



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Clinton Community College
Date:	4/15/2016
Narrative Compiled by:	Michele Snyder Associate Dean of Academic Affairs
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 II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a descriptive narrative regarding your campus-level collection of data on approved applied learning activities. 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. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities.</p> <p>Course Level: Data collection points will be focused at the registrar level for courses that have been designated as applied learning experiences. We are exploring the use of the SIRIS reporting system to track applied learning experiences at this level.</p>

Campus Name:	Clinton Community College
Date:	4/15/2016
Question 2	<p>Student Activities: Number of student activities for applied learning will be tracked through the number of electronic submissions initiated by the mentor/advisor. Number of students will also be tracked.</p>
	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p><u>Course Level:</u> An applied learning designation for a course will begin in the department where the course is housed. The department will review the applied learning criteria and determine if the course is a good fit for an applied learning experience. If the department determines that the course is a good fit the department representative for the course will complete an electronic form (to be developed) indicating how each criterion is being met and submit the form to the Applied Learning Coordinator for review and final approval.</p> <p><u>Student Activities:</u> We are in the process of developing guidelines for designating an activity as an applied learning experience that is not attached to a course. Similar to the course-level process, the office/area of the college wishing to offer an applied learning experience will review the applied learning criteria and determine if the activity is a good fit for an applied learning experience. If it's determined by the requesting office/area that a non-course related activity meets established criteria then an electronic form will be completed (to be developed) indicating how each criterion is being met and then submitted to the Applied Learning Coordinator for review and final approval. The activity will then be available for a student to identify within an electronic form (to be developed) as having participated in an applied learning experience. The electronic form will enable the student to complete a brief questionnaire about the experience (i.e. type of applied learning experience, hours of engagement, mentor/advisor). The form is submitted electronically to the mentor/advisor for verification and then electronically forwarded to the registrar's office for coding. We are working on how to include this information as a co-curricular transcript or addendum to a student's transcript.</p>
Question 3	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p>

Campus Name:	Clinton Community College
Date:	4/15/2016
	<p>We currently use our CAMS reporting system to track persistence, retention, and graduation rate of all students. We will use these metrics to measure student success with applied learning experiences and overall institutional outcomes. Student engagement is a qualitative measure; however we will measure number of students who engage in an applied learning experiences and relate student participation to the metrics described; in this way we can make reasonable conclusions about the impact applied learning experiences might have on persistence, retention, and graduation rates of students. Annually we track job placement in career and certificate programs and we will continue to do this.</p>

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Clinton Community College
Date:	4/15/2016
Narrative Compiled by:	Michele Snyder Associate Dean of Academic Affairs
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 III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>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.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>As described above, faculty will have purview over moving a course through the approval process and determining if a course meets the criteria for an applied learning experience. The assessment of such course will be within the course student learning outcomes and specific activities tied to the applied learning experience. An applied learning designation for a course will begin in the department where the course is</p>

Campus Name:	Clinton Community College
Date:	4/15/2016
	<p>housed. The department will review the applied learning criteria and determine if the course is a good fit for an applied learning experience. If the department determines that the course is a good fit the department representative for the course will complete an electronic form (to be developed) indicating how each criterion is being met and submit the form to the Applied Learning Coordinator for review and final approval.</p>
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <p>The Faculty Council Professional Development Committee offers professional development opportunities during the academic year.</p> <p>Every career program has a Program Coordinator, or Director in the case of Nursing, who is compensated for coordinating the degree program. Degrees that have internships, clinical placements, or practicums as part of the program have a program coordinator that is compensated.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>New faculty activities are currently supported in a variety ways:</p> <p><u>Curriculum Review</u> Any new course proposed is filtered through the curriculum review process. As described earlier if a course is determined to be a course that engages a student or students in an applied learning experience then that course designation will be initiated by the sponsoring department where the course resides. A non-course generated activity is often times linked to a club or Student Senate activity and as such will follow the process currently being developed for non-course applied learning activities.</p> <p><u>Life Experience Credit Program</u> Recognizing that college-level learning may be acquired outside the traditional classroom the 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 experience that are extremely valuable and worthwhile; however, these experiences may not necessarily convert to college credit. To be awarded life experience credit, the learning outcomes must be shown</p>

