



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Genesee Community College
Date:	4/15/2016
Narrative Compiled by:	Dr. Kate Schiefen, Provost and Executive Vice President for 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>Genesee Community College (GCC) will report Applied Learning activities through the SIRIS process presently under design with SICAS. GCC’s Office of Institutional Research has participated in several meetings regarding Applied Learning and is working with the Registrar and SUNY system experts to develop our capacity to</p>

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	collect and report data.
Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>GCC has deconstructed Applied Learning activities as follows:</p> <ol style="list-style-type: none"> 1. <u>Formal Applied Learning (AL) Courses</u>: meet all of the criteria defined by SUNY and the activity includes all registered students. AL courses are most typically internship, clinical, and co-op courses that; a) are well structured, b) require preparation, orientation, and training, c) are monitored and formative feedback is provided, d) participants engage in reflection on the learning outcomes, and e) the learning outcomes are assessed within the normal course assessment cycle of the college. <p>We anticipate using a section code (attribute/element) in Banner to identify formal AL courses. Additionally, these courses will be designated in the course description (College Catalog) as “Applied Learning.”</p> 2. <u>Embedded Applied Learning</u>: Applied learning activities are embedded within theory based course sections and all students in the <u>course section</u> participate. Examples of <i>Embedded</i> Applied Learning include; a) direct application of scientific theory such as some laboratory and field experiments, b) service learning projects at the section level. (Embedded AL activities must go through a vetting process to ensure they meet AL criteria. Faculty teams are charged to create the vetting process and that work is currently in progress.) <p>Once vetted and approved, Embedded AL will have a section level attribute applied by the registrar. The AL attribute for this course section would appear on the student transcript as Applied Learning. Embedded AL courses will not be designated as Applied Learning in the catalog description as they vary by section/instructor.)</p> 3. <u>Co-curricular Applied Learning</u>: Co-curricular AL activities occur external to the student’s program of study. Examples of co-curricular Applied Learning include community service projects, civic engagement, and non-credit leadership development activities. (Co-curricular AL activities must go through a vetting process to ensure they meet AL criteria.)

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	At present, co-curricular Applied Learning data will not be collected. The college will explore opportunities to verify that co-curricular applied learning meets the criteria provided and methods to transcript activities.
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>Using courses and sections that are coded as Applied Learning, student populations can be used as a dataset to examine persistence, retention, and graduation rates.</p> <p>Through the college's Course Student Learning Outcomes (CSLO) assessment process, specific outcome data can be collected, aggregated, and analyzed to further examine how AL is impacting the student success.</p>

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



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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Genesee Community College
Date:	4/15/2016
Narrative Compiled by:	Dr. Kate Schiefen, Provost and Executive Vice President for 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>The Applied Learning Initiative at GCC is presently led by two faculty members who have been provided release time to accomplish the following charge:</p> <ol style="list-style-type: none"> 1. Review and discuss category definitions and criteria provided by SUNY. 2. Approve categories, definitions, and criteria through Academic Senate. 3. Discuss and create a verification process for section level Applied Learning. <p>GCC’s Applied Learning team will create the verification process. To be inclusive in</p>

