

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 VIII 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:	Buffalo State College
Date:	2/12/2015
Inventory Compiled by:	Stephanie Zuckerman-Aviles (Director, Career Development Center), Amy McMillan (Associate Professor of Biology and Chair of the College Senate), Ann Emo (Chair and Associate Professor, Theater).
Project Reporting Period:	December 2015 – February 201
Summary	<p>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.</p> <p>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.</p>
Question 1 Narrative	<p>Buffalo State College’s commitment to applied learning grows directly out of its origins as a normal school, dedicated to training teachers through hands-on learning. That commitment has permeated campus culture as Buffalo State has grown into a comprehensive institution and is best demonstrated by the majority of our academic programs having an applied learning component including discipline-appropriate high impact learning practices such as internships, student research, service-learning, global learning, field experiences, and culminating senior experiences. Taken collectively, all students have opportunities within their academic departments and across campus to engage in applied learning. As a result, Buffalo State has recently earned the Carnegie Foundation Community Engagement Classification. The value of service to society has infiltrated the planning and activities of all academic schools, reinforced by the fact that each school offers some form of approved applied learning experience.</p> <p>Buffalo State’s vibrant location in the heart of the city and the western New York region provides ample opportunities for a wide-array of place-based applied learning experiences in the arts, business, technology, and health and human services. The college has provided long standing support of various centers that expand institutional efforts and resources to serve external constituents while providing applied learning experiences for students. Buffalo State markets the college to</p>

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Date: 2/12/2015

prospective undergraduate and graduate students as providing “hands-on learning” and “out of classroom experiences” focusing on an education that ensures students will turn their ideas into action.

We currently have a decentralized administrative structure at Buffalo State for most of the academic approved applied learning experiences. Academic departments handle the dissemination of opportunities through advisement, classes, recruitment activities, and departmental programs. Administrative offices on campus provide assistance in the marketing of these extensive opportunities to students, however, many of the academic departments inform students through individual advisement and faculty mentors within their departments. Instructional support for student success in applied learning experiences rests with each department. Students are supervised by faculty either in class or on off-campus sites. University College, the academic home for first-year and undeclared students, introduces incoming students to the atmosphere of applied learning through Learning Communities, the College Writing Program, and Academic Transition Courses. In addition, University College also oversees Buffalo State’s global engagement requirement to support effective and appropriate interaction in a variety of cultural contexts. Students have an applied learning option to meet the global engagement requirement by participating in study abroad or local service-learning with multilingual learners.

The Volunteer and Service-Learning Center (VSLC), a SUNY award winning office, provides supplemental and centralized support to faculty and students who engage in service-learning and volunteer activities. Courses that meet the College Senate criteria for service-learning are designated and searchable in Banner by students. Students are also recognized as participating in a designated service-learning course on their transcript. The VSLC website lists service-learning courses and shares opportunities for students at orientation, resource fairs, and campus tabling events. A database of volunteer opportunities is also maintained by the VSLC.

The VSLC supports service-learning courses from preparation to implementation. Service-learning supports include half day and two-day faculty training, faculty fellowships, course conversion support, community partner identification and communication, in-class orientations and student preparation, course logistical assistance for students, service-learning course designation support, assessment and evaluation assistance, recognition of service through certificates, an annual award ceremony, and connection to regional, national, and international service-learning organizations.

Many departments have required courses for the major that are service-learning. For example, all majors within the School of Education are required to take a service-learning class, Introduction to Literacy; all hospitality administration majors are required to take Advanced Training in Hospitality; and all fashion textile technology majors must take Introduction to Fashion Merchandising, which includes a service-learning component. As we look to the future, the Service-Learning Oversight Committee will be working with academic departments to determine the feasibility of increasing the number of majors that require a service-learning component. This

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would provide a structure for ensuring that all students at Buffalo State have an approved applied learning experience.

In addition to the VSLC, other administrative offices oversee approved applied learning activities in their area. The International and Exchange Programs Office provides administrative support and oversight for faculty-led Short and Long Term Study Away Programs. To help students identify study away programs, this office holds a study away fair, information sessions, and a detailed website.

The Office of Undergraduate Research (UR) coordinates and funds a number of faculty-mentored summer and academic-year research programs to support learning through discovery and to promote high-impact learning practices in students' educational experiences. These include an annual student creativity and research conference, a summer research program, and travel and small grants programs. The UR disseminates information about these programs through individual department coordinators, class presentations, open houses, and a comprehensive website. The programs offered through UR are open to all students across all academic disciplines, at all stages of academic progress and regardless of GPA. Other research and creative opportunities are primarily handled through individual departments. Students become aware of these specialized opportunities through their academic advisors, faculty, and department programs. Many faculty who mentor students through their research experiences offer the opportunity for independent research study and independent projects. While this is most prevalent in the natural and social sciences, other areas in the arts, humanities, education, and professions also offer these opportunities.

The Career Development Center (CDC) plays a foundational role in the support of applied learning on the campus. The CDC serves as the coordinating body for student internships, both paid and unpaid. Buffalo State departments each have their own structure for the implementation and completion of internships. In collaboration with 36 departmental internship coordinators, the CDC assists in administering the decentralized internship program on campus. Support includes maintaining a centralized database of internships, an Internship Coordinators share drive that includes affiliation agreement information/insurance documents, sample materials for courses, as well as updates on legal and other issues concerning internship placements. The CDC coordinates a yearly internship fair and leads extensive outreach to employers to locate placements. The college supports state-of-the-art software to inform students about internship, student employment, and volunteer opportunities. Students are provided guidance on identifying and securing both paid and unpaid internships.