Campus Name:	Clinton Community College
Date:	4/15/2016
	<p>to be equal to a similar college classroom experience. The student works with the faculty member to determine if the life experience credit they seek aligns with a particular course offering (i.e. practicum, internship, clinical experience or other course). If it's determined the life experience does align, the student puts together a portfolio to show how they have met each of the student learning outcomes in the course in which they are seeking life experience credit. Once the portfolio has been approved as meeting the course objectives, the student pays one-third the tuition of the course. Once the entire process is completed, the faculty member who guided the student receives compensation for facilitating the process.</p> <p><u>Independent Study</u> Independent Study is a vehicle for serving the special needs of the student body, complimenting 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 which allows students to pursue particular interests in greater depth than present courses providing or, in appropriate cases, may pursue honors level studies.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Engagement and acknowledgement of faculty and staff could occur in a variety of ways. Some of the current discussions about how to engage and acknowledge faculty and staff supporting applied learning activities could include but is not limited to:</p> <ul style="list-style-type: none"> • Reinstating our Academic Showcase highlighting not only the students involved in an applied learning experience but the faculty and staff who support those students; • Acknowledging the faculty and/or staff member and students who have participated in an applied learning experience during our student Academic Excellence Award Ceremony • Faculty can also link their participation in an applied learning experience in the portfolio which is assembled by the faculty member for reappointment and promotion. Participation in or the development of an applied learning experience could fit into any one of the three evidential components required to be submitted in the portfolio: teaching effectiveness, contributions to the college and professional development. The same could be part of other non-teaching faculty and staff for reappointment and continuing appointments.

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Clinton Community College
Date:	4/15/2016
Narrative Compiled by:	Michele Snyder Associate Dean of Academic Affairs
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 IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*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.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>We are in the process of developing web resources to support students and encourage learning about our applied learning opportunities. In addition, we will include applied learning opportunities in all new student orientation sessions, develop literature regarding applied learning to educate students about applied learning at CCC. An Applied Learning Coordinator will work with liaisons within the</p>

Campus Name:	Clinton Community College
Date:	4/15/2016
	college campus to disseminate information in each respective area (Academic and Student Affairs).
Question 2	<p>Describe how approved applied learning activities are promoted to and shared with students. How is information about applied learning activities built into the orientation or advising process?</p> <p>We will include information about applied learning opportunities in all new student orientation sessions and develop literature regarding applied learning to educate students about applied learning at CCC.</p> <p>‘Advisor Talking Points’ will be developed to help faculty and staff who advise students about the available applied learning opportunities on campus.</p>
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity?</p> <p>Student feedback from any course-level experience will be collected at the end of a course offering. Student feedback from non-course related applied learning experiences will be part of the electronic form submission required of the student at the end of an AL experience. Summative anonymous feedback from each activity will be sent to the sponsoring faculty and/or staff member for review and to assess how the feedback should impact changes in subsequent offerings of the same or similar applied learning experience.</p> <p>What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>The faculty liaison communicates with the student and off-campus site about expectations in an internships, practicum or clinical experience. The faculty liaison works with the student and off-site campus to resolve issues.</p>
Question 4	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>For course-level applied learning experiences faculty have purview over curriculum and it’s from both internal and external scanning of our students and community-</p>

Campus Name:	Clinton Community College
Date:	4/15/2016
	<p>based needs that the development of new course work or programs are initiated and developed. Faculty are engaged already in continued improvement of courses based on student feedback.</p> <p>For non-course related student applied learning activities, this information will be collected on the electronic form submitted by students after they complete their applied learning experience. This information will be provided to the mentors/advisors involved in these activities to develop new or improve existing applied learning activities.</p>

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	Clinton Community College
Date:	4/24/2017
Narrative Compiled by:	Michele A. Snyder, Ph.D
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to determine campus capacity to support applied learning. Part V should be submitted as a descriptive narrative regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Do you currently measure impact of campus-approved applied learning on the local community and workforce? If so, what methods do you employ?</p> <p>Currently, faculty directly contact students and local businesses, agencies, and industry partners to determine if a student is a good fit for a particular off campus internship or practicum. Many times, a student will already have work-based learning experiences. If this is the case then the student and designated faculty member in the discipline work together to evaluate prior learning, a portfolio is compiled and upon formal evaluation by the faculty member the student may receive course credit for the analogous practicum or internship. Clinical experiences are formalized agreements between the College and the clinical site. Direct impact of campus-</p>

