



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Corning Community College
Date:	
Narrative Compiled by:	
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>To start the data collection and reporting processes we will code all applied learning courses using Banner, our student information system. The applied learning type will be added to the course description and title, if appropriate, to help identify these opportunities for students. Courses will also be coded for applied learning in the</p>

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	<p>course attributes. Courses will be coded prior to the start of registration each semester. In this way, Banner is searchable for applied learning courses and enrolled students. Also under consideration is the development of a co-curricular transcript to list all applied learning activities inclusive of curricular and extracurricular activities such as community service done by student clubs.</p>
Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>Classes that were designated during part one of the SUNY Applied Learning Campus Plan will receive the applied learning designation in Banner. Courses were identified during this phase through a faculty survey, review of course descriptions in the catalog, and follow-up discussions with faculty and associate deans responsible for those courses. The resulting courses were posted for review along with the criteria. The feedback received from faculty has resulted in some changes to the list submitted in part one.</p> <p>Moving forward, we will be creating an applied learning template that faculty can use as a worksheet when evaluating applied learning in their courses. On the worksheet faculty will explain how their course meets the 5 applied learning criteria presented by SUNY with specific examples of projects/assignments. After completing the worksheet they will submit it to the Applied Learning Implementation Team for approval. If the course is approved the team will notify the registrar and the course will be coded in Banner. Moving forward, an applied learning template will be added to the required documents for new course proposals making it easier to capture courses that will include applied learning. There will be a yearly renewable process where the implementation team will reach out to instructors to ask if their course still meets the criteria. This process will be especially important for courses that have instructor changes.</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> <p>Corning Community College will measure a variety of metrics related to student success and institutional outcomes. We will have different metrics for different opportunities. One thing we would like to compare is persistence and retention in programs with required applied learning compared to programs without it. We also plan on measuring persistence, retention, and graduation rates for students that took internships, service learning, and other opportunities as electives. Corning Community College will also be tracking employability of graduates in career programs. For transfer programs we will be tracking students' transfer rates. For</p>

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	transfer programs we will compare three groups: students in programs with required applied learning, students who take advantage of applied learning opportunities that are not required, and students who took no applied learning courses.

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:	Corning Community College
Date:	
Narrative Compiled by:	
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>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>For established internships and practicums, faculty members are assigned as the academic supervisor for the students involved. All contractual obligations are still the responsibility of the faculty member inclusive of assignment of final grades, monitoring student engagement and performance, and assessment of the actual</p>

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	<p>course. Each student assigned to a specific internship or practicum must have an approved contract between Corning Community College and the community site along with a more individualized contract among the student, the site and the college. The Associate Dean of Instruction of the sponsoring division, the Academic Dean and the chief Financial Officer are responsible for the maintenance of the contracts between the institution and the sites whereas the responsibility for the maintenance of the individualized student contract resides with the faculty member. One of the key responsibilities of the faculty member involves consistent communication with the site supervisor regarding not only the performance of the student but the overall quality of the educational experience being offered. For classroom-based applied learning activities, the faculty is held to the same standards of accountability, oversight and assessment as any other classroom activity.</p> <p>Regarding the approval process of new or customized faculty-initiated activity, an Applied Learning Implementation Team composed of faculty representing each of the three divisions, a representative from the curriculum committee of governance, two Associate Deans of Instruction, the Applied Learning coordinator, Director of Residential and Student life, a student representative, Director of the Center for Teaching and Innovation Excellence, and the Executive Director of Workforce Education and Academic Pathways are responsible for the approval of new applied learning activities inclusive of sectional level activities within multi-section courses. The Applied Learning coordinator is developing a template for faculty to use when submitting proposed applied learning activities; this template utilizes the 5 criteria presented in the SUNY Applied Learning Campus Plan. To establish a baseline inventory of current offerings of applied learning courses, the Applied Learning coordinator developed a survey which was disseminated in early December. Full and part-time faculty submitted courses for consideration which were then reviewed by the team. These courses were reported to SUNY in our Part 1 submission on February 15th. The courses are now being reviewed by Department chairs to ensure that all faculty teaching applied learning courses are aware of the next phase in the implementation of the SUNY Applied Learning Campus plan.</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 Center for Teaching Innovation and Excellence (CTIE) provides a Great Teacher Retreat in August, a Teaching Innovation and Excellence Retreat in January, and sponsors a NY-regional Connecting, Collaborating, and Celebrating the Art of Teaching (CCCAT) Conference. These retreats and conference provide opportunity for faculty to collaborate and connect with other faculty with presentations, workshops, and</p>

