures. At each key step in the design process students were required to submit their individual graphic solutions for review, critique and grading. These steps included initial copy development, three rough conceptual layouts establishing different creative styles and several rounds of comprehensive developments for their designs which included individual components such as: posters, rack cards and t-shirts.



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Once the final design process was completed a second follow-up meeting was set inviting the students involved, key representatives from Bethel Woods, a member of the college's Board of Trustees and individuals from the graphic arts faculty to identify and select the final graphic solutions. Students were assessed throughout the process on their contributions to the class products.

This program is housed in the Division of Liberal Arts and Humanities, where faculty are empowered to initiate, pursue, and accept invitations to collaborate such as the one that arose with Bethel Woods. This successful Applied Learning collaborative effort between Bethel Woods Center of the Arts and the Computer Graphics/Graphic Design program was recognized by the college administration and resulted in a public relations marketing effort in support of our faculty and students' efforts.

### Example 2: Teacher Education Transfer – capstone course

Students enrolled in the course Sociological & Philosophical Foundations of Education complete 30+ hours of observation fieldwork in local schools. Student are taught how to take field notes (and practice), apply to appropriate sites, reflect upon the experience at regularly scheduled intervals in class, and complete the observation fieldwork over the course of about half of one semester. Students then analyze and report upon their field notes, compiling a report and presentation as the final assessment for this project.

This program is housed in the Division of Social Sciences & Sustainability Studies, and the course is designed to include additional contact time in order to allow the faculty to properly meet the applied learning outcomes, and faculty are empowered to direct the observations towards particular themes, and/or to initiate contact with new sites.

### Example 3: Metamorphosis – First Year experience course

Metamorphosis is a freshman college-success course, which is required of all first-time, full-time students who are placed in one or no developmental (remedial) courses. It contains a significant applied learning experience in the form of a class service project, which is facilitated by the instructor. Past projects have included organizing activities for the local Boys & Girls club, hosting a field-day for developmentally disabled adults, hiking trail clean-ups, etc. Students work collaboratively on these service projects over the course of the semester and are assessed on both the product and the process through a number of reflective written assignments as well as their participation and contribution to the end result.

This program is housed in the Division of Social Sciences & Sustainability Studies, and the course is designed to include additional contact time in order to allow the faculty to properly meet the applied learning outcomes. Additionally, funds are provided to support student service projects, and sections are invited to participate in a college-wide "Metamorphosis Fair" at the end of the semester to provide a forum to celebrate the work that has been done. This celebration provides a natural timeline and motivation to the students, aiding the instructors' facilitation of the applied learning portions of the course.



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### Example 4: Computer Information Systems program

In **CPT 2301 (Internship in Computing)** the faculty member is responsible for oversight of one or more students undertaking an internship. This may include but is not limited to: internship site selection, implementation support, and assessment of a set of assignments (internship experience agreement and proposal, weekly journal, career module, final report).

At the beginning of the semester the faculty member provides a syllabus which includes the course learning outcomes, evaluation and grading table that includes weighted categories used for assessment of course learning outcomes. The faculty member assists the student in obtaining a suitable internship site that meets stated criteria. The faculty member works as a liaison between the student and the internship site contact and provides advice and guidance for the students to successfully work on and complete the assigned applied learning activities. The faculty member holds weekly meetings with the student to discuss ongoing progress and to address any concerns or issues the student has.

The instructor creates a grading rubric at the beginning of the course and updates the grade book in the LMS throughout the semester. The instructor submits 3rd and 5th week, mid-term and final grade reports. The faculty member utilizes Blackboard and Gmail for outside course communication and collaborative support to the student. Numerous resources are shared with students by the faculty member to provide ongoing support throughout the semester.

This program is housed in the Division of Math, Science, & Technology, and computing faculty are empowered to design and implement the coursework in ways that facilitate applied learning outcomes.