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	<p>this development, faculty members have participated in an Applied Learning “climate survey” to ensure all concerns around Applied Learning are addressed. The team is presently working towards the adoption of Applied Learning definition and criteria. The verification process will follow.</p> <p>A faculty focus-group session was held on April 5, 2016, to better understand the needs and challenges for faculty who presently facilitate internship and clinical courses. Through this process, qualitative data was gathered to better understand Applied Learning structures and processes in departments and how the college can further support formal Applied Learning. The qualitative data indicate that internships, field placements, and co-ops are presently “decentralized” and rely heavily on the expertise of discipline faculty who maintain strong relationships with the external community. Through knowledge of local businesses, industries, educational systems, and organizations, faculty assigned to the AL course manage placements, communication, and problem resolution.</p> <p>GCC faculty have also formed an Emerging Initiatives Committee; presently an ad-hoc committee of GCC’s Academic Senate. The Emerging Initiatives committee routinely discusses the status of Applied Learning activities both at the campus level and within the SUNY system. They serve to ensure that Academic Senate and faculty are properly involved in all matters relating to the development of Applied Learning curriculum.</p> <p>GCC has not finalized its process for approval of new or customized faculty-initiated Applied Learning activities. Our lead faculty members indicate that once the definition and verification criteria are formally adopted by the college, the business process for verification will be articulated. At this time it appears that verification will be approval at the department level with dean oversight.</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>Faculty who currently oversee the SUNY Applied Learning Initiative are compensated through workload adjustments. Faculty who facilitate/teach formal AL courses such as clinical, field placements, co-ops, and internships are compensated either through workload (contact hours assigned to the course) or through release related to position. Several of our directors (department chair equivalent) coordinate Applied Learning activities as part of their job responsibilities. While many faculty and directors work independently, the <i>Career and Job Placement Office</i> at GCC also provides support to some students and faculty through connecting with the community for placements.</p>

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Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>GCC provides professional development funding through the Genesee Educational Association for which faculty are free to choose professional development in Applied Learning. Additional professional development is supported by the academic deans and provost. GCC faculty have opportunities for innovative projects through an internal grant process. GCC holds Professional Activities Days (PAD) the week before each academic year where initiatives and new directions are often presented. Upon completion of the Applied Learning Council project and creation of a formal verification process, faculty and directors will be provided opportunities to learn about the new processes and procedures during PAD week.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Faculty are acknowledged through noting activities in yearly performance reviews, promotional portfolios, campus "Pats-on-the-Back" and "News Notes" communication, and campus planning (institutional effectiveness efforts related to the strategic plan) documentation.</p>

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SUNY Applied Learning Campus Plan
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Student Engagement

Due April 15, 2016

Campus Name:	Genesee Community College
Date:	4/15/2016
Narrative Compiled by:	Dr. Kate Schiefen, Provost and Executive Vice President for 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>As identified in Part I of this report, 33 of Genesee Community College programs and certificates currently require formal Applied Learning. Four other programs include an Applied Learning elective. Students in other degree and certificate programs can take various AL courses as electives if they meet prerequisite requirements.</p>

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	<p>Presently, applied learning is not specifically listed as a course attribute in the college catalog so it is likely that students are not cognizant of AL courses or experiences. By identifying formal and embedded Applied Learning in course descriptions and by applying section designations, students will have improved understanding of the opportunities for applied learning.</p> <p>GCC faculty report working with students on AL projects or activities that are aligned with specific learning objectives as present by students individually but these activities are embedded as a general learning activity that lead to a project or course grade and are not verified using a college-wide system. As GCC develops its verification process, discussions are taking place around the creation of a cross-disciplinary applied learning course whereby students could work with a designated faculty mentor to meet specific course or program learning objectives.</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>Applied Learning activities are promoted differently depending on program. Where applied learning is a clinical requirement or field experience requirement, there is significant verbal and written information and resources available to students. With regard to co-op and internship AL, the students are oriented once enrolled in the course. To date, the college has not purposefully marketed or promoted Applied Learning to the general student population or the community we serve. Upon completion of the Applied Learning Initiative and upon building capacity to structure and support students and sites (i.e. a webpage) the college can improve marketing efforts to promote Applied Learning.</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>In formal and embedded AL activities at GCC, students provide feedback through their assigned reflection activities. They meet with faculty and clinical instructors regularly to debrief and provide feedback. If students feel they are not being provided meaningful experiential opportunities (as outlined in the learning objectives) students meet with their site supervisor or the faculty assigned to the activity to work on resolution.</p> <p>If students have a grievance with an off-campus site, they are provided a hierarchal process (student appeal) to follow that includes working with the site</p>

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	supervisor first. If the issue is not resolved or extremely sensitive in nature, the student then goes to the assigned faculty. If resolution isn't possible by working with the assigned faculty, the academic Director or Dean is engaged in resolution.
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>Students provide feedback of formal and embedded AL through course evaluations and reflection methods such as journaling. Some faculty members assigned to AL courses have students provide specific feedback on their site or placement. GCC may explore ways to incorporate AL student feedback and outcomes through the program review process.</p>

