

Applied Learning Guidance to Campuses

How to Use this Document:

On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill).

This document is intended to provide guidance to campuses as they develop individual Applied Learning (also known as Experiential Learning) Plans, as required by the SUNY Board of Trustees. Provost Cartwright and the SUNY Applied Learning Steering Committee will share more specific guidance frequently.

This document contains:

- A. SUNY Applied Learning Timeline of Expected Activity**
- B. Overview and Outline of Campus Plans**
- C. Criteria for Approved Applied Learning Activities**
- D. Applied Learning Frequently Asked Questions**
- E. Campus Applied Learning Plan Part I of VII**

Additional items to review can be found here:

<https://www.dropbox.com/sh/k9sv0bso6nshse9/AAANy3EraYxufhUnaEJj5m1Fa?dl=0>

A. SUNY Applied Learning Timeline of Expected Activity

Date	Action
April, 2014	Inaugural Applied Learning Conference held. Multiple Campuses already offering Experiential / Applied Learning opportunities.
May, 2015	The SUNY Board of Trustees Considered and passed a resolution to develop a plan to offer Experiential / Applied learning opportunities
September, 2015	The Provost's Applied Learning Steering Committee is developed with representation from the University Faculty Senate, Faculty Council of Community Colleges, Student Assembly and Distinguished Academy. Campuses receive guidance from Applied Learning Steering Committee, including time frame for completion of individual campus plans. Campuses respond to guidance documents.
October, 2015	Applied Learning Steering Committee shares revised guidance documents to campuses, including specific guidance for Part I of campus plans.
November, 2015	Update to Board of Trustees; Second Annual Applied Learning Conference; final overview guidance documents including specific guidance for Part I sent to campuses
January, 2016	Applied Learning Steering Committee offers a briefing on progress to the SUNY Board of Trustees and shares specific guidance for parts II, III, and IV of campus plans.
February, 2016	Part I of campus plans due to Applied Learning Steering Committee COB February 15. Applied Learning Steering Committee members support campuses in compiling and sharing approved applied learning offerings through regional meetings.
April, 2016	Parts II, III, and IV of campus plans due April 15. The Applied Learning Steering Committee develops a system-wide plan for Board approval.
May, 2016	The Applied Learning Steering committee presents SUNY Plan to the Board of Trustees for approval.
August, 2016	As per Board of Trustees resolution, campuses make approved applied learning opportunities available to matriculated students. Applied Learning Steering Committee shares specific guidance on parts V, VI and VII of campus plans.
October, 2017	Third Annual Applied Learning Conference
May, 2017	Final campus plans due to Applied Learning Steering Committee May 1 including parts V, VI and VII. Provost Cartwright shares an update to the Board of Trustees at the May meeting.

B. Overview and Outline of Campus Plans

Part Q of the 2015-16 Article VII bill regarding Education, Labor and Family Assistance (ELFA), part of the enacted New York State Budget, requires SUNY to consider and include the following in its Applied Learning plan:

- Using the criteria provided, campuses will define campus-approved applied learning activities.
- Campuses will specify institutional methods of faculty oversight and assessment, responsibilities of business, corporate, non-profit or other entities hosting students.
- Campuses will specify institutional plans for annually collecting and reporting data associated with such experiential or applied learning activities, specifically the number of students who are engaged in approved experiences and appropriate outcomes.
- Campuses will examine the feasibility of including such activities as a degree requirement, including examining individual ability to administer and provide such opportunities to students, the local community's capacity to support such applied learning activities, the impact such requirement would have on the local workforce, the potential for such a requirement to enhance learning outcomes for students, and whether adding such a requirement would cause potential delays in graduation for students.

Based on this language the Applied Learning Steering Committee has broken campus plans into the following parts. All appropriate shared governance processes must be respected during the creation of your Campus Applied Learning Plan. In addition, Parts V, VII and VII of campus plans require sign off of campus governance leaders.

The SUNY Applied Learning Steering Committee will share more specific guidance on each part of campus plans on the dates referenced in the SUNY Applied Learning Timeline of Expected Activity (above). Due dates of sections are noted.

Part I: Overview of Applied/Experiential Activities

Due: February 15, 2016

Based on the criteria provided and past applied learning campus team work, comprehensively list your institution's approved applied learning activities, including which programs currently require applied learning experiences. Specify how applied learning is supported at your campus.

*Approved activities meet the criteria listed in the following section of this document.

Part II: Data Collection and Reporting

Due: April 15, 2016

Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs, as well as student learning outcomes. The submission of your first round of data (based on this plan) will be due alongside the final documents on May 1, 2017. During the student data collection stage campuses may submit through SIRIS or by survey.