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	<p>facilitated active learning activities during breakout sessions. The CTIE offers a Faculty Four Squares Program which enables faculty to visit colleagues' classes as students then discuss various classroom management techniques with applied learning. Among the topics presented at these opportunities is applied learning in its many forms (experiential learning, flipped classrooms, inquiry-based learning, project-based learning, collaborative student projects, Collaborative Online International Learning (COIL), and interdisciplinary student projects). Some of these projects, like COIL, do present the faculty member with extra compensation. Faculty who participate in COIL also receive funding to attend a SUNY-wide conference. COIL presents faculty with a unique opportunity to create international applied learning activities. The CCC Annual Fund, through the Center for Teaching Innovation and Excellence, will provide Mini-Grant awards to educators, individually or in groups, for innovative projects inclusive of applied learning initiatives.</p> <p>The CCC President's annual Sustainability Grant (<= \$5,000.00) provides an avenue for faculty to explore innovative teaching projects related to each of the elements of the triple bottom line of sustainability; social, environmental, and economic . In fact, it is this grant that has funded the Applied Learning Coordinator release time position for the 2015- 2016 academic year. The success of this position has led to a proposal for a full-time coordinator position, which will provide continuous support to the growth of applied learning at Corning Community College.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>As described above, Corning Community College has established an Applied Learning Implementation Team responsible for both authorizing and overseeing new faculty initiatives in applied learning. One plan for this semester involves the Applied Learning coordinator meeting with all faculty who oversee internships, clinical placements and practicums. This purpose of this meeting is twofold: to inform faculty of the standardized procedures involved in applied learning activities and to problem-solve any obstacles to the growth of applied learning. A second more long-term plan involves the development of a centralized database accessible by students interested in participating in applied learning activities and community members interested in offering them.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>The CTIE showcases faculty projects at the retreats, CCCAT conference, and workshops throughout the academic year. The CTIE will be applying for the CCC President's annual Sustainability Grant by April 4, 2016. Using the Sustainability Grant money, CTIE will acknowledge six faculty (3 Fall, 3 Spring) during 2016-2017 who use</p>

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	active learning or applied learning pedagogy by giving them a Chromebook (up to \$250.00) or an Echo 8GB Pro Set (up to \$250.00); whichever benefits their course delivery methods. In addition, each faculty member will receive a \$250.00 stipend.

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:	Corning Community College
Date:	
Narrative Compiled by:	
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>Much of the advertising and student supports with our current model rely on the academic advisor within the student’s program. The advisor will assist the student in finding an opportunity that matches their academic and career goals. In many cases the advisor is also the ideal person to serve as the mentor for that opportunity if it involves sending the student into the community. Students are assigned advisors in their academic program so they have the expertise necessary to mentor the students.</p>