Buffalo State's Professional Development School (PDS) is a distinct, award-winning partnership between the Teacher Education programs and school community partners who coordinate many of the approved applied learning experiences for the education programs. From the first state mandated education class to the culminating student teaching experience, the PDS partnership is dedicated to college faculty, school administrators, and practicing teachers cooperatively supervising pre-service teachers. The PDS model began with the Elementary Education program and has

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Date:	2/12/2015
	<p>now expanded to include special education, secondary and special subjects departments locally, regionally, and internationally with school partners in Latin America, Africa, Europe, and Asia. Two faculty members co-ordinate this program and implement various activities to both inform and engage students. PDS offers up to five unique applied learning experiences for every student.</p> <p>Our inventory of approved applied learning activities at Buffalo State indicates that all academic departments provide at least one opportunity for applied learning activities. There also are a multitude of other supported applied learning activities offered across campus that complement a student's academic curriculum. As we develop our applied learning plan, we will ensure that these experiences meet the five criteria for approved applied learning at a high and consistent standard.</p>
Question 2	<p>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.</p> <p>See the attached Table for the Buffalo State College courses that were determined to meet each of the 5 criteria set out for applied learning:</p>
Question 3	<p>Please list any existing programs that currently require approved applied learning experiences.</p> <p>See Table</p>

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
<p>ACM 690: Master's Project ADE 610 Methods in Adult Education ADE 624 Internship ADE 625 Designing and Evaluating Programs for Adult Learners ADE 645 Program Design for Organizational Employees ADE 655 Diversity Issues in Adult Education and Training ADE 660 Grant Writing for Education and Training ADE 695 Methods and Techniques of Educational Research AED 505: FOUNDATIONS IN MUSEUM EDUCATION STUDIES AED 603: INTERNSHIP (ART EDUCATION OR ART THERAPY) AED 604: FUNDAMENTALS OF EDUCATIONAL PROGRAMMING FOR MUSEUMS AED301W: Theoretical Constructs in Art Education AED302W: Functions & Practice in Art Education AED303: Elementary St T'ing in Art; AED304: Secondary St T'ing in Art; AED400: St Teaching Seminar AED505 & AED604 AED675- Youth Cultures AED688/689/690 Alternative Break AMT 495: Applied Mathematics Project ANT 308 Archaeological Research Methods ANT 315W Research Methods in Cultural Anthropology ANT 322 Research Methods in Primatology ANT 412 Seminar in Cultural Anthropology ANT 415 Seminar in Archaeology ANT 418 Seminar in Physical Anthropology ANT 488 Internship ANT 495 Independent Study and ANT 498 Honors Thesis Artist Residencies/Award Competitions Australia Study Abroad</p>	<p>GRADUATE PROGRAMS Adult Education Applied Economics Art Conservation Art Education Biology Chemistry Childhood and Early Childhood Curriculum and Instruction Communications Creative Studies Educational Leadership Education Literacy Specialist English Education Foreign Language Education Forensic Science Great Lakes Ecosystem Science Higher Education and Student Affairs History Math Education Museum Studies Physics Education Science Education Special Education</p> <p>UNDERGRADUATE PROGRAMS Anthropology Art Education Business Childhood Education Communication – Public Communication, Journalism, Media Production Design - Fibers, Communication,</p>	