### Example 5: Health Sciences

The **Medical Assisting Externship (MED 2250)** is the capstone course in the Medical Assistant program. This course provides students with first-hand experience in the medical setting, and requires the application of skills learned in the Medical Assistant program. Students enrolled in this course complete 135 hours of unpaid time performing administrative and clinical duties in a physician's office, clinic or hospital. Students are supervised and evaluated by the office staff and College faculty.

Throughout this course, there are significant opportunities for students to apply the skills they've learned in the classroom to the clinical setting. Students relate, define and demonstrate the duties and scope of practice of a professional medical assistant by working as a part of the medical office team in relation to patient care and business functions.

This program is housed in the Division of Health Sciences, and the course is designed to include additional contact time, via orientations and laboratory competencies, in order to allow the faculty to properly meet the applied learning outcomes. Faculty also initiate and establish affiliations with new externship sites.



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### Part IV. Student Engagement

*Provide an overview of the initiatives and supports offered to students who are interested in taking approved applied activities. Describe how activities are promoted and maintained. Include the roles and responsibilities of students/facilitators. Include the process by which student feedback will be included in each specific applied learning activity, and what processes exist to help students navigate if they are placed in a negative or illegal applied learning experience.*

Students at SUNY Sullivan have opportunities to engage in applied learning to a greater extent in most career and technical programs, and to a lesser extent in transfer degree programs where at a minimum they participate in team-structured projects centered around community service and civic engagement organized through the college's FYE course "Metamorphosis," which is required of all first-time, full-time students. Applied Learning in general is supported through the efforts of Division Chairs, Program Directors and Coordinators, as well as individual faculty members. Metamorphosis, which is built upon the theoretical underpinnings of Sustainability Education and Self-Determination theory, is uniquely administered by the Chair of the Division of Social and Sustainability Studies, who through regular meetings of instructors throughout the semester, monitors adherence to learning outcomes as well as the progress of individual team projects.

The college has yet to undertake the essential work needed to centralize information about applied learning opportunities for interested students, but plans to do so in the course of the 2016-2017 academic year so that information regarding current initiatives and supports may be readily accessible and more easily shared. Klu Padu, SUNY Sullivan's Career Placement and Transfer Advisor in the Center for Student Learning and Development Services, who also serves on the AL Team, will eventually maintain an informational database on all campus AL activities and will regularly access the SUNY System Applied Learning Opportunities database in order to disseminate relevant prospects to students and faculty through posting on a college AL website and by email.

Currently AL activities and opportunities are promoted and maintained at the program level by lead faculty and/or Division Chairs. The roles and responsibilities of students and facilitators vary depending upon the intensity and duration of the AL experience, its location, i.e., on-campus versus off-campus, the type of orientation and pre-training involved, and whether an internship contract is required. Whenever the AL experience involves off-campus clinical placement, internships, fieldwork, service learning, etc, facilitators generally assist the student with pre-placement paperwork, prepare them for the work they undertake, oversee their progress, communicate both with students and off-campus site staff, as well as assess learning outcomes. Facilitators and Chairs also serve as the primary contact persons for students who experience any difficulties whatsoever with their AL experience. In the case of a negative experience students are directed to speak to their instructor/facilitator first and foremost, and if still dissatisfied, may petition the Chair of the Division where their program is housed to request an alternate assignment. Beginning in fall 2016, when AL data collection will begin, students will have the opportunity to evaluate the overall quality of their AL experience. Otherwise, students provide feedback on each AL activity on an ongoing basis throughout the semester, as shown in the following several examples:

- Education students participate in field support and by going to local schools in the community. Students do the appropriate research, contacting the schools and subsequently setting up the observations. Students are required to attend and complete



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all observations. Faculty and students provide on-going feedback throughout the semester. Students are given the opportunity to address any issues/problems during the feedback sessions.