Campus Name:	Clinton Community College
Date:	4/24/2017
	<p>approved applied learning on the workforce is measured by job placement with respect to practicums, internships and clinical experiences.</p> <p>Students seeking a career after degree completion require a plan for entry into the workforce. In fall 2017 a Career Services Coordinator will be in place to support the development of formal processes and agreements between all community partners. The Career Services Coordinator will work with the Office of Institutional Research to collect, track and analyze applied learning as it related to career services. The goal will be to improve career placement services, offering internships and cooperative education opportunities focused on meeting the career goals of the students.</p>
Question 2	<p>How could including approved applied learning activities as a local graduation requirement enhance or hinder student completion?</p> <p>Of the degrees that offer an applied learning experience, only 4 of our 20 degrees and 1 of our 7 certificates require an approved practicum, clinical or internship credit bearing course. At this time, requiring an approved applied learning as a graduation requirement would potentially not enable a student to complete a degree in 16 degrees and 6 certificate offerings. Other challenges include SUNY mandated limits on the total number of required credits within the degree program. Faculty will need time to evaluate where in the specific degree programs applied learning can be incorporated as credit bearing coursework without exceeding credit limits.</p> <p>Designating specific non-credit activities as applied learning experience will enhance the college experience. While there is value seen in the development of processes that will identify, evaluate, and track non-credit applied learning activities, there is much work to be done to establish parameters for designating specific non-credit activities as applied learning. We will continue to pursue how to provide students with approved non-credit applied learning experiences.</p>
Question 3	<p>Please describe the campus opportunities and challenges of including approved applied learning activities as a local graduation requirement. Please describe implications for student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>The College is reviewing its institutional learning outcomes which directly impact student learning outcomes. We are committed to providing students with</p>

Campus Name:	Clinton Community College
Date:	4/24/2017
	<p>opportunities to develop the skills, knowledge, and awareness that will prepare them to be successful in further education and careers. To that end, applied learning activities, credit or non-credit, contribute to a career ready, knowledgeable citizenry, and affords transfer students to be prepared for upper-level university study.</p> <p>However, several challenges exist for including approved applied learning activities as a local graduation requirement including credit caps as noted in question 2 of this section.</p> <p>At this time we are not coding AL courses in SIRIS and we will be providing SUNY with a narrative and completing the Request for Information. The Office of Institutional Research and Registrar's Office is working together with the IT Department to ensure the eventual implementation of coding AL credit-bearing courses into SIRIS. Additionally, tracking of non-credit AL activities at the registrar level has yet to be worked out but is in progress. Progress regarding coding and tracking activities at the registrar, IR, and IT levels of operation are moving forward despite limited human resources.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than **May 1, 2017**



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	Clinton Community College
Date:	4/24/2017
Narrative Compiled by:	Michele A. Snyder, Ph.D
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. Be sure to list the responsibilities and roles for each. These may include any business/corporate, non-profit, state and other hosts/facilitators.</p> <p>CCC is networked within the region to many community organizations, county agencies, businesses and industries and serves as a training hub in advanced manufacturing. As a result of these long-standing relationships CCC delivers workforces solutions and training programs to the community, as well as, provides opportunity for the community to engage in credit bearing coursework. Likewise, our</p>

Campus Name:	Clinton Community College
Date:	4/24/2017
	<p>business and industry partners seek out our students for internship, clinical and practicum experiences at their place of business.</p> <p>Current applied learning activities are primarily categorized under SUNY Works and are credit bearing and already established clinical, internship, or practicum based courses. As such, we work with a diverse set of community stakeholders to deliver applied learning experiences whereby students are provided the opportunity to discuss, examine and evaluate their applied learning experiences and observations.</p>
Question 2	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. List the offices or structures on campus currently supporting these relationships.</p> <p>Methods for supporting relationships on and off campus are detailed in question three below.</p> <p>The following offices/areas of the college community are engaged with the applied learning initiative:</p> <ul style="list-style-type: none"> Academic Affairs (all departments, Academic Council, Academic Services) Student Affairs Registrar’s Office Office of Institutional Research Information Technology Student Senate Institutional Advancement Center for Community and Workforce Development <p>Our governance structure through committee work is also an essential part of decision making and the appropriate committees have been engaged and will continue to be part of the process for decision making regarding applied learning.</p>
Question 3	<p>Describe how your campus engages new community partners.</p> <p>CCC is engaged in a variety of activities that support developing relationships with new community partners. For example, we have secured two companies in the Start-Up New York Program (Prelco and Biotech Energy, Inc.); work with new business and industry coming to the area (i.e. Norsk Titanium), invite employers to the campus for a variety of employer fairs to support job placement and workforce development; work with community agencies such as Vision2Action (i.e. Get Ready to Earn event), and collaborate with The Development Corporation and the North Country Chamber of Commerce in our efforts to develop the region economically.</p>