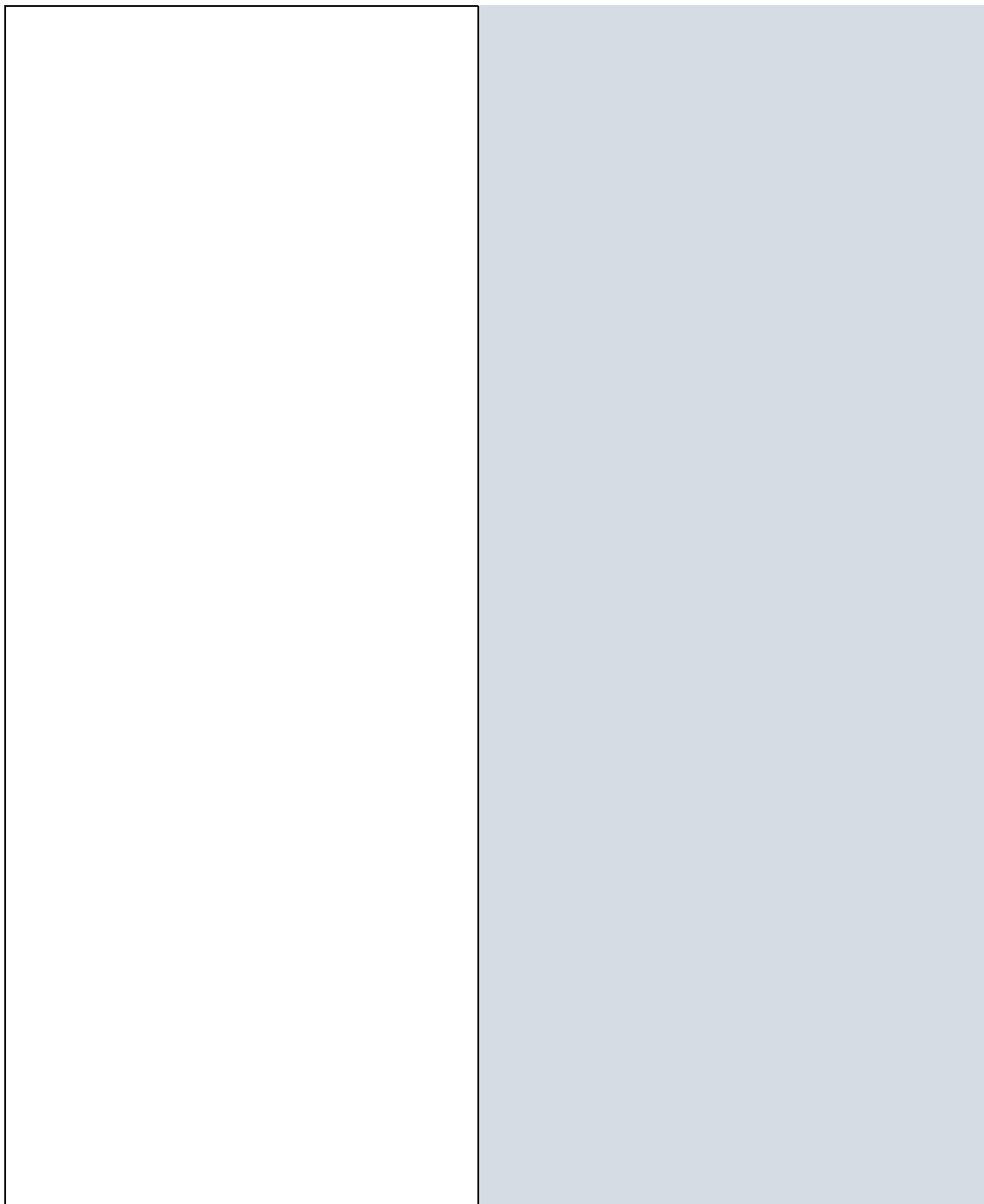
BIO488 Biology Internship (1-3 cr)
BIO498 Honors Research (1cr/3 cr)
BIO590 Independent Study (1-3 cr)
BIO695 Master's Thesis (1-6 cr)
BUS 305: Workplace Diversity
BUS 320: Marketing
BUS 329: Sales Management
BUS 378 Professional Business Practice
BUS 404: Marketing research
CEL 301: Community Perspectives and Experiences
CHE 399/Internship in Chemistry
CHE 795/Research Thesis in Chemistry
Chile Study Abroad
China Study Abroad
CNS601, 603, 605, 607; Conservation imaging, technical examination & documentation I-II-III-IV, Labs
CNS621, 623, 625, 627; Conservation of Paintings I-II-III-IV, Labs
CNS631, 633, 635, 637; Conservation of Paper I-II-III-IV, Labs
CNS641, 643, 645, 657; Conservation of Objects I-II-III-IV,Labs
CNS695 & 694: Student Specialization (Master's project)
CNS699 & 698: Internship
COM 301 Principles of PR & Advertising
COM 304 Writing for Bdcst
COM 308 PR Writing
COM 312, Basic Media Prod
COM 389 Topics in Communications
COM 405 Online Newsroom
COM 418 Campaigns in PR/Advert
COM 418 Campaigns in PR/Advert
COM 433, Advanced TV Doc Prod
COM 620 Public Relations Management
COM 650 PR Management
COM 690 Master's Project
COM488 Internship
Community Service Day
CRJ 488 Internship

Ceramics, Wood
Dietetics
Economics
English Education
Fashion Technology
Forensic Chemistry
French and Spanish Education
Geology
Geography
Health and Wellness
Hospitality
Individualized Studies
Interior Design
Math Education
Music
Music Education
Painting
Political Science
Social Studies Education
Social Work
Special Education
Theater
Urban Planning

CRS 205: Introduction to Creative Studies
CRS 303: Creative Leadership Through Effective Facilitation
CRS 304: Developing Creative Problem Solving Skills
CRS 530: Creative Teaching & Learning
CRS 580: Creative Assessment-Methods and Resources
CRS 619: Organizational Creativity & Innovation
CRS 670: Foundations in Teaching and Training Creativity
CRS 680: Designing and Delivering Creativity Education
CRS 690/CRS 795 Master's Project/Thesis
CWP 101
CWP 102 CRN 3171
DAN 201- Creative Movement for Children
DAN 301- Kinesthetic Methods
DAN 401- Teaching Dance
DAN and THA 495- Independent Study
Des 242 - Fibers 1 /Des 114 - WC
Des 277 Computer Graphics I
Des 342 - Fibers 2
Des 344 - Fibers - junior
Des 370 Vis Com II
Des 374 Advertising
Des 377 Computer Graphics II
Des 378 Web I
Des 379 Motion Design I
Des 380 Illustration
Des 382 3D I
DES 42 1 Ceramics Senior Studio/Website Development
DES 421 Ceramics Senior Studio
DES 421 Ceramics Senior Studio, External exhibition participation at local, regional, and/or national level
DES 421 Ceramics Senior Studio, Undergraduate research
Des 444 - Fibers - senior
Des 472 Web II
Des 473 Graphic Design
Des 475 Graphic Design Practicum
Des 489 Motion Design II
DES 649 Graduate Studio in Ceramics, Graduate Research
DES250Wood DesignI

