SUNY STUDENTS IN APPLIED LEARNING

A Snapshot of SUNY Works, SUNY Serves, and SUNY Discovers at SUNY’s 64 Campuses

November 2017
This document offers stories of students engaging in applied learning as well as brief campus narratives describing the overall student applied learning experience. You will learn from the students themselves and those on campus who support and guide them just how important and impactful applied learning experiences are for our students.

Today’s high-tech, global economy is fast-paced and moving forward every day, and we have to ensure that, above all else, we are preparing our students to be a part of it. That’s why there is so much hype—and justifiably so—surrounding the expansion of applied learning opportunities in college, including everything from clinical placements and cooperative education to service learning, volunteerism, student research, international opportunities and field study.

SUNY sees its role in education from cradle to career. We don’t stop at graduating students—we go one step further—ensuring that our graduates are prepared for the careers they want and New York needs.

The goal of The State University of New York’s (SUNY) Applied Learning Initiative is to ensure that every SUNY student has the opportunity to take part in at least one Applied Learning experience before they graduate.

Applied Learning refers to a hands-on, real-world approach where students learn by doing. Although the setting and context may vary for each applied learning opportunity, these traditionally include planning, training, monitoring, reflection, and evaluation, and can be credit bearing or not, at home or abroad.

At SUNY, we believe in the power of learning by doing. That’s why we are working to ensure that every SUNY student will have access to an applied learning opportunity, even those attending online.

And through innovative on-the-job training programs like apprenticeships, internships, and co-op programs across our system, SUNY faculty are working side-by-side with the state’s employers to craft new, engaging curricula that integrates classroom study and (often paid) work experience. So our graduates have a significant advantage as they enter the workforce.

APPLIED LEARNING OPPORTUNITIES AT SUNY INCLUDE:

**SUNY Works** – clinical placements, in which more than 19,000 SUNY students are already enrolled; internships, in which more than 11,000 students participate; practicum, in which more than 24,000 students participate; and cooperative education programs (“co-ops”), in which SUNY faculty and area employers have jointly developed curricula that integrate classroom instruction and on-the-job experience.

**SUNY Serves** – service-learning, community service, civic engagement and volunteerism. More than 11,000 SUNY students are currently engaged in formal service-learning programs for which students earn college credit, while tens of thousands more participate in community service and volunteer locally, nationally, and around the globe.

**SUNY Discovers** – student research, entrepreneurial ventures, opportunities abroad, and field study. While SUNY research has historically resulted in breakthrough discoveries, inventions, and startups, increased focus on applied learning has led to an unprecedented level of collaboration between SUNY students, faculty, and industry experts to enable commercialization of the best ideas and innovations born on SUNY campuses. Over 26,000 SUNY students are engaging in research.
SUNY ADIRONDACK

SUNY Adirondack has more than a dozen degree and certificate programs that require approved applied learning as a graduation requirement. The college supports applied learning through the work of its faculty and Business Central office and has created courses that afford all students the opportunity to engage in applied learning. SUNY Adirondack works closely with industry partners to provide applied learning experiences in a variety of settings. The college supports opportunities for students to pursue academic interests beyond the traditional classroom setting with meaningful immersive learning experiences.

Diana Camp '17, completed a 3-credit, 240-hour internship as part of a Hospitality and Tourism Management AAS degree. She chose to complete her internship at the Inn at Erlowest, a turn-of-the-century stone castle on Lake George offering fine dining and upscale accommodations. She noted that “Even though I was already working for the company, deciding to do my internship at the Inn at Erlowest opened the door for me to prove to the company my skills and knowledge of the industry. What started as a Dining Room Supervisor role for the summer of 2016 rapidly evolved into a full-time Dining Room Manager position at the Erlowest’s Four Diamond restaurant. This position will be soon replaced by the maitre d’ role, which will get me a step closer to building my career as a future sommelier. I truly believe that without my required internship my progress would have not been as fast.”

UNIVERSITY AT ALBANY

The University at Albany offers countless opportunities for students interested in participating in applied learning. With an increased emphasis on classroom-based applied learning, students can enhance their understanding of course material through hands-on experience, such as creative work, simulations, capstone projects, research, and service learning. The University’s new Applied Learning Internship Program will enable students to earn academic credit while interning anywhere in the world. The University has staff and faculty throughout campus, as well as a growing centralized Office of Career and Professional Development, who are committed to connecting students to applied learning opportunities. Our Advisement Services Center and departmental advisors can help students determine the best time to participate in applied learning. We post opportunities for all majors on a career management system called Handshake.

ALFRED STATE COLLEGE

Alfred State has long been a recognized leader in applied learning. Since its inception, the college has been providing students with hands-on, real-world experiences both inside and outside of the classroom that prepare them to hit the ground running after graduation.

A pioneer in this area, Alfred State became the first State University of New York (SUNY) college to include applied learning as a separate and distinct Institutional Student Learning Outcome (ISLO), paving the way for other SUNY institutions to follow its lead. This ensures that every graduate will have engaged in applied learning while at Alfred State.

Recognizing the importance of students engaging in project-based learning, the ISLO reads that students will: “Demonstrate the ability to address and meet real-world challenges by engaging in applied learning activities.”

Alfred State sees the ISLO as equivalent to a graduation requirement. Treatment of applied learning as an ISLO also compels the institution to monitor and assess student achievement of this outcome. Courses designated as applied learning will indicate the category on the course outline and be tagged as such in Banner. Any identified programs that lack an applied learning activity will be reviewed and modified where necessary.

As a result of this initiative, Alfred State was able to extensively scrutinize and assess the true extent to which applied learning characterizes the college. The effort provided confirmation that applied learning was contained in nearly every academic program, and that roughly 30 percent of Alfred State courses encompassed some form of experiential learning.

Evidence of the college’s commitment to applied learning can also be found in its recently implemented Strategic Plan that elevates applied learning to a strategic priority.

Finally, Alfred State’s emphasis on applied learning can be found in its many community service and civic engagement activities, as well as in the multiple regional, national, and international competitions in which the college participates. These experiences allow students the opportunity to take their applied learning beyond the walls of the classroom and into the real world, where they are making an impact locally and globally, and becoming well-prepared for that next step after graduation.
Caroline Jette

Applied Learning is throughout Alfred University in many different ways, depending on the program you participate in. The Career Development Center assists any student on campus with finding applied learning opportunities, such as internships and cooperative experiences — on or off campus. There is a very visible commitment to our applied learning, and some opportunities include class projects that involve the community. For example, the Renewable Energy Engineering department takes their classes to wind farms for field learning, and the Graphic Design department takes on rebranding projects for real companies, most recently FoodLink and Habitat for Humanity. I have completed six internships in my four years at Alfred University — three over the summers, one over the winter break, and two on campus. My two on-campus internships have actually been at the Career Development Center - as their graphic design intern and the brand management intern. My three summer internships were in Minor League Baseball, the first in Ohio, the second in North Carolina, and the third in Buffalo, New York. I found these opportunities and connections through the Career Development Center and their campus Career Fairs. These internships were extremely rewarding and led me to accepting a job offer, following graduation, as the Creative Services Associate for the Hartford Yard Goats in Connecticut. Without all of the applied learning that was provided to me through Alfred University, I would not be as prepared as I am to graduate.

One way of encouraging student participation in applied learning is by providing opportunities for students on campus throughout the school year. Alfred University provides many internships for work study, non-work study, and for credit/not for credit. This gives students who aren’t able to commit their summers to opportunities like this, a chance to participate in applied learning. These internships are provided for all types of majors, in many offices throughout campus. Another way student participation in applied learning is encouraged is through the Career Development Center, which holds two Career Fairs on campus each year; they bring about 50 companies to campus each semester for career fairs alone. As previously mentioned, applied learning is integrated with our classwork, as many classes offer an applied learning project component or a service project.

I believe applied learning is important, especially in the Graphic Design program. A lot of my learning took place through my internships, rather than my classwork. Without the applied learning opportunities, I wouldn’t feel as prepared for graduation or the field I’m entering. It becomes much harder to find a job without these applied learning experiences, because many entry-level positions prefer a year to two years of work experience.

Advice I would provide to students who have never participated in applied learning would include encouraging them to speak with a professor about the possibility of some applied learning opportunities through their coursework. I would also encourage them to take initiative, and begin looking for internships in the local university community, on campus, or during the summer. The Career Development Center staff and faculty are great resources for information, and they can help you get started with your search. If they’re able to find a paid internship, it becomes a fun, interesting, and unique summer job.

Potential barriers may be program-based. For example, I’ve been told by accounting and finance students that applied learning isn’t possible before graduation, as they aren’t fully prepared for a position until after they graduate. To that I would say applied learning, such as internships, is about learning. I was definitely not fully prepared for the graphic design internship I took after my first year of college, as I hadn’t even taken a graphic design course yet. I learned so much at that internship that only prepared me more for the classwork I would soon face, and prepared me to ask questions of my professors about the industry and what I experienced while I was there. Other potential barriers could be money and time - some students can’t afford to dedicate their time to unpaid applied learning opportunities. This is why I would advise students to request these opportunities from professors, as these barriers could be avoided if it’s included as part of the coursework.

Alfred University has many grants and department budgets with grants factored in. When a student is looking to attend a conference, he or she is able to apply for grants through whatever department they believe would be interested in supporting them. A friend of mine recently traveled to Texas for a Student Affairs conference, as she is in the Master's program for College Student Development. She was able to receive enough monetary support to cover most of the flight and hotel costs. I have also assisted students at the Career Development Center who were seeking grant money from the office. There is also the Bernstein Internship Award for students seeking monetary support for unpaid internships. Preference for this funding goes to members of the Women’s Leadership Academy. The Ferreri Internship Award is available for students seeking unpaid or low-paid internships in the healthcare field, and the Gibbs Research Internship Award is designated for a student working at the Career Development Center assisting other students with finding internship opportunities.
BINGHAMTON UNIVERSITY

Binghamton University students are very involved in applied learning experiences through participation in internships, undergraduate research, entrepreneurial activities, capstone projects, clinical placements, academic service-learning and community engaged learning courses, and study abroad. Most students complete at least one applied learning experience during their undergraduate years, but many complete more. Students are supported through academic departments; faculty; career services; the Center for Civic Engagement the Office of International Education and Global Affairs; the Undergraduate Research Center; and the Office of External Scholarships, Fellowships and Awards. Students are able to visit these offices and their websites and related databases for opportunities, and some opportunities are posted through email and course listings. Binghamton students participate in experiences such as those in financial, advertising and law offices; non-profit organizations; healthcare facilities; governmental agencies; religious organizations; media organizations; cultural organizations; and many other high-impact learning experiences, both on and off campus. See some of our students involved in applied learning experiences at the link below:

https://drive.google.com/drive/folders/0B53RpnKSltJQRHnJ0WxzRHD1Sms

SUNY BROCKPORT

Devin Bonner, Public Health Major/Graphic Design Minor

Engaged learning is a mechanism by which we can participate in meaningful educational experiences that are high-impact in that they increase a student’s chance for success. While not always directly associated with one’s academic major, the skills learned are transferable to many aspects of life, including civic responsibility, global awareness, and career readiness. In order to be considered engaged, the activity must adhere to the applied learning criteria: The activity is structured, intentional and authentic; the activity requires preparation, orientation and training; there will be monitoring and opportunity for continuous improvement of the activity; reflection is embedded in the activity; and the activity is accompanied by assessment and evaluation.