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	<p>If students initiate a customized or otherwise new applied learning opportunity they would propose it to their advisor. The advisor would then submit the proposal to the Applied Learning Implementation Team for approval. If approved, the team will communicate the approval to the registrar for listing on the transcript.</p>
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>Opportunities are advertised on the website, a job board in the Advising and Counseling Office, at student events, and directly to students through their advisor. Some programs with required applied learning, such as Nursing, Human Services and Auto Body have an orientation before students start in their program. Students learn the specific details and expectations at that orientation and again from the supervising faculty before they are placed in the community.</p> <p>Advising is our main tool for making students aware of these opportunities. As the requirements and specifics for each program vary we find that it is best for the student to work with their academic advisor for required activities. A student may also propose an activity to a faculty member teaching a course with related curricular content. This activity can take many forms, from an internship to an independent research project to an arts production. The student and faculty mentor will submit the required paperwork to the Applied Learning Implementation Team. This team will provide the approval, support and guidance as needed.</p>
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>Students are asked to provide feedback through the assessment process. For a course with embedded applied learning this feedback will most likely be obtained via the student reaction to instructor form. For opportunities that require students to work in the community such as internships, co-ops, practicums, and service learning the students will be asked to submit at least one reflective essay and a site evaluation. Both will be used by the Applied Learning Implementation Team and the faculty member to determine if students will continue to be placed at that site.</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>The Applied Learning Implementation Team includes student representation. We planning to build structure into the required community service clubs must</p>

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	complete, allowing this service to meet the 5 applied learning criteria presented by SUNY.

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	Corning Community College
Date:	11/11/2016
Narrative Compiled by:	Jennifer Sellers, Coordinator of Applied Learning; Deborah Beall, Associate Dean of Instruction, Division of Professional Studies; and Byron Shaw, Associate Dean of Instruction, Humanities and Social Sciences.
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>The relevant part of the language is as follows:</p> <p>“Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; 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.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, 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</p>

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	<p>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 any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?</p> <p>The impacts of applied learning in the form of internships, co-ops, and practicums were measured in a recent survey of area employers. Employers were asked to rate their satisfaction in 14 categories (working with others in teams, technology skills, ethical judgment and decision making, oral communication, locating/organizing/evaluation information, working with numbers/statistics, written communication, critical/analytical thinking, creativity and innovation, analyzing/solving complex problems, applying knowledge/skills to the real world, awareness of diverse cultures, and working with people from different backgrounds), along with their likelihood of hiring interns as employees. This survey will be conducted on an annual basis to coincide with our yearly gathering of all program advisory boards which includes a large number of employers within our three-county service area.</p>
Question 2	<p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>Student Learning Outcomes</p> <p>The addition of an applied learning graduation requirement would benefit students. Research shows improvements to retention, graduation rates, GPAs, and a number of other metrics that gage student learning and overall satisfaction with their academic program.</p> <p>Applied learning experiences are in line with all of our institutional learning outcomes.</p> <ol style="list-style-type: none"> 1. Demonstrate critical thinking. 2. Communicate effectively orally and in writing, and through other modes of expression.

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	<p>3. Utilize research, apply scientific reasoning and mathematical concepts, and employ creative techniques to solve problems.</p> <p>4. Demonstrate knowledge and skill proficiency in their program of study.</p> <p>5. Apply information literacy skills necessary to support continuous, lifelong learning.</p> <p>6. Demonstrate cultural and global awareness and civic knowledge.</p> <p>7. Demonstrate growth in professional and personal development.</p> <p>Advising Additional advising is required for applied learning opportunities in most cases. Campus wide workshops would be needed to share the pertinent information with advisors. The preferred advisor for these experiences would be a faculty member who can also oversee the experience. This change could impact faculty load.</p> <p>Staff Currently the Applied Learning Initiative is overseen by the Coordinator of Applied Learning. The approval of this administrative position in the summer of 2016 is a sign of the College's support for applied learning and does provide a centralized contact for this initiative. In order to allow for broader participation in this initiative, an Applied Learning Steering Committee was formed in May 2016. One of the challenges in this area pertains to the increased demand on the Institutional Research and Registrar offices due to the tracking requirements. Additionally, the need to more fully develop community partners will add more responsibility to the job of Corporate Outreach Specialist in the office of Workforce Education and Academic Pathways.</p> <p>Fiscal Implications Expanding the applied learning opportunities could fiscally impact the college in terms of faculty load for those activities which involve faculty mentorship. To reduce financial impact more embedded opportunities within courses could be identified.</p> <p>Changes to programs Adding an applied learning graduation requirement could result in the need to change program requirements. As many of our programs are already at the SUNY 64 credit limit, and with few free electives, this could be problematic. However, there could be applied learning opportunities that are either embedded into existing program requirements or are non-credit such as participation in student government or volunteerism that satisfies one of the institutional learning outcomes.</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:	Corning Community College
Date:	11/11/2016
Narrative Compiled by:	Jennifer Sellers, Coordinator of Applied Learning; Deborah Beall, Associate Dean of Instruction, Division of Professional Studies; and Byron Shaw, Associate Dean of Instruction, Humanities and Social Sciences.