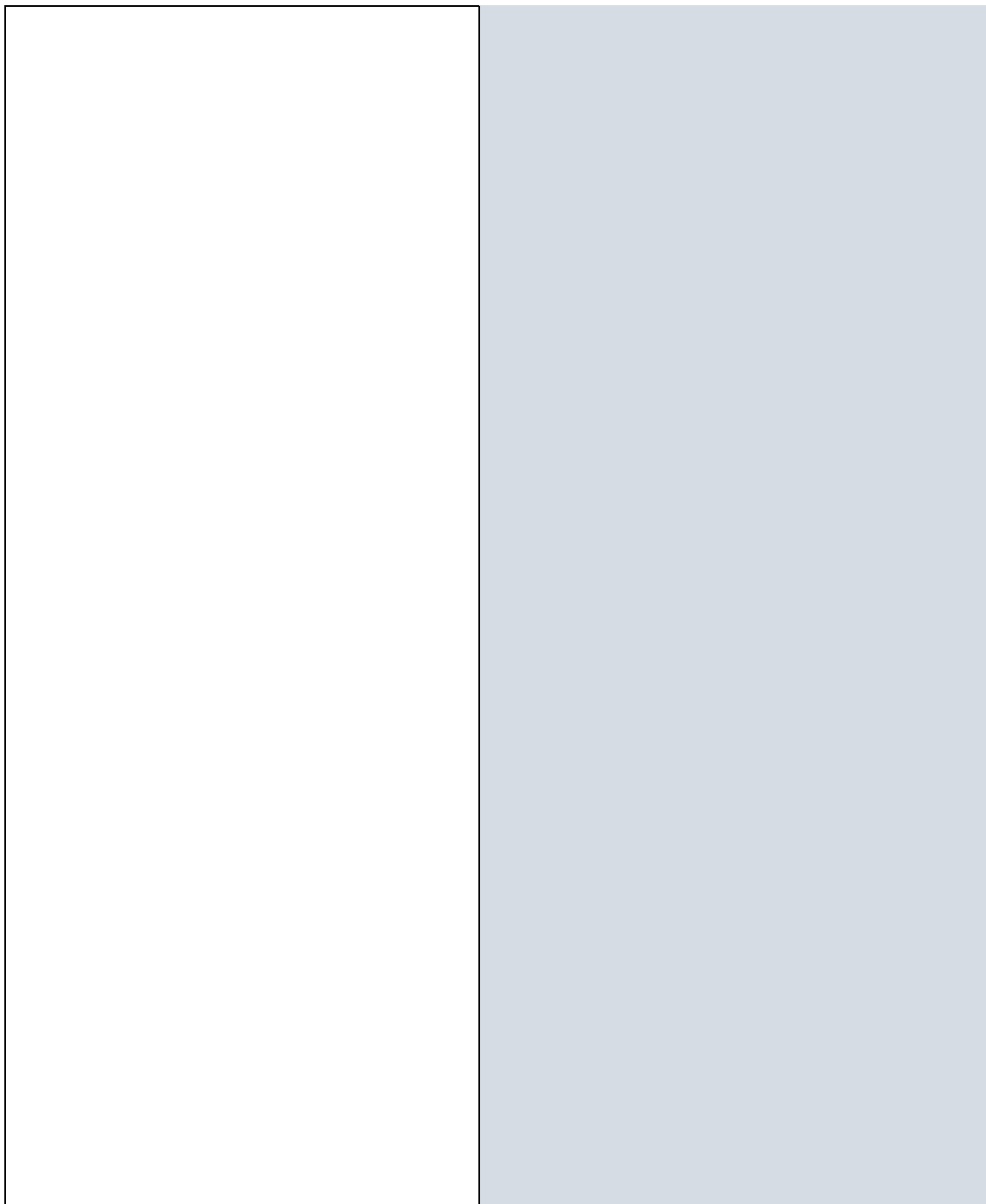
DES350 Wood Design II
DES351 Wood Design: Junior Studio
DES451 Wood Design: Senior Studio
DES488 Internship
DES488 Wood Design: Internship
Dominican Republic Study Abroad
ECO 495 Independent Study
ECO 695 Masters Thesis
ECO488 Internship
EDL606 School-Community Relations
EDL607 Site-based Leadership
EDL612 School Business Management and Finance
EDL630 Curriculum Leadership
EDL631 Supervision of Teaching
EDL702 Field Experience
EDL703 Educational Leadership Internship
EDL704 Seminar in Educational Change
EDL705 School District Leader Internship
EDT 610 Integrating Digital Video Technology
EDT 614 Educational Graphics & Animation
EDU 121/Tutoring students with a Diverse Language
Background
EDU 211/Introduction to Literacy
EDU 220/Programs for Infants & Toddlers
EDU 310/Teaching Social Studies in the Elementary
School
EDU 311/ The Teaching of Reading and Other Language
Arts in the Elementary School
EDU 312/The Teaching of Science and Mathematics
EDU 313/Teaching Elementary Science
EDU 316/Teaching Elementary Science
EDU 329/Integrated Thematic Instruction for Young
Children
EDU 400/Practicum in Teaching
EDU 401/Practicum in Teaching: Intermediate
EDU 410/Practicum in Early Childhood Teaching
EDU 500/Practicum in Education
EDU 510/Practicum in Early Childhood Education
EDU 511/Methods of Teaching English/Language Arts