Applied learning seems to be incorporated into every department of Brockport. Whether you are required to participate in an internship within your major requirements or seek a study abroad opportunity, you can find applied learning very easily at Brockport.

Advice I would offer to a student who has never participated in an applied learning experience is to make it a priority! Studying abroad, engaging in an internship, and gaining real-life experience while in college is invaluable.

Some potential barriers to student participation in applied learning are financial - being able to complete program requirements and an applied learning experience.

Financial aid is always helpful in helping find a way for students to engage in applied earning. Our study abroad program offers many scholarships to help defray the cost of a program. Also, our Foundation Board Scholarships are applicable to applied learning experiences.

SUNY BROOME

While SUNY Broome has a decentralized model for Applied Learning, a third of the college’s academic programs require that students engage in an applied learning experience such as an internship, co-op or clinical. In addition, the college offers more than 125 courses that are designated as an applied learning experience.

SUNY Broome’s Applied Learning and Career Center is open to any student seeking information or guidance on finding the right opportunity. The college also offers study abroad courses in Haiti, Italy, London and Ecuador that also offers students opportunities beyond the classroom. The Health for Haiti course gives students the chance to gain 100 global service hours on their transcript, while making a difference to people in need. Every year, the college’s Hospitality Programs plan and produce a Mock Wedding, which is a capstone project for these students. The college also holds a Mock Disaster Drill, which incorporates more than 14 departments across campus and gives students in a wide range of programs the chance to hone their skills.

Outside of credit-earning activities, many student clubs integrate more informal yet still valuable applied learning opportunities, and the college has implemented a co-curricular transcript that documents these experiences.

In addition to particular academic programs, the following offices and entities at SUNY Broome seek to encourage
student participation in applied learning: the Applied Learning and Career Center, Shared Governance, the Service Learning Program, the Civic Engagement Center and the undergraduate research office. Students are also encouraged to participate in applied learning through classroom presentations and workshops.

The importance of Applied Learning varies from student to student, but overall provides a great opportunity to get hands-on or practical experience. It is important for students to have an applied learning experience for various reasons, including: career exploration, career choice confirmation (or otherwise), soft skill development, networking opportunities, potential future job opportunities, etc.

Some potential barriers to student participation in applied learning are academic demands, work schedules, and family commitments. Sometimes the costs of completing an applied learning experience can be added to tuition and fees (if it is part of a program or course); however, some of the costs require that the students pick up the tab on their own. There are also scholarships available for study abroad trips. Should the project be under a professor doing research, compensation may be provided.

BUFFALO STATE COLLEGE

Most of the academic programs at Buffalo State offer great applied learning experiences. Buffalo State’s urban location gives us lots of opportunity for hands-on learning and out-of-classroom experiences. My faculty advisor told me about internships, participating in a summer research project, and about going overseas during semester break for a short-term study away experience to Chile or Rwanda. This summer I am going to be part of the EURO program (Early Undergraduate Research Opportunity) where I will be a research assistant and work with a senior student and a faculty member. They are going to actually pay me to do this, and I will get to present my research at this huge conference in the spring.

I was lucky to take a service learning course where I did community service as part of the class. I taught nutrition classes to newcomer refugee children through the Buffalo State Community Academic Center. It was such an amazing experience! The Office of Civic and Community Engagement (OCCE) was great at helping get the project set up and assisting me with transportation. Everyone at Buffalo State should take a service learning course if they can. The courses are listed and searchable in Banner by students. Students are also recognized as participating in a designated service learning course on their transcript. If you can’t take a class, definitely check out all the volunteer opportunities in the neighborhood that are listed by the OCCE. Some of my friends have gone to New Orleans as part of the Alternative Break Program, too.

These applied learning experiences give you the opportunity to learn, and you can really build your resume. Buffalo State has so many that it is difficult to fit them all in, but it’s great to have these opportunities.

UNIVERSITY AT BUFFALO

At UB, students are encouraged to practice the art of doing by integrating applied learning within their programs of study. Students can select from an expansive menu of experiences offered within their majors, affiliated programs, and through various offices, including Career Services, Student Life, Study Abroad, and The Academies. In addition to helping students navigate the universe of possibilities, we offer financial support, workshops, networking events, and forums for reflecting and sharing high-impact experiences. The Center for Undergraduate Research and Creative Activities (CURCA) is a popular program, matching students with mentored research projects, administering $50,000 a year in undergraduate research awards and preparing students to present their work at competitive poster sessions, including UB’s annual Celebration of Student Academic Excellence. Whether students are exploring the world through research, service- or travel-based learning, we help them leverage their experiences by applying for prestigious awards through the Office of Fellowships and Scholarships or building effective resumes with assistance from Career Services. With the launch of the new UB Curriculum, students are encouraged to connect concepts across experiences through integrative learning pathways. For students who are inspired to create their own experiences, we connect them with mentors, support, and engagement opportunities through the UB Academies.

Photos of and interviews with students at the competitive poster sessions:
http://www.pixstori.com/partners/#b79d08eb1da2005de1bb43d8e7d40ec2
SUNY CANTON

The SUNY Canton American Society of Civil Engineers Student Chapter won second place in the Upstate New York Regional Steel Bridge Competition held this past April at Syracuse University. Based on their success, SUNY Canton students were invited to participate in the National Steel Bridge Competition in May at Oregon State University.

The SUNY Canton team was topped by their longtime rival, ETS of Montreal, but finished ahead of Rochester Institute of Technology, University of Waterloo, Hudson Valley Community College, The United States Military Academy, and Clarkson University, among others. The competition challenged students to design and build a bridge that could be put up faster and perform better than the other entries. Students begin planning for this competition the previous fall semester. Once a design was settled, the bridge was then constructed entirely at SUNY Canton. During the competition, the students assemble it rapidly and then test it for strength among other criteria. “We’ve learned a lot about leadership, time management, design, fabrication, communication, and how to work as a team,” said ASCE Student Chapter President Alex Sterling. “Through the combined efforts of many students, faculty, and staff, SUNY Canton has created a bridge that rivals the best in the nation. We’ve been able to apply much of what we’ve learned along the way.”

CAYUGA COMMUNITY COLLEGE

Cayuga Community College Future Business Leaders Win Business Competitions at State and National Level

In March 2017, students in the Cayuga Community College Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL) Club traveled to the New York State Leadership Conference held at LeMoyne College with their faculty mentor, Professor Amy Valente (Business). The students participated in competitive events such as public speaking, future business educator, and business sustainability. There were many workshops to choose from, such as Networking Strategies that Work, a resume and LinkedIn building workshop, and Managing Your Finances at an Early Age, just to name a few. The Cayuga chapter left with many awards for competitive events that permitted students to compete at the National Conference. Additionally, the chapter received the NYS award for having the best service project in the 2016-2017 academic year - a fundraiser for March of Dimes. They then advanced to the National Leadership Conference to compete against thousands of students in Anaheim, California. In past years, students from Cayuga Community College have done very well, and several have placed in the Top 10 in the nation in their competitive event category.

CLINTON COMMUNITY COLLEGE

Clinton offers internships, work study, and clinical placements for students. Four degrees and one certificate require an applied learning experience before graduation: Computer Information Systems (A.A.S.), Environmental Technology (A.A.S.), Human Services (A.A.S.), Nursing (A.A.S.), Alcohol and Substance Abuse Certificate. Other career degrees offer optional internships within the community.

Applied learning experiences have led to many success stories, where Clinton students were hired for employment following a placement. One such story is of Adrian, a Computer Information Systems student who interned with Schluter Systems, a local manufacturer, as part of the CSC280 Practicum course. Following the internship, Adrian was hired as a full-time employee by Schluter Systems, even before graduating. This was particularly welcome news for Adrian, a post-traditional student who was completing his degree after stepping out of college in 2011.

To help students find successful applied learning experiences, CCC engages in a variety of activities that support developing relationships with new community partners. These include the following: securing two companies in the Start-Up New York Program (Preco and Biotech Energy, Inc.); working with new business and industry coming to the area (i.e. Norsk Titanium), inviting employers to campus for employer fairs that support job placement and workforce development; working with community agencies such as Vision2Action (i.e. Get Ready to Earn event), and collaborating with The Development Corporation and the North Country Chamber of Commerce to develop the region economically and provide internship opportunities for our students.

In addition to the applied learning experiences described above, Clinton students have the opportunity to experience applied learning through the following avenues:
• The College offers global experience opportunities through the HUM285 International Experience course offering.

• The Honors Program supports a community where bright, intellectually curious, and creative learners can thrive and develop their talents. The Honors Program challenges and motivates students through special educational opportunities and enrichment experiences.

• Life Experience Credit Program offers faculty the opportunity to work with students to identify and document the college learning gained outside the classroom. Many students have prior learning experiences that are extremely valuable and worthwhile; however, these experiences may not necessarily convert to college credit.

• Independent Study is another vehicle for serving the special needs of the student body, complementing the regular programs of study with added educational and cultural experiences. The faculty member works with the student in the development of the independent study. This is a collaborative effort between the student and faculty member that allows students to pursue particular interests in greater depth than present courses provide or, in appropriate cases, allows students to pursue honors-level studies.

SUNY COBLESKILL

Applied learning is having a global impact at SUNY Cobleskill! Beginning fall 2017, applied learning will be a graduation requirement. One of the many ways that students can earn applied learning credit is through participation in faculty-led study trips and study abroad experiences. The former, which generally last from 10-14 days, are small group travel experiences that include field work, teaching, research, cultural exchange, and service. These customized experiences—whether they are to the Dominican Republic to study resilience, to Costa Rica to study agribusiness, or to Panama to study ecosystems—are developed by faculty and supported by the Study Abroad Coordinator in the Office of International Education. SUNY Cobleskill has seen a significant growth in the number of faculty and students interested in participating in both faculty-led and study abroad programs. Notably, 9% of the 2017 graduating class participated in a study abroad experience, which is consistent with the national average of 10%. What are SUNY Cobleskill students saying about these experiences? “This trip changed me in so many ways. I see people differently..., and all I want to do is learn more.”

COLUMBIA-GREENE COMMUNITY COLLEGE

For the past five years, Columbia-Greene Community College Human Services students have participated in the CoARC Goes to College program. Students are paired with differently-abled mentees who are taking mini-courses on campus. The 15 mini-courses offered by C-GCC faculty and staff have included Orientation to Campus, Diversity, Creative Writing, Cyber Stalking/Safety, Poetry, Self-Advocacy, Environmental Exploration, Development Skills, Health in Our World, Computer Concepts, Intro to College Experience, Foundations and Fitness, Fitness for All Ages, Ballroom Dancing, Job Skills and Library Skills. The experience culminates with a graduation ceremony in the campus theatre. Human Services students receive a certification as a Community Facilitator upon completion of the program.