Campus Name:	Corning Community College
Date:	11/11/2016
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. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</p> <p>The following list provides an overview of the on-campus and off-campus hosts for applied learning. This is not an exhaustive list.</p> <p>Internal: Several areas on campus have indicated a desire to support internships. These internships are supervised by a faculty or staff member with expertise in the content area:</p> <p><i>Spencer Crest Nature Center:</i> Internships at Spencer Crest are project-based and closely aligned with the student’s academic program. For example, several biology students have completed a range of projects such as conducting a turtle census and wildlife monitoring with trail cameras. An interdisciplinary project is currently underway between a biology and art student developing a field guide for the nature center.</p> <p><i>Public Relations:</i> A student interested in public relations is working in the Institutional Advancement office this semester under the supervision of the Associate Director of Communications. The focus of this internship is the use of social media in the promotion of the college.</p> <p><i>Instructional Technology:</i> An internship is available with the Instructional</p>

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	<p>Technologist to test a variety of course management softwares and tools. Planetarium and Observatory: Internships are also available in these two facilities with a Business, Education or Science focus.</p> <p>External: Several community partners support a variety of internship opportunities for our students:</p> <p><i>Human Services Agencies-</i> Provide site supervision for practicum students in the Human Services and Chemical Dependency Programs.</p> <p>Hospitals- Provide clinical sites for students matriculated in the Nursing program. Site supervision is provided by CCC faculty.</p> <p><i>Education and Child Care providers-</i> Provide observation sites for students matriculated in the Early Childhood and Childhood Education programs. Both the Early Childhood and Childhood Education programs require students to observe in a variety of schools in order to have a diverse experience. In addition, Liberal Arts: Mathematics and Science students have worked on genomic projects in an applied learning experience at Cornell University.</p> <p><i>Business Partners-</i> Students will be placed in internships in a wide range of businesses based on their career goals within several academic programs. For example, Corning Incorporated sponsors internships for students in the Chemical Technology program in scientific laboratories and also provides Human Resources internships for students in the Business program. Students in a variety of programs have even traveled to Disney World in Orlando, Florida to participate in a wide array of internships in areas such as media communication, hospitality, accounting and human resources. CCC has a formal partnership with the Watkins Glen Chamber of Commerce. The chamber serves as a clearinghouse for internship opportunities for all of its members.</p> <p><i>Non-profits-</i> Area non-profits seek out student support through internships and service learning. This semester students are working in animal shelters, local museums and Meals on Wheels. These experiences are guided by learning outcomes and supported by class curriculum. For example, the student in the Meals on Wheels internship is in the Health and Physical Education Studies program with a career goal to become a nutritionist.</p> <p><i>Government Agencies-</i> Through a partnership with SUNY, CCC students will now be eligible for an internship with the Department of Transportation. Additionally, students have been interns with local political campaigns with one student even traveling with a member of Congress to Washington D.C.</p> <p><i>Law Enforcement Agencies-</i> Students completing the Southern Tier Law Enforcement Academy must complete a field placement in a police department as a capstone experience. This experience is supervised by an officer on site at the specific police department.</p> <p><i>Manufacturing-</i> Students in the technology programs have a variety of experiences</p>