EDU 513/Theory, Research & Practice in Literacy Instruction
EDU 543/Curriculum for the Young Child
EDU 546/Theory, Research, and Practice in English Language Arts Instruction
EDU 606/Literacy Instruction for Linguistically Diverse Students
EDU 609/Literacy Instruction in the Upper Grades
EDU 613/Assessment of Literacy for the Classroom Teacher
EDU 620/Teaching and Learning in Diverse Elementary School Classrooms
EDU 626/Integrating the Content Areas in the Teaching of Young Children
EDU 642/Reading Assessment & Evaluation
EDU 643/Teaching Strategies for Students with Reading Difficulties
EDU 647/Clinical Practicum
EDU 651/Theory, Research, and Practice in Mathematics Instruction
EDU 654/Theory, Research and Practice in Social Studies
EDU 655/Seminar in Reading
EDU 671/Theory, Research and Practice in Science Instruction
EDU 682/Teaching Math & Science in the Elementary School
EDU 690/Master's Project
ENG 464/ENG465 Student Teaching
ENG311/Methods of Teaching Language
ENG463/Methods of Teaching English
ENG488/Internship
ENG693/Research in Teaching English
EXE 245: COMMUNITY SERVICE WITH INDIVIDUALS WITH SPECIAL NEEDS
EXE 361 and EXE 362 Parent/Teacher Conference
EXE 361: FIELD EXPERIENCE IN FOUNDATIONS OF TEACHING INDIVIDUALS WITH DISABILITIES
EXE 362 and EDU 311 Codeveloping School Newspaper on Common Core with Local School