This applied learning experience was initiated by Human Services Professor Dawn Defino. “We could never have anticipated how this program would grow and evolve over the last five years,” said DeFino. She adds, “Our student mentors and mentees meet bright and early every Tuesday and Thursday morning to work collaboratively to create an educational environment of kindness, respect, and intelligent discourse. This has been a recipe for education that is informative and fun.”

C-GCC is also expanding applied learning in the Criminal Justice program by offering a required two-credit hour capstone course for AAS students. CJ 250 - Professional Development will incorporate resume writing, interviewing strategies, and civil service test-taking techniques with discussions on ethics and multicultural issues.

CORNELL UNIVERSITY

Allison R. Lapehn, Cornell University, B.S. Industrial and Labor Relations ’17

Applied Learning, called Engaged Learning at Cornell, is an integral part of the student experience and campus culture. Engaged Cornell is a university-wide initiative to promote community-engaged learning opportunities for all Cornell students. As part of that effort, the new Engaged Leadership Certificate program, which is sponsored by the Office of Engagement Initiatives (OEI), is helping to connect younger students to opportunities available to them early in their
academic life and create a plan for personalized committed community engagement and leadership during their time at Cornell. I believe that engaged courses, internships, study abroad, and research opportunities can allow students to explore career fields and volunteer options they never thought possible. I would encourage students to get involved early through checking out the new Engaged Cornell Hub that brings together a number of organizations that support different forms of engaged learning and community engagement under one roof. There are so many ways to become involved at Cornell, which can be intimidating when balancing a full class load and your own goals for your career, but the Engaged Cornell Hub can help students to get a full picture of what’s available and how to become more engaged. Students can explore community engagement opportunities in their College or major or take advantage of engaged learning opportunities through the Off-Campus Opportunity Fund (OCOF). There are many grants available to support off-campus engaged learning and service opportunities all over the world that make these programs available to students regardless of socioeconomic status. The Engaged Cornell Hub has students dedicated to helping their peers learn about how to get more involved in different types of engaged learning. With good planning and preparation, Cornell students will enhance their personal, academic, and professional development through active participation in diverse forms of engaged learning.

CORNING COMMUNITY COLLEGE

Corning Community College students from two classes in the Science, Technologies, Engineering, and Mathematics Division are conducting a baseline ecological study at the College’s Spencer Crest Nature Center. The research focuses on the identification of herbs, shrubs, trees, and soils by species, size, and location. Led by Dr. Donna Moore Powers, CCC Professor of Biology, the study will span ten years, with a focus on the colonization of plants, tree and shrub growth, as well as changes in species’ richness and biodiversity over time. Data is also being collected on abiotic factors, such as soil chemistry, wind speed, relative humidity, light intensity, soil and air temperature.

SUNY CORTLAND

Jessica Haverlin, Communication Studies/PR and Advertising

SUNY Cortland provides a vast array of opportunities for students to get real-world, career-related experience outside of the classroom. These opportunities provide a direct way to enhance skills in many areas. For some applied learning experiences, such as internships, students can earn academic credit as well. Although it is sometimes difficult to come across all of the applied learning opportunities, academic departments often promote major-related programs. Each department does a good job reaching out to students, particularly when there is a need or fit. For example, the economics department offers a program where students can volunteer to prepare income taxes for Cortland community members under a certain income threshold. This program requires students to take an IRS course beforehand, and gives them valuable financial experience. Career Services promotes applied learning experiences and internship opportunities as well. All of the employees in this office are always willing to help and guide students in the right direction, giving them the opportunity to benefit from all of the options. Many academic programs and coursework require students to fulfill an internship before graduation.

There are over 80 Student Government Association (SGA) clubs that provide opportunities to hold positions and gain leadership experience. Additionally, the SGA is comprised of ten student-held executive board positions, as well as opportunities to become a student senator and to sit on the SGA Financial Board. Another huge organization that provides many opportunities is New York Public Research Interest Group (NYPIRG). Through both NYPIRG and SGA, students travel to places like Albany and Washington D.C. to lobby on issues related to higher education and the environment.

The exercise science program at Cortland also requires students to work at the recreational sports facility to get direct field experience. And, for education majors, Cortland places students in classrooms for student teaching experiences, providing them with valuable networking opportunities. I think it is critical for students to be able to get applied learning experiences as a student. Employers look for skills and work experience, and these experiences help individuals stand out, network in a professional setting, and learn.

SUNY Cortland is very supportive in student development. All administration, staff, and professors push students to get involved, do their best, and reach their potential.
At SUNY Delhi, the O’Connor Center for Community Engagement is the central place for students, faculty, and staff to find volunteer and service learning opportunities. Students help organize events, one of which was the Community Service Day. More than 260 students participated in sixteen community volunteer projects such as planting trees in the NYC Watershed, clearing hiking trails, and picking hundreds of pounds of apples for the local food bank. Over 40 service learning classes are offered each year through liberal arts, hospitality, culinary, physical education, architecture and additional disciplines. Faculty and advisors across the disciplines help students obtain applied learning opportunities specific to their individual majors. Many of these are the result of years spent cultivating relationships with the various agencies. As a result, every student at Delhi has an opportunity to engage in applied learning, regardless of the major he or she chooses.

For example, students and faculty in the Hospitality Division operate four businesses as part of their coursework: Signatures Cafe, a casual bistro-style lunch restaurant; Signatures by Candlelight, a five-course prix fixe restaurant open on Friday evenings; Baker Street Baby Cakes, a full-service bakery; and Banquets by Signatures, a full-service catering and event-planning facility. Hotel and Resort Management students apply their conceptual and theoretical knowledge in one of two fully-functional guest suites in the Alumni Hall Hospitality Center. Outside of the classroom, students engage in culinary competitions sanctioned by the American Culinary Federation.

Every semester, students in the Veterinary Science Technician program participate in an enrichment program with local animal shelters and work with the animals to help make them more adoptable. They also work with local farm owners by assisting them with preventative herd health. Additionally, students can study in South Africa for three weeks to obtain hands-on experience in a Wildlife Management Program, work with non-profit agencies and wildlife and conservation experts, and learn wildlife capture techniques.

Furthermore, the Nursing program emphasizes practical skills necessary for clinical management of patients, and students are required to do a clinical and a service learning practicum to complete the program. Criminal Justice students participate in internships with local, state, and federal agencies, working with prosecutors, defense attorneys, law enforcement, probation, crime victim advocates, the court system, and agencies that serve the justice system. Students working with the U.S. Marshal’s office engage in undercover surveillance tracking fugitives from justice with officers. Students also may take a NYS Liquor Law course where they do undercover buys for the New York State Police to assist in enforcing laws that prevent the sale of alcohol to minors. Students in the Applied Technology Division participate in internships that give them experiences to enable them to enter the workforce fully prepared. A service they perform for members in the community is servicing air-conditioning and refrigeration units that are brought to campus for students to fix. Architecture students enjoyed an interesting project for the Town of Hobart. They prepared an architectural plan for a theoretical design proposal, conducted site visits to draw up plans, and met with community stakeholders throughout the semester who visited campus and critiqued their work.

DOWNSTATE MEDICAL CENTER

All students have the opportunity for applied learning in their programs at SUNY Downstate Medical Center. For the majority, this is a mandated part of their curriculum. The Medical Center has five colleges, each of which offers various types of applied learning. All programs in the Colleges of Medicine, Nursing, and Health Related Professions require clinical placements to graduate. In addition, students often participate in service learning and community service. In the College of Nursing, students participate in a clinical practicum. An International Exchange is available in the College of Health Related Professions on a limited basis. In the School of Graduate Studies, all students participate in research, creative activities, and practicums. In the School of Public Health, students have the opportunity for clinical placements, community service, creative activities, and a practicum.

Each of the five Colleges places a high importance on applied learning and most students at SUNY Downstate have multiple experiences before graduation. Students are particularly encouraged to participate in community service in the Brooklyn Free Clinic, which is offered as a credit-granting course.

Because the majority of courses at SUNY Downstate are offered at the graduate level, most students come to Downstate with experience in applied learning. However, several programs in the College of Health Related Professions and the College of Nursing are at the undergraduate level. Students are made aware of the requirement for clinical placements and practicums and are given a strong orientation to this at information sessions held during the admissions process and when they start their programs. The advice shared is that this is a critical component of their clinical
education and will prepare them for their future careers—therefore, embrace these experiences and make the most of them.

Potential barriers to maximizing applied learning opportunities include the need to secure clinical placements, competition from other nearby and distance schools, the fact that other programs pay preceptors whereas SUNY does not, and the need to expedite clinical contracts. The legal process is often time consuming. Limited funding for laboratories that provide placements for students in the School of Graduate Studies is another potential barrier.

As applied learning is so intrinsic to the educational programs at SUNY Downstate, there are usually no additional costs. In some programs, students have the opportunity to work outside of New York City and sometimes there are associated transportation and/or housing costs. In that case, the student is responsible for these expenses. No student, however, is assigned to a clinical placement that requires additional expense; these placements are voluntary. The Office of Financial Aid is available to help students negotiate all costs of their SUNY Downstate education.

DUTCHESS COMMUNITY COLLEGE

I am Janelle McPhun, a Business transfer major at Dutchess Community College. We have a lot of students involved in service learning at DCC, and it’s growing by the year. All of our academic departments are involved, as well as many agencies. There’s a lot of positive energy between the students and the agencies. Service learning is a great experience for the students, and the agencies like interacting with our students, too.

To encourage student involvement, agency representatives frequently visit campus to talk to students to talk about their agency, what they do, and why they do it. The service learning coordinator talks to students about her personal experience and other students’ experiences. DCC also hosts a service-learning symposium, where the service-learning faculty talk about their projects and highlight their work through posterboard displays.

Service learning is so important! It’s an eye-opener for many students because it exposes them to community issues they might not have otherwise known about. Not only do students gain knowledge of issues in our society, they also get to know themselves better—their interests and what they enjoy. My advice to prospective service learning students is that it’s an opportunity worth taking advantage of. Everyone will get something different out of it, and what you get out of it will help you in more ways than you can imagine. You may have to leave your comfort zone and open your mind to get the full experience, but the rewards are well worth it.

Over the last two years, almost 1800 students in 131 classes led by 38 faculty members have provided over 16,000 hours of service to 45 local nonprofit agencies that serve the local community.

EMPIRE STATE COLLEGE

SUNY Empire State College is focused on meeting student needs through individualized education. Primary mentor advisement is the principal way that applied learning activities are promoted and shared with students. As part of the mentoring process, the student and mentor can visit the College-wide Student Services website (http://www.esc.edu/college-wide-student-services/), which currently includes information about internships. In the near future, this page will include links to other applied learning options (cooperative education, internships, clinical placements, practicums, service learning, community service, civic engagement, creative works, research, undergraduate research, entrepreneurship projects, field studies, and international and domestic travel/exchange). Additionally, the college’s website and social media outlets, in concert with the offices of Student Life and Career Services, offer information about applied learning activities. Finally, the term guide and course catalog list regularly offer applied learning activities and point toward options for devising other applied learning activities. If an applied learning study is not listed in current offerings, the student works with a faculty mentor to create an individualized study to meet his/her needs and that fulfill the agreed upon expectations of an applied learning activity.