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	<p>available to them through partnerships with area manufacturing companies. For example, Machine Tool Technology (credit) and Welding (non-credit) require internships with both a site and faculty supervisor. Five major area employers providing these internships are Dresser- Rand, Hilliard, Kennedy Valve, Cameron Manufacturing and Design, Automated Cells and Equipment.</p> <p><i>Automotive-</i> Local automotive repair businesses offer internships to students in the automotive programs.</p> <p><i>Media Communications-</i> Past internships have involved local radio stations, television stations, newspapers, and regional magazines. We also have a partnership with WENY TV in which the student club, PERSPECTV, makes segments to be aired on the station. Many of the students in the club elect to receive credit for this project through the Media Communications Internship course.</p> <p><i>Informational Technology-</i> Students gain experience in computer networking technology and web technology through practicums with local businesses.</p>
Question 2	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.</p> <p>The Coordinator of Applied Learning is responsible for developing and facilitating applied learning experiences both internal and external. The Coordinator works with the Applied Learning Steering Committee to recommend best practices for maintaining and growing applied learning opportunities. This committee has representation from across campus with multiple divisions and departments. A key member on this committee for building community relationships is the Executive Director of Workforce Education and Academic Pathways. The responsibilities of this position allow a great deal of community contact through which to foster new and continuing reciprocal relationships. Specific methods used to support these relationships include the aforementioned Watkins Glen partnership, informational fairs for students and community members such as the student life fair/transfer fair/job fair, and a presentation and survey at the annual Advisory Board appreciation breakfast.</p>
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Initial community partners are identified as described in question 2 above. Once a community partner has identified interest in supporting an applied learning experience for our students, the Coordinator of Applied Learning will share the guidelines for Applied Learning and will assist in either identifying an appropriate student or connecting the community partner with a faculty member in the related discipline.</p>

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Question 4	<p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p> <p>As described above, the Coordinator of Applied Learning will be responsible for supporting and growing the community partnerships. Best practices are outlined in the recently developed Applied Learning Manual. This manual provides guidance to students, faculty, staff and community partners involved in applied learning and serves to protect the integrity of applied learning experiences.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

Campus Name:	Corning Community College
Date:	4/24/2017
Narrative Compiled by:	Jennifer Sellers, Coordinator of Applied Learning; Deborah Beall, Associate Dean of Instruction, Division of Professional Studies; and Byron Shaw, Associate Dean of Instruction, Humanities and Social Sciences.
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>

Campus Name:	Corning Community College
Date:	4/24/2017
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>For a number of reasons our campus will not be making applied learning a local graduation requirement. Required applied learning will be based on individual programs with it remaining in programs that already had requirements and with some programs adding it as an elective option. We will continue to support and promote applied learning opportunities across the curriculum.</p>
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>The charge was given to the Academic Standards Committee to investigate. Academic Standards is a standing committee of our shared governance structure. Committee make up includes faculty, students, Educational Planning Center Staff, and the Registrar. Upon receiving the charge Academic Standards reviewed all of the materials prepared by the Coordinator of Applied Learning. The summarized material was then taken to divisions.</p> <p>There was a general consensus from all three divisions that, although most support and would encourage the idea of Applied Learning, it was not feasible to make it a graduation requirement. There are too many logistical and implementation issues to overcome.</p> <p>The Academic Standards Committee voted unanimously not to pursue the charge of making applied learning a CCC graduation requirement any further.</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>Required applied learning will remain in those programs that already had it, but will not be made a local graduation requirement.</p>
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>Applied learning will continue to be supported by the Coordinator of Applied Learning and the Applied Learning Steering Committee. We will continue to follow best practices in this area and grow the program using our campus plan.</p>

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