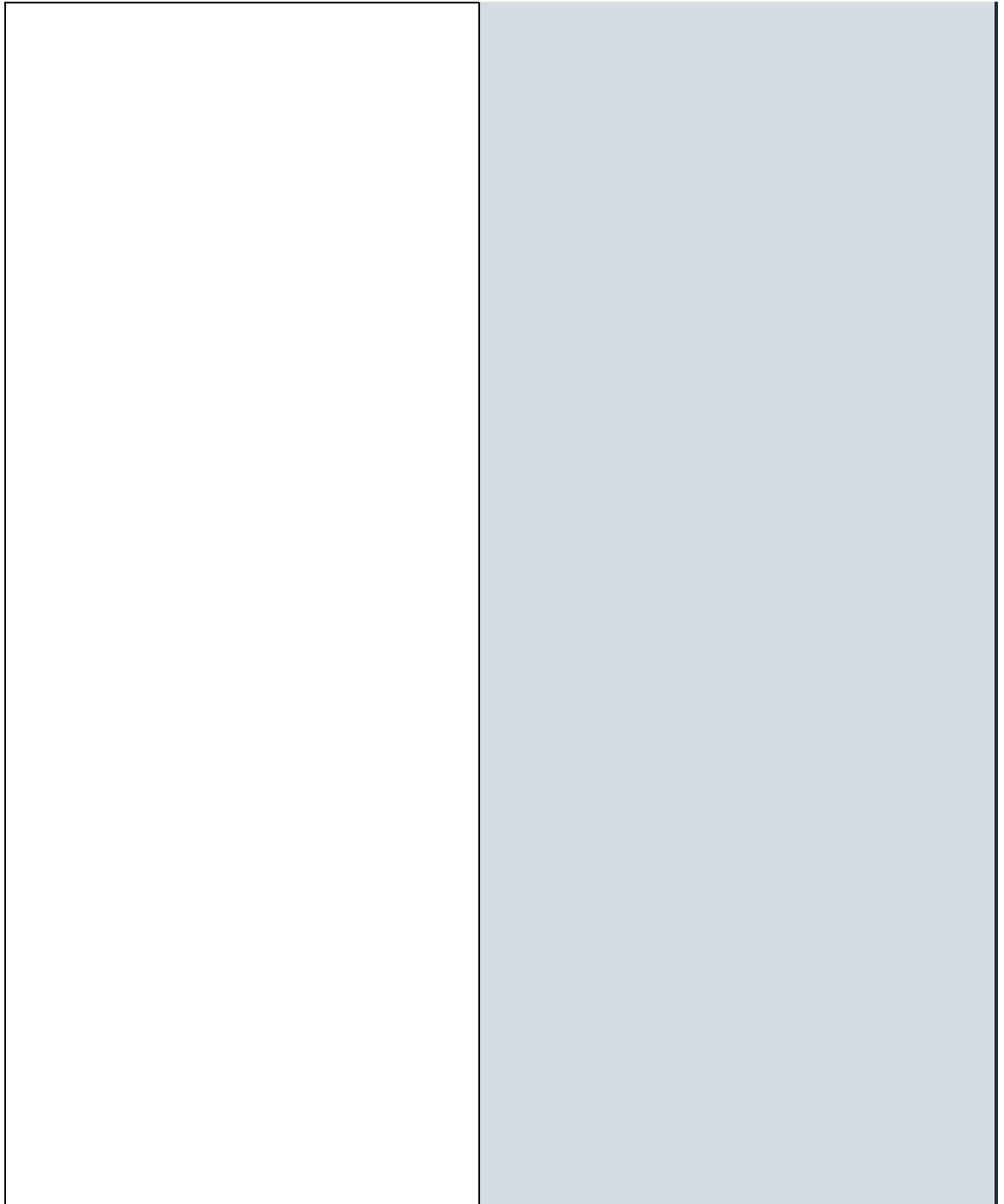


EXE 363: FIELD EXPERIENCE IN BEHAVIOR MANAGEMENT
EXE 364 and EXE 520: Curriculum for Students with Severe Disabilities
EXE 365 and EXE 367 Individualized Service Learning
EXE 365 and EXE 367 Lesson Implementation and Immediate Feedback Coaching Session(s) on Various topics (e.g., ELA, bullying, etc.)
EXE 365 and EXE 367 Parent Common Core Math Training
EXE 366: FIELD EXPERIENCE IN EVALUATION AND ASSESSMENT
EXE 368: FIELD EXPERIENCE IN CURRICULUM FOR CHILDREN WITH MILD DISABILITIES
EXE 420: PRACTICUM IN SPECIAL EDUCATION
EXE 500 (Introduction to Special Education)
EXE 502: Contingency Management
EXE 504: GRADUATE PRACTICUM IN SPECIAL EDUCATION
EXE 520 and EXE 620 (Educating Students with Significant Disabilities)
EXE 612 (Behavior Management for Young Children with Disabilities), EXE 652 (Interventions for Young Children with Disabilities), and EXE 510 (Cognition and Emergent Literacy in Young Children with Disabilities)
EXE 612 (Managing the Behavior of Young Children with Disabilities)
EXE 634 (Applied Behavior Analysis)
EXE 650 (Assessment for Young Children with Disabilities)
EXE 682: INSTRUCTIONAL FIELD EXPERIENCE IN SPECIAL EDUCATION
EXE 684/690: Master's Project
External publication participation at local, regional, and/or national level
FAR 189 Topics course /Mural Painting
FAR100 art for non-majors
FAR488 Internship 3 cr
FLE300 Intro. to the Foreign Language Classroom
FLE340 Second Language Acquisition and Literacy
FLE401 Teaching Foreign Languages in Middle and High Schools

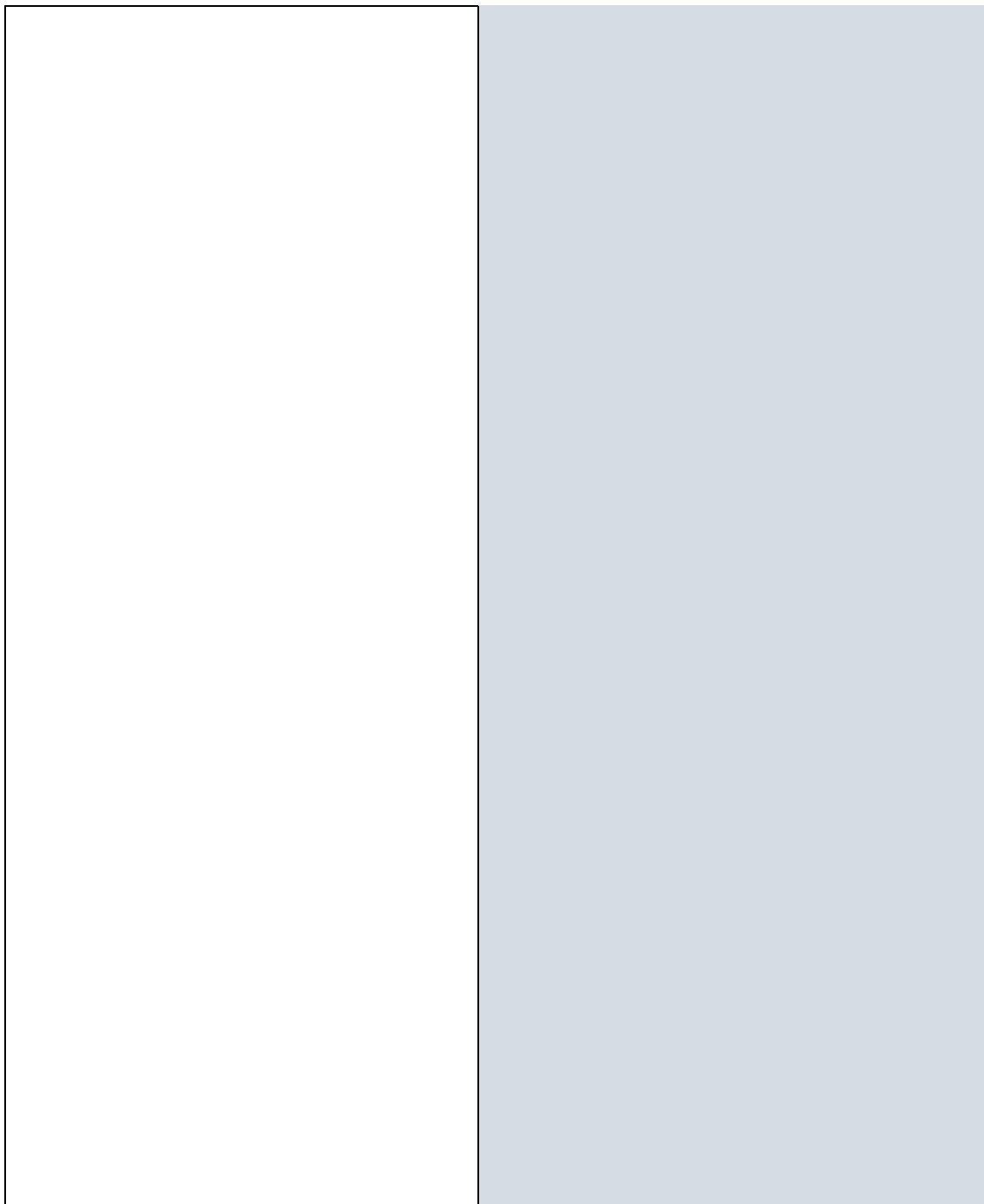
FLE407 Student Teaching of Foreign Languages in the High School
FLE407 Student Teaching of Foreign Languages in the Middle and Junior HS
FLE500 Teaching a Second Language in Middle and High Schools
FLE520 Teaching a Second Language at the Elementary Level
FLE540 Second Language Acquisition
FLE600 Integrating Technology in the Second Language Classroom
FLE680 Seminar: Special Topics in Research on Foreign Language Learning
FLE690/695 Final Project/Thesis
FOR 412/Internship in Criminalistics
FOR 795/Research Thesis in Forensic Science
FTT 488 Internship
GEG 120 Cavern Studies
GEG 345 Bahamas Field Experience
GEG 382 Weather Forecasting
GEG 384 Atmospheric Science
GEG 409 Industrial Geography
GEG 416 Geographies of Development
GEG 418/518 Remote Sensing
GEG 421/521 Watershed Analysis
GEG 428/528 Environmental Assessment and Planning Applications using GIS
GEG 430 Senior Thesis
GEG 485/585 Interactive and Web-based Mapping
GEG 488 Internship
GEG 590 Independent Study
GEG 690 Master's Project
GEG/PLN 499 Independent Study
Germany Study Abroad
GES 303 Mineralogy and Petrology
GES 360 Forensic Geoscience
GES 401 Igneous and Metamorphic Petrology
GES 408 Structural Geology
GES 431 Planetarium Seminar



