

University Faculty Senate  
Undergraduate Programs and Policies Committee  
174<sup>th</sup> Plenary  
SUNY Cortland  
October 22, 2016

### **Resolution on the Implementation of Applied Learning**

**Whereas**, the University Faculty Senate passed Resolution 170-02, To Support Planning and Implementation of Applied Learning Experiences at SUNY, emphasizing the role of individual faculty and departments in overseeing applied learning experiences, and

**Whereas**, the SUNY Applied Learning initiative requires each campus to determine which applied learning experiences are approved based on the SUNY Applied Learning criteria, and whether or not applied learning will be a graduation requirement, therefore

**Be It Resolved** that the University Faculty Senate recommends to the campus governance bodies that each campus develop and adopt policies to ensure that: 1) Academic faculty retain responsibility for the curriculum, for assessing student learning outcomes, and for assigning grades in applied learning activities as for other degree requirements; 2) The campus-level determination of what meets the applied learning mandate be made through the normal campus and governance curricular processes; and 3) the certification of an activity or course as meeting the applied learning requirement also follows the normal campus and governance curricular processes, and

**Be it further resolved** that the University Faculty Senate asks the Chancellor to direct Presidents and Chief Academic Officers to ensure that faculty governance processes are followed in the consideration and approval of all of these applied learning activities.

#### **Background:**

The seminal 1966 joint statement by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Colleges and Universities on Government of Colleges and Universities recognizes that "...the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process."

Last year the Undergraduate Committee issued a report: **Service Learning in SUNY: Current Status and Strategies for Implementation**. In that study the authors note that:

at 54% of the campuses which have service-learning (N=39), only faculty assign grades in credit-bearing classes for service-learning work completed by students. On the remaining campuses, professional staff members (e.g., staff members in the Student Affairs division) at least sometimes are the instructor of record for courses which include service-learning experiences.

In the current academic year campuses will be engaged in deciding whether applied learning activities should be required for all degrees on the campus, and if not for all, a consideration of which, if any

majors should require applied learning activities. Evidence from service-learning experiences suggests that applied learning may also be frequently supervised by non-academic members of the campus communities.

The determination of whether or not to require an applied learning activity for all majors is, at its very foundation, a curricular matter. As such the determination, as well as evaluating outcomes and assigning grades are matters within the primary responsibility of faculty.

As the governance body for the University we wish to ensure that the responsibility of faculty to set the degree requirements, to assess student learning outcomes, and to assign grades - in essence the integrity of the academic program - remain vested in the faculty.

**174-02-1**

**Resolution on the Implementation of Applied Learning**

**Passed**