Chaeri Yang completed her Baccalaureate Nursing Capstone at Albany Medical Center Hospital. She worked with a clinical nurse specialist in the neonatal intensive care unit (NICU). Chaeri created a staff development teaching presentation on central line-associated bloodstream infection (CLABSI) prevention in the NICU.
Students have countless opportunities to learn skills related to their field on campus. During their freshman year, many students opt to do a “Service Track” project in their general chemistry course. In doing so, they spend hours providing community service in exchange for shifting the grading weight of exams and homework assignments. At the end of the semester, students will work in groups and present their various chemistry-related projects. The Service Track has provided many ways for students to get hands-on experience in the field they are interested in - from environmental education to freshwater management to marine biology.

On campus research is also a major part of ESF. Students interested in biotechnology and biochemistry work on the Willow Biomass Project, a research effort focused on converting willow into biofuels, with the end goal of making it commercially viable. Other students work on conservation projects, such as the Hellbender Salamander research project, headed by biologist Dr. Gibbs. Students also have the unique opportunity to cross the road and do research with our neighbors at Syracuse University. One chemistry student spends 15 hours per week at Syracuse researching stainless steel nanotechnology. If ESF does not have on campus applied learning that fits a student’s interests, it is possible that Syracuse does.

Applied learning applies to off-campus activities as well. As previously mentioned, the Paper Engineering program requires an internship or co-op experience to graduate. While this might seem intimidating, it isn’t! Because of the connections that the Paper and Bioprocess Engineering department has, students find themselves with internships in paper mills starting in the summer of their sophomore year. Faculty connections, combined with a unique program, provide students with amazing opportunities. Many students spend their summers and/or semesters doing off-campus research. ESF has had numerous students successfully apply for the Rosen Undergraduate and Fink Career Fellowships, which provides the financial compensation many students need to access these incredible opportunities. It is because of these resources that one student spent her summer in South Africa working on an animal reserve. These resources also enabled another student to spend her summer in Bolivia “building sanitation facilities, teaching appropriate hygiene practices, and designing portable water supply systems for in need communities.” In the past three years, 14 ESF students received anywhere from $2,100 to $6,580 in funding for applied learning experiences, which either advanced their professional skills and/or earned them jobs upon graduation . . . in their field of study.

I’d argue that applied learning is the most important opportunity a student should take before they graduate. I know of many students who got jobs at companies they interned at over one summer. The networking that applied learning can provide is rivaled by few opportunities. It is also fantastic to put on a résumé. When applying for graduate programs or jobs, being able to say “I have relevant experience that only I can bring to the table” on your résumé and CV sets you apart from other candidates, and will often be the reason a student gets a phone call or e-mail with a job offer. Applied learning also allows students to learn exactly what their degree may provide for them. A research experience often will allow a student to learn exactly what they want to do with their life. One ESF student was initially targeting vet school. Following her research in one of ESF’s labs, however, she realized that research is her passion, and has changed her focus and career goals. Had she not worked in her professor’s lab, she would be in a very different situation, one which she may not be as happy with. I cannot emphasize the importance of applied learning enough, particularly in a scientific or engineering field, which ESF focuses many of its studies on.

Many students are afraid of looking into these opportunities because they feel that they do not have the skills required to access these opportunities. Applied learning is there specifically for students to acquire these skills. It is common to enter an internship or lab with minimal prior knowledge; it’s part of the “job expectations,” if you will. Once you get into one of these experiences, a student’s focus should be on learning and bettering themselves in order to become experienced, which can lead to further openings. Your research lead, employer, or manager will work with a student and make sure they become the best researcher or employee that they possibly can.

As a student who is currently working on getting an applied learning experience, and a student who is friends with many peers who are in or have had applied learning experiences, my strongest recommendation to a student is to put yourself out there. Talk to that professor after class, send an email to that law firm, or call that company you have been dreaming of working for since you were first applying to college! Having an employer read your résumé does not
make that connection which will land you the spot; by showing genuine interest and a drive to work hard, your odds of getting the opportunity increase dramatically. Finally, do not be afraid to try something new. If an opportunity presents itself, grab it and hold on tightly. It is far better to say, “I did it and it was not for me” than it is to say, “I decided not to do it.” Take advantage of all of life’s opportunities; it may be the best decision you make.

**ERIE COMMUNITY COLLEGE**

Erie Community College has a long tradition of incorporating applied learning within its academic programs. The college has a robust Health Science division with 14 degrees, as well as a strong Engineering and Technologies program also offering 14 degrees. The fundamental pedagogical element of these programs is “learning by doing.” Applied learning is not only present in these two divisions, but throughout Erie Community College. Of the college’s 85 programs, 70 of them have an applied learning element built into their curriculum. In fact, of the nearly 1200 different courses the college offers, 43.3% have an applied learning component.

Erie Community College’s students, faculty, and staff take their commitment to applied learning far beyond what is required in the curriculum, routinely going beyond what is required. Every semester 50 to 60 classes add a service-learning component. These projects have enriched the students’ learning experience and helped the community at large. For example, the Building Management and Maintenance students built bookshelves to help organize book donations for The Enrichment Literary Arts Center. Vision Care Technology students visit the Friends of the Nights to provide glasses to the homeless and underprivileged, and the Early Childhood program students visited area schools and community centers to promote literacy and the love of reading.

Outside of the classroom setting, the Student Government Association and its clubs are actively engaged in community service. This year the Student Government organized a food drive for local food banks, and the Criminal Justice club organized a sock drive for the homeless. It is selfless activities and initiatives like this that reinforce public service and selflessness to our students as they transition to life beyond school.

**FARMINGDALE STATE COLLEGE**

As a College of Applied Science and Technology, Farmingdale State College has more than 100 years of experience connecting students with applied learning opportunities. The majority of applied learning is embedded into coursework - required for clinical experiences, practicums, capstone courses, lab-based research, and service-learning projects. If this were not the case, many students would miss out on a very important development opportunity due to outside work commitments.

This work barrier makes internship participation the biggest challenge that the College faces in implementing applied learning as a graduation requirement. Therefore, much attention has gone into developing a searchable database of academically-approved internships, available to all students, enhancing academic advisement, internship support, and creating the NEXUS Center for Applied Learning and Career Development. This new center supports students who frequently relay that applied learning experiences not only opened their eyes to the difference between classroom instruction and the work world, but left them feeling better prepared to join the workforce. As one recent graduate, Hajera Siddiq, stated, “It was truly one of the most memorable semesters of my undergraduate years … I had the opportunity to befriend peers who will end up changing the world. Not only was the environment one that I had not experienced before, but the curriculum was structured so that the students were teaching one another through class discussions.” These types of responses, coupled with the rich history of applied learning at the institution, have prompted Farmingdale State College faculty members to support applied learning as a baccalaureate degree requirement for all programs. The faculty’s long-standing commitment and engagement with students in applied learning, coupled with the institution’s further investments in this area, leave Farmingdale State College and its students primed for even greater success.

**FASHION INSTITUTE OF TECHNOLOGY**

The Fashion Institute of Technology (FIT) supports applied learning experiences for students through direct connections in the curriculum, which range from required internships, capstone courses, and research projects. A recent example of this is an exciting project with the National Football League, NFL X FIT.

As the capstone project for the creative technology minor, 24 students, working in teams of six, designed new graphics
for NFL merchandise to appeal to fans between the ages of 18 and 24. The project was led by Communication Design professors C.J. Yeh and Christie Shin, and included top industry professionals, faculty from FIT’s School of Art and Design, and brand-management experts from the NFL. The award winning designs will be available on NFL merchandise globally. For details, and designs: http://nflxfit.info/.

FINGER LAKES COMMUNITY COLLEGE

Finger Lakes Community College (FLCC) has many degree programs that either require or provide students with opportunities to participate in applied learning. Faculty in relevant degree programs help interested students connect with appropriate community businesses or agencies for the applied learning experience. Additionally, the Career Services and Student Life offices provide co-curricular learning opportunities for students. By collaborating with community partners to provide opportunities, FLCC further enhances its commitment to the value these experiences bring to our students and community. FLCC students can be found working in local hospitals, retail establishments, law firms, manufacturing plants, sheriff offices, schools, non-profit community service agencies, and other local entities. Applied learning is an important part of the FLCC experience; it gives students the opportunity to take their classroom learning into real-world settings, creating valuable experiences that enhance their education and enrich their lives and our community as a whole.

SUNY FREDONIA

Fredonia promotes hands-on opportunities for our students through applied learning, programs based on academic excellence, quality interaction with world-renowned faculty, and an exciting, dynamic environment for learning. We set high standards for student success as demonstrated by our Carnegie Classification for Community Engagement distinction.

At Fredonia, you’ll find a diverse and inclusive liberal arts campus committed to student success — both inside and outside the classroom. The Engagement and Economic Development division provides a centralized gateway, as well as resources for on- and off-campus partnerships. These include collaborations with businesses and firms, non-profit organizations, health care facilities, cultural organizations, government agencies, and school districts. The Fredonia Technology Incubator offers innovative opportunities for students interested in entrepreneurship and experience with start-up companies. Students complete over 71,000 internship hours annually through the award winning campus-wide Internship Program, centrally coordinated by the Career Development Office. The Office of Student Creative Activity and Research provides a variety of research, scholarly, and creative opportunities in all academic disciplines. Students gain real-world perspectives by participating in clinical and field experiences, practicums, student teaching, travel abroad, and cultural immersion programs. The Volunteer and Community Services Office also engages students in extensive community and volunteer service. Fredonia is committed to preparing students and was recognized by the President’s Higher Education Community Service Honor Roll from the Corporation for National and Community Service. This is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement.

https://www.youtube.com/watch?v=XkG-d9vCCS0&feature=youtu.be

FULTON-MONTGOMERY COMMUNITY COLLEGE

FMCC offers a variety of internships, co-operative experiences, clinical placements, service-learning, travel abroad, and labs. Every academic program has an applied learning opportunity. Students learn of these opportunities from advisors in our Student Development Center, directly from faculty, our Career and Collaborative Learning Office, and in our marketing materials (including our website – see links to student pictures and stories below).

We have customizable Individual Studies Certificates and degrees that require internship and job placement experiences. These options are intended to address student interests and goals that are not available in our other degree offerings. Applied learning is widely supported on our campus. It is embedded in our Mission and Core Values. At every touch point, applied learning is discussed right from when a student selects a program.

Applied learning opportunities, such as internships, clinical placement, and co-ops, allow students to address specific career goals, combine classroom study with on-the-job training, and receive mentoring from practicing professionals
in a workplace environment. Whether it’s an internship or travel abroad, valuable career contacts can be made. These experiences can bolster student resumes and help them shine in today’s competitive job market.