Campus Name:	Clinton Community College
Date:	4/24/2017
	<p>Career degrees (A.A.S) with required applied learning activities have program coordinators that support students for placement into the appropriate applied learning experience (clinical, practicum, or internship) to meet degree requirements. Program coordinators also facilitate advisory council meetings to discuss business and industry trends, best practices within the career and how to best prepare our students in the particular degree to meet workforce demands.</p> <p>Additionally, through the Center for Community and Workforce Development (CCWD) we engage county agencies and business and industry in training programs to meet the needs of employers thereby supporting economic growth in the region. These same employers seek out our students to fulfill their workforce needs. In the future, with the on-boarding of a Career Services Coordinator we will be strengthening existing relationships and be developing new relationships that support applied learning.</p>
Question 4	<p>What is your campus plan for supporting intentional and reciprocal partnerships?</p> <p>We plan to continue using our current network of business, industry, and county community partners to provide students with applied learning experiences. We expect to expand SUNY Works applied learning opportunities with the hire of a Career Services Coordinator fall 2017.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than May 1, 2017.



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

Campus Name:	Clinton Community College
Date:	4/24/2017
Narrative Compiled by:	Michele A. Snyder, Ph.D
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p>At this time Clinton Community College will not require the completion of an applied learning activity as a local graduation requirement.</p>

Campus Name:	Clinton Community College
Date:	4/24/2017
Question 2	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>Four degrees and one certificate <u>require</u> an AL experience through internship, clinical, or practicum:</p> <ul style="list-style-type: none"> • 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 <p>6 degrees have opportunities for AL experiences, but are <u>not required</u> for degree completion.</p> <p>(Total: Degrees 20; 7 Certificates)</p> <p>The caps on number of credits a degree may contain creates challenges for all community colleges when considering the addition of new course requirements. Adding additional requirements through the elimination of other important coursework could erode foundational critical knowledge and skills attainment provided by the degrees in their current form.</p> <p>Therefore, at this time the breadth of credit bearing applied learning opportunities are limited; however, we will continue to explore program revisions as needed.</p> <p>There is not a mechanism in place at this time to manage and evaluate non-credit activities; however, based on the applied learning workgroup recommendations and positive feedback from student governance we will pursue how we can develop processes to identify, evaluate, and code non-credit applied learning activities so that all students in the future have an applied learning opportunity.</p>
Question 3	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>Not applicable: We will not be requiring approved applied learning activities as a graduation requirement.</p>

Campus Name:	Clinton Community College
Date:	4/24/2017
Question 4	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>Current applied learning activities are primarily categorized under SUNY Works and are credit bearing established clinical, internship, or practicum based courses. We offer one course that falls under the SUNY Discovers category. We will continue to offer these courses and place students as appropriate for degree completion. Oversight of all credit bearing coursework and the addition of new courses resides within the respective departments within which the course is or will be offered. Under the SUNY Serves category, we offer service learning as an approved applied learning experience through our Honors Program. We have an Honors Coordinator in place that oversees the program to ensure its viability and rigor of experience.</p> <p>We will continue to evaluate and explore new opportunities and experiences for our students regarding applied learning. Evaluation and recommendations concerning active or new applied learning activities and how to move forward respectively will be required and will involve a variety of campus stakeholders (i.e. Academic Council, Departments, Student Senate, Faculty Council) so both credit and non-credit applied learning opportunities can be offered in the future.</p> <p>Clinton Community College will continue to sustain its current efforts and approved applied learning offerings as described in the plan and will continue to explore ways in which we can offer new applied learning experiences for our students in the future.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than May 1, 2017