GES 450 Field Geology
GES 452 Hydrogeology
GES 460 Environmental Field Methods
GES 488 Internship
GES 489 Honors Research
GES 495 Special Project
GES 499 Undergraduate Research
GES 504 Field Experiences for Earth Science Teachers
GES 506 Geology of New York State
GES 513 Advanced Forensic Geoscience
GES 529 Advance Environmental Field Methods
GLC 590 Independent Study
GLC 688 Internship
GLC 695 Master's Thesis
HEA 623 Multicultural Counseling
HEA 624 Internship I
HEA 625 Internship II
HEA 650 Assessment, Tests and Measurement
HEA 689 Research Methods in Higher Education
HEW 412W Health/Wellness Programs
HIS 330 US Environmental History
HIS 363 American Identity in Transition
HIS 419: Curatorship
HIS 450: Museum Internship
HIS 488 Internship
HIS 660: Museums and Society
HIS 688 Internship
HTR 300: Food and Beverage Management
HTR 318: Cultural Tourism
HTR 380: Advanced Training in Hospitality
HTR 400: Catering Management
HTR 480: Practicum in Hospitality Operations
IDE 251 Residential Design
IDE 351 Public Buildings
IDE 355 Lighting Design
IDE 389 Teaching practicum for interior design
IDE 451 Senior thesis
IDE 488 Internship
INS 495 Capstone Research Project