**GENESEE COMMUNITY COLLEGE**

Internships and service-learning projects are an integral part of the learning experience at GCC—all providing students with real-world, hands-on opportunities that often lead or lend themselves to post-graduation job offers. One recent example is Jorguino Savio, a recent graduate from GCC’s Food Processing Technology program. As a native of Timor Leste, he was one of GCC’s international students, and near the end of his academic studies he interned at Oliver’s Candies, a renowned chocolate manufacturer in Batavia, New York. After graduation, “Savio” returned home to his Southeast Asian country, and he was quickly employed by Heineken. Additional internship opportunities exist in many other programs—such as Disney World and Darien Lake for GCC’s Travel and Tourism students; GCC’s Child Care Center for Teacher Assistants; and area animal clinics and shelters for students enrolled in the Vet Tech or Veterinary Technology program.

**SUNY GENEO**

Applied learning opportunities abound at SUNY Geneseo through a strategically coordinated effort among various academic departments and personnel. Students may choose from a wide variety of applied learning options that include undergraduate research, a hallmark of a SUNY Geneseo liberal arts education; service-learning courses in the areas of civic and community engagement; study abroad; entrepreneurial studies and new business start-up competitions through the School of Business VentureWorks program; clinical work, practicums, student teaching and internships; and much more.

SUNY Geneseo is currently redesigning its curriculum with an overarching learning objective framework known as GLOBE (Geneseo’s Learning Outcomes for a Baccalaureate Education), of which one of three learning outcome areas is integrative and applied learning. This will ensure that every Geneseo student will graduate with the knowledge and experience gained from an applied learning opportunity, an essential part of the Geneseo experience. Students’ ability to connect and combine knowledge and skills—acquired through the curriculum and co-curriculum—to complex situations within and beyond the College will help to establish a strong foundation leading to personal and professional success in the world.

**HERKIMER COUNTY COMMUNITY COLLEGE**

Herkimer College provides early support for students in regard to applied learning opportunities through “early advisement” services. As students register for classes and build their schedules, they are advised of any specific required components of their program that involve applied learning activities, particularly any “field” components of the program. With some programs, such as Physical Therapist Assistant and Emergency Medical Technician-Paramedic, students are placed in approved clinical settings off campus. These students receive support from a site supervisor, a faculty member, and may also be assigned a mentor. Other programs have built applied learning experiences within their course content. For instance, faculty in the Criminal Justice: Forensic Investigations program create mock crime scenes on campus for students to receive hands-on experience collecting and documenting evidence. Additionally, students may initiate an approved applied learning experience through the college’s Honors Program or Independent Study. The Honors Program has three components. For the first two components, students develop original project proposals with the guidance and feedback of an academic mentor. Their mentor grades all of the student’s work and provides guidance, support, advice, and feedback. The third component of the Honors Program involves a community-service project. Students seeking an applied learning experience through an Independent Study course will collaborate with a faculty mentor, and may also receive recommendations, guidance, and feedback from their academic adviser to develop and complete their study design.
HUDSON VALLEY COMMUNITY COLLEGE

Hudson Valley Community College encourages its students to engage in applied learning activities and provides numerous opportunities to do so. Nearly 60 academic programs offer applied learning in the classroom or laboratory, and several academic programs, such as Automotive Technical Services, Biotechnology, Business Administration, Computer Information Systems, Early Childhood, Emergency Medical Technician, Entrepreneurship and Human Services offer internship experience for credit.

In addition, students also may engage in service learning to combine academics with community involvement. Through the Center for Service Learning and Civic Engagement, students explore activities ranging from tutoring underprivileged children to working as docents in local museums. The Center helps students find meaningful connections between their studies and the real world at community partners like the Catskill Animal Sanctuary, Commission on Economic Opportunity for the Greater Capital Region, Ichabod Crane Middle School, Joseph’s House & Shelter, Hoosick Falls Youth and Community Center, Lansingburgh Boys and Girls Club, Literacy Volunteers of Rensselaer County, Mohawk Hudson Humane Society, New York State Museum, Rensselaer County Historical Society; The Sunnyside Child Development Center, U.S. Committee for Refugees and Immigrants of Albany, NY, and the college’s Viking Child Care Center. Their service strengthens learning, promotes the connection of learning to life, and allows students to make a positive difference in the community.

Finally, many health science programs – including Dental Hygiene, Echocardiography, Nursing and Radiologic Technology to name a few – require clinical experiences in a medical or healthcare setting to apply theory to a patient environment.

Professional advisory committees are an important component to the success of all experiential education opportunities at the college. They share industry expertise and a real-world perspective to guide curriculum development and planning.

JAMESTOWN COMMUNITY COLLEGE

Students at Jamestown Community College can engage in applied learning throughout their time at the college. The applied learning office facilitates job shadowing experiences for both freshmen and sophomores and follows up with appropriate reflection and assessment of the experience. The office also implemented a new career mentorship program, which pairs students with individuals working in diverse career fields. The majority of the mentors are JCC alumni so that students can connect with individuals who have traveled similar educational pathways. While mentors and mentees can opt to connect in-person, many of the mentorships are e-based allowing for a wide range of options across the country. The office also works with faculty to arrange and assess workplace tours in a variety of disciplines.

JCC students with sophomore standing are encouraged to engage in the diverse internship opportunities coordinated by the office of applied learning. Students can choose from an extensive list of existing options, ranging from downtown to Disney, and may also opt to work with a member of the applied learning team in creating a customized internship. JCC also offers international internships in China, Guatemala, Ireland, Japan, and Spain, as well as a full range of short-term and long-term study abroad opportunities. Undergraduate research opportunities are well-established within the natural sciences and are emerging within the social sciences and other disciplines as well.

Also, here are two great JCC videos about applied learning:

Internships: https://www.youtube.com/watch?v=WOsVhar0lIA&t=13s
Study abroad: https://www.youtube.com/watch?v=y1-PHQK4p80

JEFFERSON COMMUNITY COLLEGE

SUNY Potsdam and Jefferson Community College Students Incorporate Applied Learning through Travel Abroad Experience

This past summer, 10 students from Jefferson Community College and SUNY Potsdam traveled to Austria and Hungary on a two week applied learning experience. The students were under the direction of Julie Hosbach, Winery Program Coordinator at Jefferson Community College, and SUNY Potsdam Associate Professor of Business and Fulbright Scholar Dr. Gregory Gardner. According to Dr. Gardner, “This two week excursion provided students with exciting hands-on exposure to business in Eastern Europe and to the specifics of modern international marketing of consumer products. The SUNY Potsdam and Jefferson Community College students incorporated the course materials learned in their respective courses MGMT 395: Eastern European Business and International and WIN 299: International Wine Marketing to conduct seminar classes for students at the Eszterhazy Karoly Technical University in Eger, Hungary, on
how to develop branding and promotional campaigns to market Hungarian wines and foods inside the US and to other European nations. This travel abroad, hands-on applied learning experience was enriching from both an academic and a cultural standpoint.”

MARITIME COLLEGE

SUNY Maritime Works:
All Maritime College undergraduates are required to complete an internship prior to graduation. Each summer over 900 students pursuing a U.S. Coast Guard Merchant Mariner License as part of their degree program participate in summer cruises onboard our training ship TS Empire State VI or onboard commercial vessels. Students not seeking a U.S. Coast Guard license participate in internships with a large variety of companies. These internships and summer cruises are part of our applied learning focus, make our graduates attractive to future employers, and contribute to the high employment rates for our students after graduation.

SUNY Maritime Serves:
SUNY Maritime improves life in the metropolitan region and beyond through community service. Each year our entering cadre of students in the Regiment of Cadets, which comprises approximately 70% of our student body, organizes and participates in several community projects as part of their first-year experience which instills a sense of service as part of their ethos. For the past three years, our students have supported both after-school programs and summer STEM programs aimed at introducing high-school students to STEM-related careers through maritime themes. The College has also received acknowledgment for its student-led community blood drive, winter coat donation program, food drives, and support for domestic violence prevention and victim support programs, including the “SUNY has your back” backpack campaign – 225 backpacks filled.

SUNY Maritime Discovers:
SUNY Maritime College supports and is engaged with faculty- and student-based scholarship. Our faculty, in partnership with maritime, energy, and transportation sectors, are called upon to provide expertise regarding issues in their field of expertise. Our students are consistently recognized for their scholarly work at major events such as the International Association of Maritime Universities and Connecticut Maritime Association shipping conferences.

MOHAWK VALLEY COMMUNITY COLLEGE

Mohawk Valley Community College offers a variety of applied learning experiences, including internships, service-learning, leadership development, entrepreneurship, and social innovations. Students may collaborate with faculty members on service-learning initiatives that meet identified community needs and work with the staff in Student Activities to organize student explorations that nurture classroom theory and incorporate reflection, such as attendance at national conferences.

MVCC also offers a unique honors program, which encourages students to participate in mentored, undergraduate research projects and present their findings in an end-of-the-year showcase. Faculty-directed research within the honors program allows students to graduate with distinction. Students may also be exposed to a variety of clinical experiences at local hospitals. Internship opportunities also exist within the Business and Human Services programs to assist in expanding students’ perspectives on practical issues facing these diverse professions.

MVCC engages students in a hands-on, real-world environment outside the classroom, requiring them to put into action the knowledge and skills learned through academic coursework. These experiences enable students to obtain and enhance the expertise required for employment, to further their education and become active participants in the local community. Additionally, in creating its strategic plan, “Catalyst 20/20,” MVCC engaged over 900 leaders in the plan’s development, and applied learning emerged in this process as one of the College’s five strategic goals. This dedication to applied learning will ensure that an increasing number of MVCC students will have the opportunity to learn, engage, and apply.
MONROE COMMUNITY COLLEGE

During the Fall 2016 semester, Melynda reached out to the Career Services Office at MCC to inquire about how Monroe Community College could support her in completing an experiential learning opportunity through the Humane Law Enforcement Department at Lollypop Farm, Humane Society of Greater Rochester. Her interest was in learning more about the law enforcement aspect of animal humanity. To participate in an experiential learning experience with Lollypop Farm Humane Law Enforcement Officers, it was required that the experience was part of an academic program or course. This is where MCC’s EBL 101 (Experiential Based Learning) came into the picture. EBL 101 is a creative response to meet a specific student need. Melynda registered for EBL 101 for Spring 2017 and was able to work with Lollypop Farm to secure an opportunity to work alongside a Lollypop Farm Humane Law Enforcement Officer and experience the daily responsibilities of these officers. Melynda was very proactive in securing this opportunity and ensuring she gained the most from her experience. Working closely with MCC faculty supervision, she identified five course learning objectives that guided her experience. At the conclusion of the experience, she indicated her understanding and knowledge of the field had grown and she had a better idea of the fit of this career in her future. This experience has assisted her in solidifying both her future academic and career goals.

MORRISVILLE STATE COLLEGE

Applied learning has always been an integral part of the educational experience at SUNY Morrisville and is embedded in nearly all of the college’s programs of study. Through internships and experience in real-world labs and facilities, students prepare for careers long before they graduate. That job readiness is a draw for employers seeking skilled, qualified workers. For bachelor’s degree programs, 95 percent of SUNY Morrisville graduates complete a full-semester internship as their capstone academic experience. This applied learning experience promotes completion of programs and achieving success in the marketplace. Health care programs, such as nursing and nutrition care, offer well-established off-campus learning courses within all curricula. These courses give students the experience of working in a health field setting, with both faculty mentors and professional mentors. Students also gain experience through managing and operating on-campus services, such as working in:

- The Automotive Service Center, where they manage, schedule and perform service on real customer automotive needs;
- The Equine Rehabilitation Center, where they work with horses from clients and help them back to health, as well as condition horses;
- The Copper Turret Restaurant & Brewhouse, where they manage, operate and serve clients through all aspects of running a full-service restaurant and brewery;
- The Wellness Center, a health/fitness center where students evaluate the needs of a client, develop a specialized program and provide mentorship to help them achieve their goals.