Part III. Faculty Engagement

Due: April 15, 2016

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

*The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the Dropbox folder.

Part IV. Student Engagement

Due: April 15, 2016

Provide an overview of the initiatives and supports offered to students who are interested in taking approved applied activities. Describe how activities are promoted and maintained. Include the roles and responsibilities of

students/facilitators. Include the process by which student feedback will be included in each specific applied learning activity, and what processes exist to help students navigate if they are placed in a negative or illegal applied learning experience.

*The Executive Committee of the Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.

Part V. Feasibility Study

Due: May 1, 2017

Examine the feasibility of including approved applied learning activities as a degree requirement, including examining the campus' ability to administer and provide such opportunities to students, the local community's capacity to support activities, the impact such requirement would have on the local workforce, the potential for such a requirement to enhance learning outcomes for students, and whether adding such a requirement would cause potential delays in graduation for students.

*Campuses are encouraged to work together in geographic communities to develop and administer this study. This section will potentially take the longest to complete and is expected to take place during the 2016-17 academic year. Your report should include specific information regarding the development and execution of this study, including results. The Applied Learning Steering Committee will develop a repository of example needs assessments to support this work. Campus governance leader sign off is required.

Part VI. Collaboration Plan

Due: May 1, 2017

Describe the specific responsibilities of your collaborators, including on and off campus site hosts and applied learning experience facilitators. Describe responsibilities of business/corporate, non-profit and other hosts/facilitators. Describe the methods used to support intentional and reciprocal relationships on and off campus. List the offices or structures on your campus currently supporting these relationships. Describe campus policies that ensure student support and safety in all approved applied learning activities.

Part VII. Graduation Requirement

Due: May 1, 2017

Based on your plan, explain your campus decision on whether or not you will require an applied learning experience as part of your graduation requirements. Describe the results of your feasibility study and list the specific reasons for your decision. Describe your campus plan for supporting applied learning in the future.

*Note that it is up to your campus whether or not to make applied learning a local graduation requirement. However, the decision must be approved through your campus curricular review body, and campus governance leader sign off is required.

C. Applied Learning Frequently Asked Questions

1. What is required of campuses?

In addition to having a formal campus Applied Learning Team, each campus is required to develop a plan for applied learning as outlined by this document. The plan includes examining the feasibility of a local applied learning graduation requirement. The final results of feasibility studies and the campus decision on whether or not to require an applied learning experience for all students are due May 1st, 2017; the first parts of the plans are due in spring 2016, as outlined in the timeline provided.

2. Do approved applied learning experiences need to meet all criteria?

Yes, to be an approved applied learning experience it must meet all five criteria that are provided.

3. What data do we have to provide, and when?

You will be expected to provide data on numbers of students who are obtaining approved applied learning experiences, but these data need to be provided only in the 2016-17 academic year as part of the final plan; no data collection is necessary as part of the plan due in spring 2016. Campuses may use SIRIS or a survey to share student data in 2017.

4. What is SIRIS and how does it apply to our plans?

SIRIS is the SUNY Institutional Research Information System. This system is used to collect data at the course and student level, like student demographics. Collecting information through SIRIS allows campuses to anticipate annual requests, rather than react to requests from individual SUNY offices. The SIRIS system requires that definitions be provided in order to collect data on specific course-related activities, like applied learning. Although SIRIS can capture some data, each campus will be asked to provide a plan for collecting and sharing data associated with student learning outcomes. Furthermore, it is not required that your plan include the use of SIRIS data, although the SIRIS system provides a convenient way to develop data on course-related activities.

5. What if my campus has activities that aren't listed in the definitions that have been supplied?

The SIRIS definitions and SUNY Applied Learning Umbrella are basic frameworks that are not intended to describe all types of applied learning activities. Any activity that meets the criteria provided can be identified by the campus as an approved applied learning activity. Each campus will be responsible for identifying their current activities that meet the approved applied learning criteria.

6. How will SUNY support campuses?

The Office of the Provost alongside the Applied Learning Steering Committee will support campus work through each section of the timeline by sharing best practices and capacity building activities. Meetings, workshops and materials development will occur as needed and steering committee members will share their expertise.

7. Who is responsible for the oversight of students pursuing approved applied learning activities?

Credit bearing activities should be overseen by appropriate faculty ranked individuals, as determined by each campus faculty governance body. To meet the criteria, students should also have appropriate mentorship and support if they are off campus and from any supporting on-campus offices.