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Feasibility Study

Due May 1, 2017

Campus Name:	Genesee Community College
Date:	4/24/2017
Narrative Compiled by:	Kathleen Schiefen, Ph.D., Provost
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>Genesee Community College (GCC) monitors the number of courses and the number of students participating in program required applied learning activities. Data is derived from a summary count of students enrolled in courses coded as applied learning courses. The impact (beyond quantitative engagement) of applied learning on the community is presently not measured.</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>The campus community debated the possibility of requiring applied learning as a graduation requirement. Several critical concerns led to the decision not to require applied learning as a graduation requirement. Some significant concerns include a) providing <i>meaningful</i> applied learning activities to students who are early in their academic careers and majors, b) as a rural community college, finding meaningful applied learning sites within acceptable travel times and distances, c) student work obligations, transportation challenges, family obligations and other personal challenges complicate scheduling applied learning activities and d) the credit hour cap of 64 hours for Associate Degrees students prohibit adding program requirements without eliminating other critical content.</p>

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Collaboration Plan

Due May 1, 2017

Campus Name:	Genesee Community College
Date:	4/24/2017
Narrative Compiled by:	Kathleen Schiefen, Ph.D., Provost
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>Genesee Community College has longstanding partnerships and relationships with external stakeholders spanning from Buffalo to Rochester and Lake Ontario into northern Pennsylvania. The majority of these collaborations are health care facilities that provide applied learning experiences for our health related career programs including Nursing, Respiratory Care Technician, Physical Therapy Technician, and Polysomnography Technician. Additionally, we partner with regional Veterinary</p>

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	Services and local farmers to support the internships of our Veterinary Technician students. Genesee Community College also requires field placement experiences for our Human Service Students, Liberal Arts Teacher Prep students, Criminal Justice Students, Art, Business and Fashion students. These sites include non-profit human service agencies, rehabilitation facilities, K-12 schools, police and security agencies, and businesses.
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 majority of applied learning activities are decentralized and managed by the program faculty and the academic directors of the areas discussed above. All of Genesee's AAS programs have well-established, active advisory committees. The advisory committees often assist with providing or facilitating applied learning opportunities. Discipline faculty members maintain affinity group associations and organizational memberships that facilitate networking with providers.</p> <p>GCC also operates a robust Career Service Center. Career Services maintains a database of job opportunities and internship opportunities using a product called "Purple Briefcase." Students who enroll in First Year Experience (FYE) and Career Educational Planning (CEP) courses create a Purple Briefcase account as a course requirement. Students who do not enroll in one of the above mentioned courses are made aware of Career Services and Purple Briefcase through official student communication both electronically and print.</p>
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>As a decentralized model, most new community opportunities are through activities and networks established by program faculty. When placements become challenging, faculty advocate for and work with students and the Career Center to find meaningful applied learning activities and appropriate partners. Advisory Committee members of various programs also assist with identifying field placements or clinical sites.</p>
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>Faculty members presently support the decentralized model and wish to maintain control over site and clinical placement. The college's administration will continue to support professional organizational memberships, advisory committee activities, and regional affiliations (including the Chamber of Commerce and the Genesee County Economic Development Council) to ensure that new opportunities are explored.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

Campus Name:	Genesee Community College
Date:	4/24/2017
Narrative Compiled by:	Kathleen Schiefen, PhD., Provost
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>No.</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</p>