NASSAU COMMUNITY COLLEGE

Overcoming barriers to Implementing Applied Learning at NCC

With nearly 20,000 students at Nassau Community College, assuring that everyone has access to applied learning experiences can be a real challenge. One solution the faculty has developed is to bring applied learning to our students right on campus through a variety of service, research, and work-related experiences. For instance, our fashion and design students gather gently used prom dresses and tuxedos and host a pop-up prom boutique every spring for high-school students in neighboring economically disadvantaged communities. Our child care center provides opportunities for field experience for our teacher education and psychology students. Our nursing students also research and then teach good health habits to these children. We have established an organic garden, which provides an opportunity for nutrition and biology students to study organic gardening practices while also providing a service to our on-campus food pantry and the families of the child care center.
The college radio station is both an internship site, as well as a place for nursing students to research issues around health that they discuss on a weekly radio broadcast. Our nature preserve, the Hempstead Plains, allows students to host guided tours, conduct field research projects, and conduct sustainability projects. Finally, one of the largest efforts to bring AL to our students is our annual Day of Service. Every spring faculty members, clubs, and local service agencies come together for a massive one-day community service event. This year more than 40 clubs and classes developed service projects and hundreds of students participated in service of some type on this one day.

We have found that applied learning opportunities abound, despite the challenges we face due to our size and location. We have also found that applied learning is gaining momentum every year as more faculty see how many ways it can be implemented and how enthusiastically the students react to these experiences.

SUNY NEW PALTZ

SUNY New Paltz student Justin Collins ’17 (Accounting) already has accepted a full-time position to work at his dream company. After interning at RBT CPAs, an audit, tax, accounting, and business development consulting service to business owners in the Hudson Valley and New York Metropolitan area, he was offered a full-time position as a staff accountant. He began his job upon graduation this past May. Justin credits this internship, as well as an internship at Balchem Corporation and participation in the College’s Volunteers in Tax Assistance program, with giving him opportunities to apply what he learned in the classroom on the job. “My education provided the theory behind the actual practice and the practical experience backed up the theory,” he said.

NIAGARA COUNTY COMMUNITY COLLEGE

Niagara County Community College students are actively involved in applied learning experiences that allow them to learn and contribute in multiple ways across Western New York. Like many of our professors, Budd Termin, Recreation Studies Program Coordinator, has been instrumental in getting his students out into the field. His program currently collaborates with New York State Parks, Recreation, & Historical Preservation, supporting student engagement in the state’s FORCES (Friends of Recreation, Conservation, and Environmental Stewardship) initiative on various projects. Current projects include students helping to build a network of milkweed habitat, in response to an 80% decrease in Monarch butterflies due to destruction of habitat. Because New York State lies directly in the path of the Eastern Flyway for Monarch butterflies, this project will have an immediate impact on the recovery efforts of this valuable pollinator.

Another ongoing project has students cataloging and determining the health of trees for conservation or removal at Beaver Island State Park, to guide preservation of the island’s ecology. Recreation Studies student Zachariah Glasby says, “I’m more of a hands-on learner, and this experience brought me out into the field. Professor Termin does a lot for us. He’s really into the program. I didn’t know what to expect, but I really like what we’re doing. It opened my eyes to all of the opportunities out there that I didn’t know about.”

OLD WESTBURY

At SUNY Old Westbury, the social justice mission encourages students to become intentional learners and civically engaged. The college motto is “Own Your Future.” Old Westbury’s unique Community Action Learning and Leadership program (CALL) requires first-year students to participate in applied learning experiences during their second semester. In my placement, I was fortunate to work within the Nassau County Legislature in the Minority Caucus Legal Suite. At this internship, my assignment was to conduct research and submit drafts for legislation upon review by the senior counsel. My primary research item was on Kratom, a drug that is used as a legal substitute for heroin.

Additionally I became acquainted with legislation relating to real property tax exemptions for veterans and new regulations on elevator operations in senior living facilities. Through my work at the Legislature, I developed skills and received encouragement from professionals that has been extremely important in preparing me for a career in law. Every student is encouraged to participate in applied learning experiences and give back to their local community. Applied learning experiences are critical for students to better prepare for life after graduation and compete in our ever-evolving society. There is nothing better than the validation of your commitments and the opportunity of, to quote President Dr. Calvin O. Butts III, “putting passion into practice.”
SUNY ONEONTA

SUNY Oneonta students access applied learning opportunities in multiple ways. A number of majors now require applied learning, including some of the most popular undergraduate programs such as Education, Biology, Human Ecology, International Development Studies, and Music Industry. In addition to working closely with faculty to design and complete meaningful applied learning experiences, SUNY Oneonta has several offices devoted to supporting students in a wide range of “hands on” learning activities, most commonly: internships and practicums, service learning, volunteerism, research, field study, study abroad, and creative work, as well as other academic activities such as faculty-led domestic and international travel courses, and non-academic activities (e.g., leadership programs and peer mentor programs).

Building on these existing strengths, as part of our recently formulated strategic diversity plan, SUNY Oneonta is committed to widening access to applied learning to ensure students from historically underserved populations benefit from these valuable experiences. We are also developing additional applied learning pathways with the twin objectives of availing students of applied learning opportunities early in their academic careers and encouraging them to take a “tiered” approach so that some applied learning experiences (e.g., service-learning projects or job-shadowing experiences) are structured as “exploratory” learning endeavors that may, depending on the outcomes for students, feed into upper-division capstone activities in their junior or senior years such as advanced research projects or internships.

Investment in a new program, which began this academic year, engages students in research and creative activity early in their college experience through a 1st Year/2nd Year Research Shadow program; attracts students traditionally not well represented in such endeavors through directed outreach to participants in summer bridge programs, faculty advisement, and a summer fellowship program; supports course-based integration of research and creative activity; and integrates opportunities into a wider range of disciplines. Early exposure to applied learning will enable students to see the value of their developing academic knowledge, gain confidence, and acquire highly sought professional skills. In our “tiered” system, applied learning is not a “one off” activity. Rather, at SUNY Oneonta, students are afforded opportunities for additional, reinforcing applied learning activities as a means of increasing their persistence to degree, deepening their academic engagement, and ensuring they derive maximum benefit from their applied educational experiences before they graduate.

ONONDAGA COMMUNITY COLLEGE

Applied learning opportunities are enriching the educational experience of Onondaga students and improving the lives of people in our community, our region, and the world. All of our degree programs either offer or require approved applied learning opportunities.

Nursing students complete clinical rotations every semester. Many also choose to participate in an annual service learning trip to Guatemala, bringing medical care and knowledge to people who desperately need it. “This trip was the single most meaningful thing I’ve ever done,” said Nursing student Joshua McGinley. Students specializing in Information Technology Support give back to the community through a 30-hour internship at a local business. Human Services majors take part in a semester-long internship at local non-profit agencies.

Students learn about jobs, internships and volunteer opportunities through Purple Briefcase, Onondaga’s online career portal and job board. It’s where student Paul Ososkalo was set on his career path after visiting the college’s Career Center. “They went through my entire resume and compiled everything in a way that made things stand out. They helped me tremendously.” Thanks to his improved resume and an internship opportunity he learned about through Purple Briefcase, Ososkalo was hired as a Loan Processor with the USDA’s Single Family Housing program. In May he earned his degree in Business Administration and then enrolled in the fall at SUNY Oswego to pursue a bachelor’s in Accounting. He plans to enter their Master of Business Administration program upon earning his four-year degree.

COLLEGE OF OPTOMETRY

Emily Ellingson

SUNY College of Optometry is an exemplary applied learning institute for optometry students; our clinical education immerses us in our field daily with our direct exposure in the University Eye Center. As first-year students, we observe in the clinic from the first week. Over time, the students incorporate pre-testing, scribing, and eventually see patients with supervision in the UEC. The interactions with patients and the clinical system from day one help orient us
to the profession and allow measurable, steady growth throughout our time in the school clinic.

We also have incredible opportunities for community outreach, such as conducting public school screenings, health fairs, and providing care in the heart of Manhattan. These are some of the most beneficial experiences for our students, as they provide real-life learning and application of clinical knowledge for new patients. I have been on multiple public school screenings, and not only is it enjoyable but we often provide insight to subtle abnormalities in vision that will affect their learning and reading development.

In addition to local impact, our students also make an international impact by serving on mission trips in various countries throughout the year. Our student body is very diverse, as most of the SUNY schools strive to be, and our student clubs and organizations reflect this by providing unique opportunities to travel and gain a global appreciation of optometry and health care. I recently returned from a mission trip in Guerrero, Mexico, with a service organization that has a SUNY Optometry chapter and works with practicing optometrists and ophthalmologists. This applied learning opportunity was not only a great way to practice my clinical skills and explore a new culture, but also allowed us to contrast our familiar health system in the largest city in the U.S. with a much more rural setting where this may be the first eye exam these patients have had. The College of Optometry has provided our students the ability to take advantage of countless learning opportunities that shape who we are as optometrists and as people.

ORANGE COUNTY COMMUNITY COLLEGE

We are students in SUNY Orange’s Early Childhood Development and Care programs (the College offers AA and AS options). While enrolled in these programs, we are afforded opportunities to participate in applied learning activities through a combination of 180 hours of student teaching and 60 additional hours of field work at local educational and childcare organizations.

As student teachers, we are encouraged to develop lesson plans, manage large and small groups of children, and supervise their daily routines and transitions. We also communicate directly with families through written memos, bulletin boards, and newsletters. Finally, we utilize formal industry standard observation tools to develop appropriate learning experiences for our students.

Our field work includes learning experiences, as well as fun activities, that prepare us for the real world following graduation. We develop toys and play things that assist in infant development, and utilize record keeping tools to document formal assessments for our students’ learning activities. From our observations we can plan lessons and developmentally appropriate activities for our students. We also assess the learning environs of SUNY Orange’s Lab School facilities (childcare programs offered on both of our College’s campuses) through the use of the Early Childhood Environmental Ratings Scale (ECERS). These observation allow us to make recommendations to Lab School leadership for improvement and identify opportunities to expand.

Our college encourages students to participate in applied learning activities in a number of important ways. Our Career Services staff help students locate internships and other volunteer opportunities, even if they are not required in our coursework. We have facilities like the Lab Schools on the Newburgh and Middletown campuses that create opportunities for us to learn and participate in the development of our campus. Clubs and student activities also encourage students to participate in applied learning activities.

As students we believe it extremely important to take advantage of applied learning activities because it helps us build skills and self-confidence. Another benefit is the opportunity to make contacts in the community and local business environment that will help us after we graduate. While in school, applied learning activities are essential in helping us really “learn” classroom concepts by putting them into practice. This also helps us learn more about the expectations and career options within our field of study. These opportunities allow us to understand, from a different perspective, what our professors are teaching in class.