- Medical Assistant students do Externships where they have to complete 135 hours. Students create their own schedules with the sites. Department Chair meets with site supervisor to discuss student progress and verify hours. Students meet with faculty and provide feedback throughout the semester. Students are given the opportunity to address any issues/problems during the feedback sessions.
- Nursing and Respiratory Care students do clinical in hospitals throughout the region. Students are accompanied by a faculty member during their clinical rotations. Students meet with faculty, Chair, and Director and provide feedback throughout the semester. Students are given the opportunity to address any issues/problems during the feedback sessions.
- Culinary students operate the on-campus Bakery Café, which is part of the culinary class. Students are monitored on the restaurant operation as well as the quality of the bakery. They receive feedback from instructors and offer their own input on product. Students also participate in “Cook-off” competitions. These competitions are held on other campuses as well as the Jacob Javits Center in New York City. Students are assessed by judges and receive feedback throughout the competition.



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	Click here to enter text.
<b>Date:</b>	Click here to enter a date.
<b>Narrative Compiled by:</b>	Click here to enter text.
<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>

<b>Campus Name:</b>	Click here to enter text.
<b>Date:</b>	Click here to enter a date.
	<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>	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?
<b>Question 2</b>	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.

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

**Question 1: 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?**

We do not currently measure the impact of campus-approved applied learning as effectively as possible. We are able to catalog the number of internships, externships, and clinical rotations. We have some data on placement in the workforce, but we can't directly or exclusively correlate our applied learning efforts to job placement. We can catalog our service learning and community service opportunities, but they are difficult to quantify. Our workforce development projects are small, but we are poised to grow them based on new employers currently building facilities in our county. In particular, we are working on effective strategies to allow students to move from non-credit to credit effectively. This hinges on assessment and – in many cases – competency based education. This is an area that we need to review more effectively as a campus, and we need to advertise our impact more clearly. We are having an impact, but our ability to quantify it is limited.

**Question 2 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.**

One key opportunity lies in our Metamorphosis class, which includes service learning, community engagement, and civic engagement. Since this class is required of all first-time full-time students, a significant portion of our students (a majority) must take this course. It is, almost a de facto applied learning requirement. However, some students do not need to take the course (part-time and students who transfer over 12 credits). This creates a gap. Furthermore, some of our programs lack the clear Applied Learning Requirement, though it is an option across the campus. So opportunities exist to create an Applied Learning Requirement.

The largest challenge is also an opportunity. SUNY Sullivan is currently working with a strategic plan that expires in 2018. Our current Strategic Plan does not have an Applied Learning Requirement, though it does include a mission statement, a vision statement, values, and strategic directions that support applied learning. A decision to include or not include a new graduation requirement should become part of our strategic plan. Thus, that recommendation would most effectively come as a result of our strategic planning process. That means a decision to add an applied learning requirement would not be appropriate at this time.

Furthermore, transition on our campus has created another challenge. The Applied Learning team was chaired by our Vice President for Academic and Student Affairs, who left the College in the Fall of 2016. The Interim Vice President for Academic and Student Affairs was not able to devote sufficient time to our campus plan. Therefore the new Vice President for Academic and Student Affairs -- when hired -- will need to reconvene the Applied Learning Team and review the campus plan and revise as needed.



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	Click here to enter text.
<b>Date:</b>	Click here to enter a date.
<b>Narrative Compiled by:</b>	Click here to enter text.
<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>	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.
<b>Question 2</b>	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.

<b>Campus Name:</b>	Click here to enter text.
<b>Date:</b>	Click here to enter a date.
<b>Question 3</b>	Describe how your campus engages new community partners in applied learning.
<b>Question 4</b>	Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.