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	<p>approved the decision, including student governance.</p> <p>When the SUNY Applied Learning Initiative was announced, GCC initially sent representatives from the College’s Career Services and workforce division (BEST Center) to serve on the SUNY-wide committee. These representatives brought critical information to the college that informed the decision to involve teaching faculty. The SUNY Applied Learning Initiative and relevant documents were reviewed and discussed by the Academic Senate’s Emerging Initiatives Committee. The Provost also invited two faculty members to lead the initiative with specific charges and provided workload release. The faculty members gathered comprehensive data and information on credit and non-credit applied learning at the college and brought the graduation requirement issue to the full Academic Senate for consideration.</p> <p>In September of 2016, an Academic Senate resolution was drafted related to Applied Learning at Genesee Community College. In November of 2016, the resolution went through the Academic Standards Committee of Senate, a public hearing, the Executive Committee of Senate, the Provost and the President. At each of these levels, the proposal was signed in approval. The resolution is below and outlines the context and issues that were considered in the decision not to make Applied Learning a graduation requirement at Genesee Community College:</p> <p>Genesee Community College Academic Senate September, 2016 Sponsors: Dr. Lina LaMattina, Applied Learning Faculty Leader, and Ms. Jodi Harvey, Applied Learning Faculty Leader</p> <p>Feasibility Statement for Applied Learning at Genesee Community College (GCC): As per SUNY requirements on maximum credit limits for existing programs, and based on the rural region that GCC serves, Applied Learning at GCC will continue to be determined by discipline faculty as a program requirement for graduation.</p> <p>WHEREAS the 2014-15 New York State Executive Budget included language to institute an applied learning experience as a graduation requirement for all SUNY students, which was replaced in the enacted budget by language requiring SUNY to make applied learning opportunities available to all of its students and for campuses to study the feasibility of making applied learning a graduation requirement; and</p> <p>WHEREAS SUNY System Administration created an applied learning steering committee comprised of members representing University Faculty Senate, Faculty Council of Community Colleges, SUNY Distinguished Academy, SUNY Student</p>

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	<p>Assembly, and System Administration; and</p> <p>WHEREAS Genesee Community College subscribes to FCCC Resolution G2: 2014-2015 assuring <i>Faculty Purview over the Curriculum and Academic Standards</i>; and</p> <p>WHEREAS Genesee Community College subscribes to FCCC Resolution EIC1: 2015-2016 assuring <i>Unpaid Credit-Bearing Internships</i> establish sound standards for internship practices; and</p> <p>WHEREAS Genesee Community College currently incorporates applied learning activities such as internships, clinical placements, field observations, studio courses, co-operative education, performances, and productions in 33 of its certificate and degree programs; and</p> <p>WHEREAS Genesee Community College has complied with SUNY's Memorandum to Presidents of June 13, 2013 on Seamless Transfer Requirements limiting associate degree programs to 64 credits except those that have received a SUNY waiver;</p> <p>THEREFORE BE IT RESOLVED that experiential education or applied learning offered by Genesee Community College and its inclusion in degree and certificate programs is at the discretion of faculty who are members of the academic department(s) (or similar academic unit) within the discipline that represents the degree or certificate program; and</p> <p>BE IT FURTHER RESOLVED that faculty in which the internship is offered are qualified to supervise the internship and other experiential education in the respective subject area; and</p> <p>BE IT FURTHER RESOLVED that specific learning outcomes, carefully defined by faculty, will dictate the role a given applied learning experience contributes toward the requirements for the major or program; and</p> <p>BE IT FURTHER RESOLVED that such credit-bearing experiential education shall be delivered with academic rigor and attention to educational effectiveness through assessment; and</p> <p>BE IT FURTHER RESOLVED that faculty compensation and schedule for instruction and supervision of experiential education courses including internships, co-ops, and all other types of credit-bearing experiential education shall be commensurate with compensation and schedule adjustment of any other credit-bearing course taught by that faculty member, and,</p> <p>BE IT FURTHER RESOLVED that when possible, faculty and student</p>

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	development personnel including Career Services shall work together to enrich the student educational experience.
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>N/A</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>GCC faculty value applied learning opportunities; particularly those that compliment terminal degree programs (AAS) such as the health related career fields. In these cases, applied learning will remain embedded in the program (and are often required of external accrediting agencies.) Existing and historically required applied learning opportunities will continue. New Applied Learning opportunities will be explored as cyclical program reviews and revisions occur.</p>

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