Students who have not participated in an applied learning activity should definitely do so. Applied learning helps with job placement, classroom preparation, and confidence. There are barriers that sometimes make this a difficult proposition. Many of us are also employed and/or have family commitments, so finding time to get the hours in is a challenge. Transportation can sometimes be very difficult for some students. Yet, even with these barriers, SUNY Orange provides the resources that help us solve these problems so we can take full advantage of the applied learning opportunities available to us.
SUNY Oswego supports and encourages each student to have an applied learning experience. Internships and co-ops are available in all disciplines and around the world. SUNY Oswego also has many active service-learning programs that enrich our community and encourage student participation.

An example of applied learning, with a civic engagement focus, is SUNY Oswego’s “Vote Oswego” class. This semester-long SUNY Oswego class project to encourage students to register and vote in the November 2016 presidential election and local races was developed by faculty member Allison Rank. The “Vote Oswego” drive recruited students across campus to pitch in for a “blitz week” of nonpartisan mobilization events. The “Vote Oswego” class formed coalitions with a wide array of student organizations and individual volunteers to help hundreds of students register to vote or to fill out requests for absentee ballots to vote in hometown elections. The effort exceeded its goal of 1,000 registrations and applications for absentee ballots—amassing 1,013 total—during blitz week.

The class started the drive in August and continued voter registration efforts through Oct. 14 and voter education through Election Day in Nov. The 20 class members put into practice—on and off campus—the grassroots campaign methods learned in a class that meets formally for three hours each Wednesday.

SUNY Plattsburgh

Applied learning at Plattsburgh reflects the unique mix of what it means to live, study, work, and thrive in the North Country! Over 85% of our graduates each year complete some form of applied learning, with 77% of all degree programs requiring real-world experiences. In Cardinal Country, we celebrate applied learning because it enhances the overall student experience, deepens learning, clarifies career goals, and builds pre-professional readiness.

Our students have a wide diversity of opportunities, including curating art shows, conducting research on the health of Lake Champlain, leading mountaineering expeditions in the Andes Mountains of Peru, serving the community through social advocacy, analyzing economic impact of cross-border consumer trends, creating marketing campaigns for nonprofit organizations, and so much more! SUNY Plattsburgh has also developed a unique “common problem pedagogy” that involves a cross-disciplinary approach to solving regional problems with community partners.

Applied learning is community learning. Plattsburgh students’ applied learning options are only as limited as their imaginations! Among SUNY, we are the only campus to offer Applied Learning Grants, which help selected students offset the associated financial burdens such as commuting costs or purchasing supplies. The grants are supported by the SUNY Plattsburgh College Foundation. SUNY Plattsburgh students tell us that their applied learning experiences help them refine their skills, build their professional networks, and bring back new knowledge to share with their faculty. Applied learning at Plattsburgh is a win-win all around!

SUNY Potsdam

SUNY Potsdam’s Applied Learning Center works tirelessly to ensure that students get hands-on experience in their subject majors and job aspirations. I am a prime example of this, since the Office of Student Research in the Center for Applied Learning provided me with the opportunity to learn more about the healthcare field and running a healthcare facility efficiently. My research about the use of electronic medical records and the reduction of administrative costs has been a driving force for me both academically and professionally. I plan to develop my proposed ideas and possibly present them to the United States Department of Health and Human Services in the future. I am extremely grateful for the support and guidance the Center has provided me, and I am certain that I will maintain a relationship with the people there when I graduate.

Rebecca Fletcher
Business Administration Major
Community health minor
Title of Kilmer Project from the Office of Student Research:
A New Kind of EMR in the United States
PURCHASE COLLEGE

Purchase College students have access to a variety of applied learning opportunities designed to provide practical, hands-on experience in their area of study and field of interest. Applied learning is a critical part of a student’s college experience offering invaluable opportunities for professional skill development, community engagement, and connections between classroom learning and the real-world. Examples of applied learning experiences at Purchase College include academic internships, service learning, study abroad, performances, visual arts exhibitions, and senior projects.

As a graduation requirement, all students must complete a senior project or capstone, which, depending on the student’s discipline, may take the form of a research study, performance, recording, exhibition, or film, among others. Although not required for every major, over 500 Purchase College students participate in academic internships each year. Students intern on and off campus in a variety settings such as the Neuberger Museum of Art, the Performing Arts Center, the Children’s Center, University Police, ArtsWestchester, NBC Universal, Casa Purchase, NYPIRG, Rye Nature Center, NY Presbyterian Hospital, Paul Taylor Dance Company, SONY Music Entertainment, and many more.

Although time and funding may be potential barriers for students to engage in applied learning, faculty and staff assist by connecting students to helpful resources. For example, the Career Development Center provides travel reimbursement for internship commuting costs for eligible students through a generous grant from the Purchase College Association. If a student has not yet participated in an applied learning experience, we strongly suggest that they speak to their faculty members and connect with campus departments such as the Career Development Center, Study Abroad, the Office of Community Engagement, and others to explore the many options available to them.

ROCKLAND COMMUNITY COLLEGE

Applied learning opportunities at Rockland Community College are offered to all students on campus. Several departments encourage student participation in applied learning experiences, such as Student Involvement – which offers volunteer opportunities to any students who are interested. Many degree programs at Rockland Community College also require students to complete an applied learning experience before graduation.

As an MTS Honors student, my degree sheet required me to either study abroad or complete an internship. I chose the latter, which first required me to have a cumulative GPA average of at least a 2.5, as well as completion of two courses related to the prospective internship’s field. The counselors at Student Career Services helped me edit my resume and find an internship site, all of which greatly facilitated the application process. Having started my applied learning experience during my fourth and final semester here at SUNY Rockland, this was a priority of mine that was efficiently met. On campus, I feel that there is a lot of support for students who choose to complete an applied learning experience. From finding a suitable position to following up and ensuring that student accommodations have been met, my personal experience can vouch for this. I can further speak for my peers in stating that completing an applied learning experience before graduation is definitely an important and necessary experience.

Whether it be to satisfy a degree requirement or to gain work experience, applied learning experiences are an important asset to all college students. However, there are many obstacles which may hinder students’ ability to participate in such an experience. Some potential barriers for students at RCC would include not being able to fit an applied learning experience into their busy school and work schedules, or the lack of accessible transportation to an internship site. Since all internships and study abroad programs through Rockland Community College are credit-bearing, some students may have difficulty paying for these added tuition expenses. Many times, however, RCC is able to accommodate financial aid for those students who may need it and meet the necessary requirements—though this is not always the case.

Through my internship with Student Career Services, I have accomplished many new things, from creating newsletters and informational flyers to expanding my network by meeting employers and experts in my field of interest. Without these experiences, I would certainly not be as qualified nor skilled as I currently believe I am. Therefore, having completed an applied learning experience during my time here at RCC, I would definitely advise students who are able to—but have not yet done so—to look into the different applied learning opportunities that Rockland Community College offers.

Mariela Perez
SCHENECTADY COUNTY COMMUNITY COLLEGE

Every student at SUNY Schenectady County Community College has an opportunity to participate in an applied learning experience. SCCC is in the process of coding the applied learning courses and experiences so that they may be easily identified by the students. Currently, all may choose to participate in an applied learning experience either through completion of a credit bearing course in the Division of Academic Affairs, an experience in the workforce development area, or in the Division of Student Affairs. Students choose to participate in various categories of applied learning including direct service, research, advocacy, cooperatives, and internships. Faculty and staff assist students in locating and navigating these experiences. Both the community and the students benefit greatly from these experiences. The community benefits because students respond to real-world needs, and applied learning experiences teach the students valuable employment skills. Applied learning ignites their passion for civic engagement, which hopefully will be continued throughout their careers.

STONY BROOK UNIVERSITY

SUNY WORKS: Clinical Programs

The School of Health Technology and Management (SHTM) offers a variety of high-caliber educational offerings: continuing education and non-credit certificate programs, baccalaureate degree programs, credit-bearing advanced graduate certificates, master’s degree programs, and doctoral degree programs. All accredited programs in SHTM require faculty-guided applied learning, as prescribed by each of the programs’ accreditation standards. For example, the continuing education programs in the school require between 133-200 applied learning hours, the non-credit certificate programs’ applied learning hours range from 1,350 to 2,240 hours, and the degree-bearing programs’ applied learning credits range from 8 to 47 credit hours. The degree-bearing applied learning activities vary and can include research, service-learning, practicums, and/or clinical rotations.

The school’s relationship with regional employers is well-established. All of SHTM’s clinical and non-clinical programs have community advisory boards that include regional employers. For example, during the development phase for one of SHTM’s new master’s degree programs, the faculty convened an employer advisory board consisting of chief information officers, chief executive officers, hiring managers, and national experts. This collaboration resulted in a robust curriculum that bridged the gap between academia and real-time workforce knowledge, skills, and competencies required in today’s healthcare industry. With over 500 affiliates (e.g., K-12 schools, large multi-hospital health systems, community-based organizations, community hospitals, private physician offices, commercial laboratories, vendors) as approved applied learning sites, many of our students’ required clinical/practicum experiences are in facilities designated as health professional shortage areas. Applied learning assists in the development of leadership skills; teamwork skills; technical, affective, psychomotor, cognitive, and clinical skills; and analytical problem solving skills. The school’s commitment to robust applied learning yields students that consistently achieve outstanding scores on national board, certification, and registry exams. While every program in the school can boast that their students score higher than the national averages, the vast majority of our programs have a 100 percent student pass rate. In addition, the school’s accredited programs have long standing post-graduation employment rates of 96 -100 percent.

SHTM also provides students the opportunity to volunteer for international medical missions. The physician assistant students accompany faculty to Guatemala as part of a faculty-guided service learning project. The SHTM Dean offers students the ability to join their faculty in a twelve-day international health care experience in collaboration with Kenya Methodist University where the dean and faculty guide students’ hands-on and reflective activities. In multidisciplinary teams (e.g., physical therapy, physician assistant, respiratory care, clinical laboratory sciences, and radiological technology), faculty and students work alongside Kenyan medical professionals to provide healthcare in underserved regions of Kenya (area hospitals, clinics, orphanages, and community centers).

SUNY SERVES:

Service takes many different forms at Stony Brook University. The service opportunities that exist are as diverse as our student population. From one-day opportunities to ongoing commitments, students can find ways to serve that match their interests at any point in the year. For this section we highlight two different programs.

Alternative Spring Break Outreach (ASBO)

Alternative Spring Break Outreach (ASBO) is a student-developed, student-run community service organization founded in 2006 after Hurricane Katrina. Its mission is to promote critical thinking, social action, and civic engagement by combining education, reflection, and direct service on the local, regional, and national levels. ASBO trains and immerses students in a purposeful service experience designed to connect students and community members while enhancing growth, mutual awareness, and lifelong learning.