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

**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.**

Currently we work with a variety of partners to provide clinical rotations and externships in our Nursing, Respiratory Care, and Medical Assistant programs. In each of these cases we work with the entities to ensure that there is available space and shared oversight of our students. In these health-care situations, we create signed agreements with the appropriate entities, and these are reviewed mostly on an annual basis to ensure that the parameters are still appropriate. We provide a variety of internships on campus, through established agreements between departments and programs. An example is our IT department working with our Computer Science programs. Our Media Arts students take on internships across the campus and with off-campus collaborators. These agreements are arranged on a case-by-case basis, with an emphasis on establishing clear goals and ensuring that students meet required hours of work to comply with individual course parameters. Our Recreational Leadership: Sports Management Program requires an internship, where students work with a coach or Physical Education director. Our Early Childhood Education Program requires that students visit local k-12 classrooms to conduct field observations; students assist with minor activities at their host-teachers' discretion. These arrangements are worked out individually with the school districts in our county.

**Question 2: 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.**

All of our for-credit arrangements take place either at the divisional level (e.g. most internships) or in the Office of the Vice President for Academic and Student Affairs (e.g. clinical agreements). The methods depend on the type of applied learning activity as delineated in Question 1. Primary oversight and support lies at the instructional level, with support from the Vice President's office in cases when a legal contract is required. Our Assessment of Learning Outcomes in the Program, which is our form for reviewing programs, asks about the role of applied learning in a program and it

asks about assessment of applied learning in a program. Thus, our program review process incorporates applied learning where applicable.

**Question 3: Describe how your campus engages new community partners in applied learning.**

New partnerships in applied learning happen through multiple means. The College is a member of the Chamber of Commerce, the Partnership for Economic Development, and the Workforce Investment Board. These relationships help us identify when new employers are entering our labor shed and when current employers may be expanding or providing opportunities for applied learning. The College also employs SUNY Workforce Development Grants that sometimes result in requests for interns, which are then arranged on a case-by-case basis. Other avenues for potential opportunities exist through community out-reach, career development, curriculum advisory boards, and contacts through our Board of Trustees.

**Question 4: Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.**

The College supports these partnerships opportunities at the curricular level, and we are continually looking for new opportunities. However, we have had difficulty embedding some internships into our programs as requirements because of a lack of paid internship opportunities for our students in our county. As we create new programs and certificates, we review applied learning opportunities. However, we do not currently require that they are considered. Our Curriculum Committee could consider revising its forms to note applied learning opportunities where appropriate. A review of our Applied Learning Plan should incorporate how best to include an assessment of applied learning opportunities into all new majors, and our review of programs (which happen every 5 years) should include review of applied learning opportunities and support systems in place, instead of asking only about existing applied learning and its assessment.



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	Click here to enter text.
<b>Date:</b>	Click here to enter a date.
<b>Narrative Compiled by:</b>	Click here to enter text.
<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>	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?

<b>Campus Name:</b>	Click here to enter text.
<b>Date:</b>	Click here to enter a date.
<b>Question 2</b>	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.
<b>Question 3</b>	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?
<b>Question 4</b>	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?

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

**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?**

SUNY Sullivan will not include approved applied learning activities as a local graduation requirement at this time.

**Question 2: 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.**

The primary reason for not enacting a local graduation requirement is because our shared governance leaders and campus stakeholders have not yet been consulted in this decision. The issue has not been directly raised, which is why it is not appropriate to apply a requirement at this time. Please see Part V for a more detailed explanation of why this question has not yet been formally raised on our campus.

**Question 3: 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?**

This is not applicable at this time

**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?**

The Applied Learning Team will review of our campus plan in 2017-2018. That review will be used to inform our Strategic Planning process. As noted in Part V, SUNY Sullivan's Campus Plan is up for review in 2018. At that time, stakeholders from across the campus and the community will take part in our strategic planning process. The inclusion or non-inclusion of an applied learning graduation requirement is best served as part of that process. If it is part of our strategic plan, then it won't be seen as isolated. If we opt to not include a graduation requirement, then our strategic plan affords us the opportunity to offer key values and directions that can help us sustain current and future applied learning work.