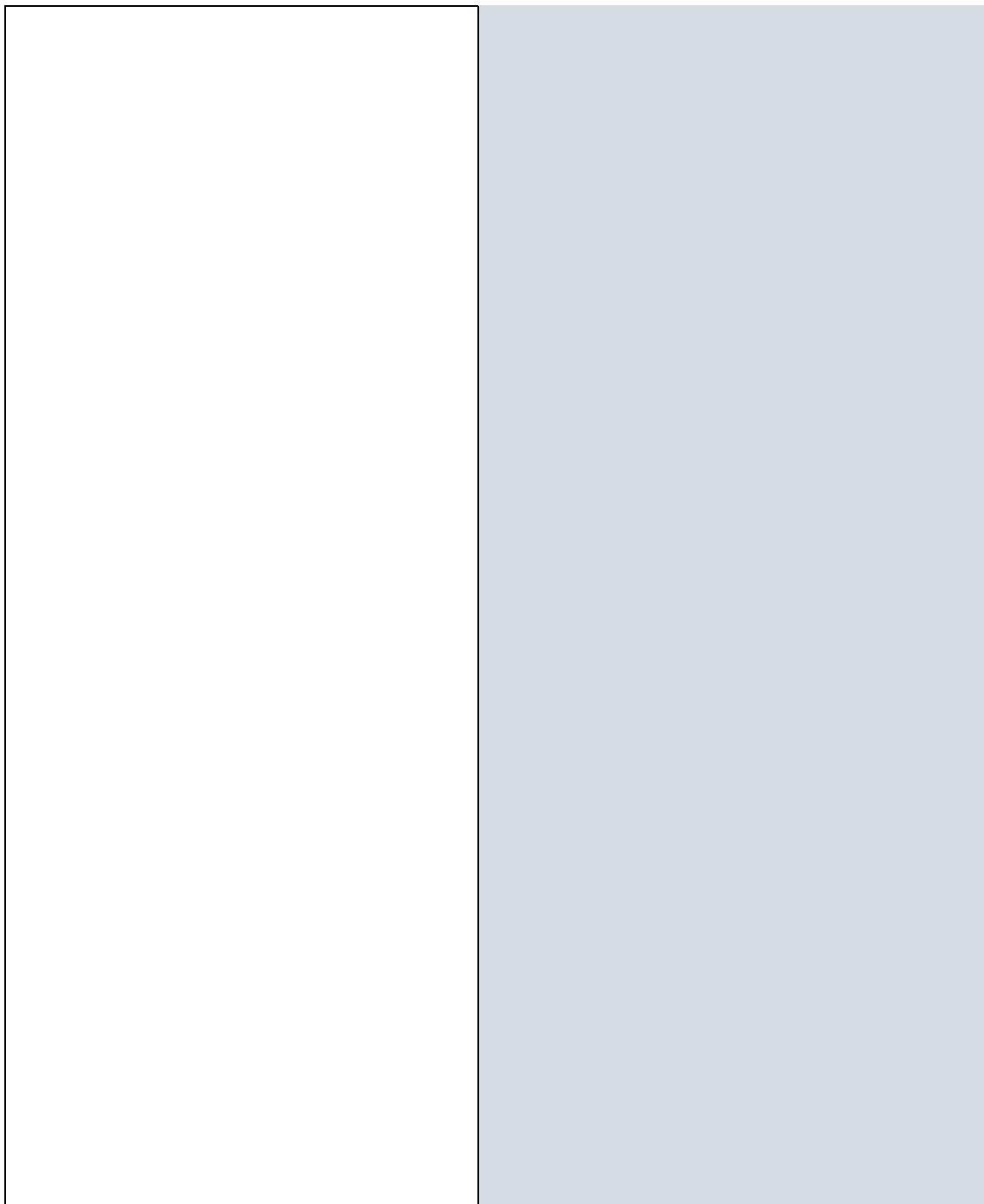


INS 499 Capstone Internship
Italy (Siena) Study Abroad
Italy (Torremaggiore) Study Abroad
LIB 100
MED 200 Field Experience
MED 300 Field Experience: Methods in the Teaching of
Secondary School Mathematics
MED 307 Uses of Technology in the Teaching of
Mathematics
MED 407: Student Teaching of Mathematics in Junior
High/Middle School
MED 408: Student Teaching of Mathematics in High
School
MED 690: Master's Project in Mathematics Education
MED 795: Master's Thesis in Mathematics Education
MST 622: Researching and Presenting Museum
Collections
MST 640: Museum Administration
MST 688 Internship
MST 690: Master's Project
MUS 290: Philharmonia Orchestra
MUS 313: Chamber Choir
MUS 314: Wind Ensemble
MUS 323: Vocal Jazz Ensemble
MUS 326: Jazz Ensemble
MUS 334: Percussion Ensemble
MUS 335: Chorale
MUS 337: String Ensemble
MUS 339: Woodwind Ensemble
MUS 346: Field Experience Elementary Music
MUS 349: West African Drumming Ensemble
MUS 361: Field Experience Secondary Instrumental
Music
MUS 363: Field Experience Secondary Choral Music
MUS 457: Student Teaching Elementary Music
MUS 458: Student Teaching Secondary Choral Music
MUS 459: Student Teaching Secondary Instrumental
Music
MUS 488: Internship



MUS 491: Capstone in Music
Netherlands Study Abroad
NFS 330 Integrative and Functional Nutrition
NFS 405 Principles of Nutrition Education
NFS 430 Intro to Nutrition Research
NFS 445 Nutritional Care A
NFS 447 - clinical rotation
NFS 447 - Community Nutrition
NFS 448 Nutritional Care D
NFS 450W Senior Practicum
NFS471 Experiences in Health Care Food Service
PAD 588, Public Administration Graduate Internship (3 hours)
PHI 102 Introduction to Ethics (Service Learning)
PHI 189 Students for Sustainability
PHI 351 Ethics Bowl
PHY495 Special Project
PHY502 Initial Teaching Experience for Alternative Certification
PLN 431 Planning Practicum
PLN 488 Internship
PSC 215W, Urban Government (3 hours)
PSC 250, Introduction to Law (3 hours)
PSC 302, International Conflict and Peaceful Resolution (3 hours)
PSC 309, International Political Economy (3 hours)
PSC 317W, United States Constitutional Law (3 hours)
PSC 320W, United States Civil Liberties
PSC 321, Civil Procedure (3 hours)
PSC 327, Practical Politics (3 hours)
PSC 330, American Foreign Policy (3 hours)
PSC 337, Politics of Globalization (3 hours)
PSC 399, Research Skills (1 hour)
PSC 420, Contemporary Constitutional Issues (3 credits)
PSC 420W, Contemporary Constitutional Issues (3 hours)
PSC 421, Discrimination and the Constitution (3 hours)
PSC 470W, Senior Seminar
PSC 488, Local Internship (3 hours)
PSC 488, NY State Assembly Semester Program (15 hours)

PSC 497, Washington Semester (16 hours)
PSC 499, Independent Study (3 hours)
PSY 381 Psychology of Culture
PSY 417 Atypical Infant
PSY 488 Internship in Psychology--field placement
PSY 488 Internship in Psychology--teaching internships
PSY 496/PSY 498 Honors Thesis I and II
PSY 499 Independent Study
SCI 502 Secondary Science Education Teaching
SCI 545 Literacy in Secondary Science Teaching
SCI 650 Curricular Research in Science Education
SCI 664 Teaching Science with Technology
SCI 677 Middle School Science Teaching Experience
SCI 678 High School Science Teaching Experience
SCI 679 Seminar in Science Education
SCI 690 Master's Project
Small Grants Program
SOC488 Internship in Sociology
SOC490 Seminar in Sociology
SPA401 Spanish for Spanish Teaching
SPA496 Capstone Seminar
Spain Study Abroad
SPC 307 Group Communication
SSE 200 Introduction to Secondary Teaching
SSE 303 Methods and Materials MS
SSE 309 Methods and Materials HS
SSE 409 Student Teaching Middle School
SSE 410 Student Teaching Senior High
SSE 488 Internship
SSE 688 Internship
SWK 301 Poverty
SWK 493-Field Practicum-1136
THA 234- Introduction to Theater Design
THA 235- Costume Construction I
THA 325 Business of Performing Arts
THA 333- Scene Painting
THA 334- Costume Construction II
THA 335- Costume Design
THA 336- Lighting Techniques



THA 370- Stage Make-up
THA 418- Creative Dramatics
THA 470- Ensemble Theater
THA 488 Internship
Turkey Study Abroad
UK Study Abroad
Undergraduate Summer Research Fellowship Program
USG Student Organization, Coalition for Ceramic
Designers (C2D)
Zambia Study Abroad