ABSO teams have traveled to New Orleans, LA, Joplin, MO, the Alabama coast, Fort
Meyers, FL, Estes Park, CO, and other locales. This year the team collaborated with the Blanco River Regional Recovery Team (BR3T) in San Marcos, TX, to assist in repairing homes damaged by severe flooding in 2015. Members attend local service and charity events hosted with the community partner, such as volunteering at soup kitchens, gardening at community farms, and repainting community centers.

Prior to the trip, ASBO strives to educate students on modern social justice issues and how they can get involved. Students can receive academic credit for the pre-work, the service experience, and the post reflection activities. All told, more than 500 students have participated. ASBO is a two-time recipient of the Newman’s Own Foundation Campus Community Challenge Grant, which has provided $7000 to support its outreach.

Big Brothers Big Sisters of Long Island – College Mentoring Program
BBBS-LI recruits approximately 20 SBU students from a wide cross section of majors and class years, then pairs them with local youth from elementary through secondary. SBU students serve as “bigs” to their assigned “ littles.” Weekly activities vary from homework assistance to engaging “ littles” in creative work. Mentors build connections and foster relationships that have a lasting impact.

The College Mentoring Program not only maintains a strong connection between Stony Brook University and the Long Island community, but it also fosters valuable life experience for both the “ littles” and “bigs” in the program. “Bigs” help their “ littles” to build greater confidence, better relationships, avoid risky behaviors, and promote higher aspirations and educational success. Opportunities such as these help SBU students to build experience while growing and developing professional skills. Service experience, no matter how short or long, directly impacts the lives of others and can create lasting change to be seen for years to come. Big Brothers Big Sisters of Long Island – College Mentoring Program was named the 2017 SBU Career Center program of the year.

SUNY DISCOVERS: International Academic Programs
The Academic Safari in Tanzania is a unique and well established program offered by Stony Brook University since 1996. It offers students the opportunity to experience the cultural and natural landscapes of northern Tanzania while on an academic and service-learning safari with a focus on health facilities and delivery systems. Students perform independent research within their area of interest as well as intern with professionals and peers in their field for a hands-on and comparative experiential learning endeavor, for which they receive up to seven academic credits. Students also learn about the language, Kiswahili, and culture through true immersion.

The Tanzania Academic Safari aims to increase students’ awareness of global health, community, and diversity, as well as develop their leadership skills and cultural mindfulness. Experiences include joining the Maasai tribe for a traditional ceremony and visiting orphanages, schools, and hospitals to study the successes, failures, and needs of those who live and work in the communities in which these centers are less formalized and supported.

Students spend their first three weeks in the country with a full schedule of site visits, academic field trips to National parks, classroom instruction, and study. They gain a firsthand perspective on Tanzanian culture and health care system while at the same time gathering facts through interviews and observation for their independent research projects. During the last week in the country, they participate in an internship, which places them at a community center where they engage in many activities from writing proposals and action plans to the hands-on work of implementing these projects. They spend time at a hospital shadowing nurses and doctors where they observe how health care is provided in a system where resources are limited.

In addition to the academic and service components of the program, students also experience a four-day safari to game parks, including Lake Manyara, Ngorongoro Crater and the Serengeti. Historically, our students return from this program inspired to help the communities they visited. They raise funds upon their return, which are delivered to Tanzania by the next year’s participants. Students from anthropology, nursing, and pre-health tracks find this experience to be particularly formative in terms of career interests. Participation in the program also positions them well for employment beyond graduation. In 2014, a study comparing the timing of job attainment among graduating nursing students showed that students who had the internship experience at Dareda Hospital in Tanzania were offered employment before their peers who did not participate. Stony Brook’s Academic Safari in Tanzania offers an ideal study abroad model of an enriching academic experience, coupled with experiential and service-learning.

SUFFOLK COUNTY COMMUNITY COLLEGE
Suffolk County Community College offers nearly 100 applied learning courses for credit and dozens of not-for-credit applied learning opportunities. In addition to the hundreds of students pursuing clinical experiences and those engaged in internships and culminating experiences related to their degree programs, the College is unique in that it operates The Baker’s Workshop, a pastry shop, in downtown Riverhead. We also offer a wide array of study abroad opportunities, and our music, theater, and visual and graphic arts programs encourage artistic expression in a variety of modali-
ties. The Applied learning umbrella is indeed broad at Suffolk. In addition to those experiences integral to our academic programs, we are mindful of providing opportunities for all students outside of those for credit. Among one of the favorites is the Alternative Spring Break Experience. This March students traveled to South Carolina to build a home with Habitat for Humanity.

After completing the Alternative Spring Break week-long service program, one student said, “It’s a completely different experience than finishing up a paper; we saw a home built and we were part of it!” Students learn that they can be responsible for making great things happen.

At Suffolk County Community College’s three campuses, there are vibrant community service programs providing opportunities for students to give their time to others while learning to be a more adaptable and introspective person. Focusing on social justice, students have an opportunity to learn more about issues, people and areas with which they often have little or no prior experience. These not-for-credit experiences not only make a difference to the organization and community being served, but also give students the chance to apply what they’ve learned in the classroom to address community needs.

“More than building a house, this trip taught me a lot about myself, especially being an effective leader.” From coordinating schedules to leading their peers in service, these volunteer experiences exemplify students’ work ethic and character that translate into transferable skills needed in society. Students participating in the Alternative Spring Break program spend six weeks preparing for the trip by learning about the social justice issues related to the partner organization, organizing logistics, and becoming a team. Once their trip is completed, they reflect, share their experiences, and build new relationships within our local community. Student reflection is a key component of these experiences. A film and student presentation to the department chairs concluded the process.

Submitted by:
Lisa Hamilton, Director of Student Activities & Student Leadership Development
Joshua Wolfson, Assistant Professor of Physical Education & Moderator

SULLIVAN COUNTY COMMUNITY COLLEGE

Students at SUNY Sullivan engage in applied learning in almost every career and technical program, where it is supported through the efforts of division chairs and faculty. Practicum, creative, research, and field-study work are infused throughout our campus. Nursing, Respiratory Care, Medical Assistant, Media Arts, and Recreation Leadership students take part in clinical rotations, internships, and externships to gain direct experience working in their related field. Moreover, in Metamorphosis — the college’s first-year experience course — students participate in team-structured projects centered around community service, service-learning, and civic engagement. The campus is actively seeking new opportunities for students to engage in applied learning through new program creation, increased internship opportunities, community learning and non-credit offerings, and our strategic planning process.

TOMPKINS CORTLAND COMMUNITY COLLEGE

Manpreet Kaur Cheema
Student Trustee, Tompkins Cortland CC Board of Trustees
Member, Faculty/Student Association
Peer Mentor, Office of Diversity Education and Support Services
Academic Program: Liberal Arts and Sciences – Math/Science, A.S.

Many study abroad opportunities include hands-on rather than merely “vacation” activities. In particular, nursing students actually assisted local (Nicaragua) practitioners in the birthing process, consulted in the development of an in-house clinic, and suggested projects to be included in birthing mothers’ education.

Our Campus Life office conducts an annual “Get Connected!” Student Activities Fair during orientation week, and follow-up open house presentations for study abroad and service-learning opportunities are held throughout both fall and spring semesters, including during International Education Week.

Applied learning activities of any kind give students an entirely different cultural perspective. Students do understand that these experiences may be similar to those of our own, but also bring a realization that each opportunity comes perhaps at a very different cost which students may never realize unless they experience those occasions for themselves.
My advice to other students is that they try to take advantage of these applied learning opportunities, to communicate and learn whatever you can, and learn about the community around you rather than treat it merely as a stand-alone personal experience. If anything, these opportunities provide a greater appreciation for what we DO actually have.

Most students here mention that both financial resources and transportation have become personal barriers to applied learning participation. Several scholarships are available to students through the college Foundation; online webinars and workshops are designed to share this information with students through the Financial Aid office. Of course, financial aid is available for students participating in applied learning activities that are included within credit-bearing course work. For study abroad opportunities, students are encouraged to apply for (nationally known) Gilman Scholarship funding.

ULSTER COUNTY COMMUNITY COLLEGE

SUNY Ulster 2nd year Design Student - Kate Brodowska

My experience at SUNY Ulster far surpassed my expectations of a two-year college. This is not your typical school. I have gotten to work with real clients here. The Rosendale’s Farmers’ Market client needed a logo and our Satisfy Hunger client needed a food truck wrap. We go on location often for research and to experience products in a real world scenario. This authentic client and product exposure has opened doors for me and gave me the confidence I needed to start saying yes to new opportunities.

I also had the great honor of working on a doll box for Robert Tonner, in collaboration with another student. In my second semester I joined the Design Club and got to create a large vertical banner for a national “Distracted Driving” campaign. I have taken on several internships. One was at a big pharma advertising agency and another at a New York-based paparazzi agency. I had the wonderful pleasure of meeting several guest speakers. They ranged from photographers to children’s book illustrators. What’s wonderful is that they’ve always taken the time to critique our work. My design class collaborated through COIL with a school in Tijuana, Mexico, via Facebook on a transgender pronoun project. We produced great awareness material, gained knowledge through research, and made lifelong friends, all this while learning the subtle design differences between cultures.

At SUNY Ulster your personal achievements are celebrated and your hard work is recognized. In my last semester here I received the “Coordinator’s Award for Distinction and Collegiality.” Being awarded this honor is a truly great feeling, but being wholly prepared for real life feels even better.

UPSTATE MEDICAL UNIVERSITY

The mission of Upstate Medical University is “to improve the health of the communities we serve through education, biomedical research, and health care.” Applied learning is robust, required, and embedded within all the academic programs at Upstate Medical University, a freestanding academic health center offering upper-division and graduate programs in its Colleges of Graduate Studies, Health Professions, Medicine and Nursing. Applied learning is fundamental and requisite in the acquisition of competency in all our health-related programs and in the training of biomedical scientists. In fact, our admissions process emphasizes applied learning experiences even before students matriculate. Students rotate through hospitals, clinics, private practices, community agencies, research labs, simulation centers, and other sites to learn skills they will need in their careers. They participate as valued team members in delivering high-quality patient care and learning how to become independent investigators.

In addition to the applied learning experiences in the required curriculum, our Center for Civic Engagement coordinates service-learning opportunities in the community, and the Office of Interprofessional Education brings students together from across programs to learn together as colleagues and teams how to best serve our community. These efforts require close collaboration with community partners, who serve as valued preceptors and mentors for our students, and help us move forward toward our vision: “United in expertise, compassion and hope to create a healthier world for all.”

WESTCHESTER COMMUNITY COLLEGE

SUNY Westchester Community College has a long history of applied learning activities in its health and human services programs. Internships are available in a variety of programs, including nursing, radiology technology, respiratory care, veterinary technology, accounting, digital film, early childhood education, and paralegal studies. In collaboration with Career Services, the College is creating a Center for Applied Learning, which will extend credit-bearing internship
opportunities across disciplines. The Center for Applied Learning will provide the framework to bring together students, faculty, and partners in the business, health, human services, technology, and humanities and social sciences. The Center for Applied Learning will assist students in connecting theory to practice and in increasing their employability. The Center’s goal is to expand opportunities in service-learning, research, and entrepreneurial activities for students.

Veterinary Technology students engaged in animal surgical procedures.