8. Who is responsible for developing and implementing my campus plan?

As with all campus policy, local governance processes must be followed during the creation of your campus plan. Faculty and student governance organizations should be included in all conversations and collaborative work with teams is encouraged. All those who are charged with implementation of applied learning activities should be included in campus implantation conversations.

9. Must all approved applied learning activities be credit bearing?

Determination of whether an activity is approved is based on the criteria provided, not on whether the experience is credit bearing.

10. Who reviews campus plans?

Provost Alexander Cartwright and the Applied Learning Steering Committee will be collecting and reviewing campus plans, in sections. Experts from within and beyond SUNY may be consulted as needed.

D. Criteria for Approved Applied Learning Activities

Definition:

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course.

All manner of experiences including high-impact practices and traditional applied learning education can be considered approved applied learning activities if, and only if, they meet the criteria listed.

When applied learning is embedded in a course, these criteria refer to the activity rather than the course as a whole. Regardless of the activity, both the experience and the learning are fundamental.

The Activity is Structured, Intentional and Authentic - All parties must be clear from the outset why this specific experience was chosen as the approach to the learning, and intentional about defining the knowledge that should result from it. The activity needs to be a structured experience with a formal process, which includes a course syllabus or learning contract between parties (students, faculty, and other supervisors as appropriate) and/or defined assessable learning outcomes. Roles and responsibilities must be clearly defined. Faculty and site supervisors (as appropriate) are expected to take the lead in ensuring both the quality of the learning experience and of the work produced. The applied learning activity should have hands-on and/or real world context and should be designed in concert with those who will be affected by or use it, or in response to a real situation.

The Activity Requires Preparation, Orientation and Training - Participants and mentors must ensure that students enter the experience with sufficient background and foundational education, as well as a plan to support a successful outcome. The training and plan should include learning expectations and be referred to (and potentially updated) on an ongoing basis by all parties.

The Activity Must Include Monitoring and Continuous Improvement - Applied learning activities are dynamic. Therefore all facilitators in the activity share responsibility for ensuring that the experience, as it is in process, continues to provide a rich learning environment and is meeting learning outcomes. Activities include a defined and flexible method for feedback related to learning outcomes and quality performance for all parties.

The Activity Requires Structured Reflection and Acknowledgment - There must be a structured opportunity for students to self-assess, analyze, and examine constructs/skills/insights from their experience and to evaluate the outcomes. Reflection should demonstrate the relevance of the experience to student learning, including the student's articulation of how the experience draws on and improves this learning and meets defined objectives. Post-experience learning should include a formal debriefing. All facilitators and students engaged in the experience should be included in the recognition of progress and accomplishment.

The Activity Must be Assessed and Evaluated - Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Students must receive appropriate and timely feedback from all facilitators.

Modified from Eight Principles of Good Practice for All Experiential Learning Activities, National Society of Experiential Education (<http://www.nsee.org/8-principles>).



The State University
of New York

SUNY Applied Learning Campus Plan Campus Applied Learning Plan Part I of VII

Inventory of Applied/Experiential Activities

Campus Name:	Click here to enter text.
Date:	Click here to enter a date.
Inventory Compiled by:	Click here to enter text.
Project Reporting Period:	Click here to enter text.
Summary	On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an "Article VII" bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts. This assignment represents Part I of VII of campus applied learning plans and should be submitted as an inventory of approved applied learning activities as they currently exist on your campus. Please make every effort to ensure that the activities listed meet the criteria provided to you in the Applied Learning Guidance Document. To the best of your knowledge, please include <u>only</u> those activities that meet the criteria. Please refer all questions to AppliedLearning@suny.edu.
Question 1 Narrative	Please describe all campus work on applied learning to date. Describe the overall structure of applied learning on campus including what supports exist to help students identify and complete applied learning activities (offices, databases, instructional support).
Question 2	Using the criteria for approved applied learning activities provided, list all current approved applied learning activities offered to students. This question is regarding the number of approved opportunities currently available to students that meet the criteria, NOT the number of students who are currently engaged in approved opportunities. Using the sheet below please list each activity, not an overview.
Question 3	Please list any existing programs that currently require approved applied learning experiences.

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

All current approved applied learning activities offered (optional or required) to students (please list)	Existing programs that currently <u>require</u> approved applied learning experiences (please list)	Notes
1. Approved Activity 1 2. Approved Activity 2 3. Approved Activity 3 4. Approved Activity 4 5. Approved Activity 5	1. Required Program 1 2. Required Program 2	Click here to enter text.