



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Herkimer College
Date:	4/15/2016
Narrative Compiled by:	Suzanne M. Paddock
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>Herkimer’s plan to collect and report data on applied learning activities and outcomes will be systematic, quantitative, on-going, and campus-wide. Data on the number and types of applied learning activities, level of faculty involvement, student engagement and success will be collected, analyzed, and</p>

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	assessed. Data will also be used to assess institutional outcomes. Additionally, data will be used to enhance strategic planning as well.
Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>Applied learning activities will be coded according to SIRIS guidelines. Courses meeting approved applied learning criteria will be inventoried. Student registrations and success in courses with applied learning components will be measured. Retention, persistence, and completion rates for students engaged in applied learning will be monitored at the course and program level. Results will be continually assessed.</p> <p>Specifically, Herkimer's Applied Learning Steering Committee will continue to interact with faculty to update and revise the College's inventory of courses with applied learning activities. The Steering Committee and the Registrar will oversee the development and implementation of statistical measures to analyze the number and type of applied learning opportunities available for students to participate in. Student participation rates will be calculated. Participation rates will then be classified and categorized by activity, course, and program.</p> <p>Participation rates will then be studied further. Data will be assessed on multiple levels. To determine the impact of applied learning on student success, course and program data will be analyzed. To determine the impact of applied learning on institutional outcomes, data will be analyzed collectively at the organizational level as well.</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>The results of Herkimer's data collection and reporting process will be used to increase student success, improve institutional outcomes, and enhance strategic planning. Longer term, the feasibility of requiring applied learning as a graduation requirement will be explored.</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:	Herkimer College
Date:	4/15/2016
Narrative Compiled by:	Suzanne M. Paddock
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>Currently, it is the discretion of each individual faculty member to include applied learning activities in their course. Below is the procedure for course/curriculum proposals, including minor changes. However, there are no procedures in place for any individual course since it is the faculty member who determines course content. Any faculty member can reach out to an instructional designer who would assist with any applied learning activities.</p>

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	<p style="text-align: center;">Curriculum Committee General Procedures</p> <p>The information below is intended to provide guidance to faculty in preparation for submission of materials to the Curriculum Committee</p> <p><u>Step 1--Letters of Intent Form</u></p> <p>Draft a brief description of the course/curriculum proposal and discuss the proposal with your Associate Dean. Then download the Letter of Intent form from MyHerkimer (under Curriculum Committee) to MS Word. Once the Letter of Intent form is filled out, e-mail it as an MS Word attachment along with an attachment of the course/curriculum description to your Associate Dean.</p> <p>After reviewing the proposal, the Associate Dean will determine the impact of the course to the college and complete a brief Support Memo. The proposal should then follow the proposal guidelines as established by the Curriculum Committee. (See Step 2.)</p> <p><u>Step 2--Proposal Development for College Curriculum Committee</u></p> <p>Once the proposal has the support of the Associate Dean, the proposer should choose the appropriate form to complete.</p> <p>Once you have chosen the correct form, the proposal should be collaboratively developed by faculty in that discipline as well as by faculty otherwise affected. Affected departments should establish their support of the proposal through departmental votes before the proposal is sent to the Curriculum Committee for further review. All notification and votes should be included in the course/curriculum proposal packet.</p> <p>Thus, the Course/Curriculum Proposal packet to be electronically sent as MS Word attachments to the division clerical should contain the following:</p> <ol style="list-style-type: none">1) A completed electronic Letter of Intent2) Support memo from Associate Dean3) A completed electronic proposal form with attachments including Course Outlines and catalog pages, if applicable <p><u>Step 3--Curriculum Committee Vote</u></p>

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	<p>Once the Curriculum Committee Clerical has confirmed that the proposal is complete, the proposer will be invited to attend the meeting to present the proposal. Meetings will be open to the college community, but the vote will be limited to committee members.</p> <p>If the Curriculum Committee does not approve the proposal, the committee must notify the proposer(s) of its decision with reasons for denial. The proposal may be resubmitted at a later date for reconsideration.</p> <p>The vote will be recorded in the official meeting minutes which will be posted on MyHerkimer under Curriculum Committee.</p> <p><u>Step 4--Governance Vote</u></p> <p>Once the Academic Senate receives the recommendation from the Curriculum Committee, it will vote on the proposal. Proposers may attend the Academic Senate meetings to present their proposals and/or field questions as allowed by the Senate President.</p> <p>The Academic Senate President will notify the Provost's Office and Clerical of the vote. The vote is "for" or "against" as written.</p> <p><u>Step 5—Implementation of Governance-Approved Proposals</u></p> <p>The Provost's office will facilitate the necessary approvals for and implementation of approved courses and curricula through SUNY wherever necessary.</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>Oversite and support for the applied learning activities for online courses is provided by the Internet Academy instructional design team. The College supports these activities through the budgetary allocation of stipends for instructors who successfully complete the course refresh process.</p> <p>There is no institutionalized oversight or support for applied learning activities in on-campus courses, although the Associate Deans for Academic Affairs exercise broad oversight on all courses.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Herkimer College is currently completing year 1 of a 2-year "Course Refresh Initiative."</p> <p>This initiative requires that all instructors who teach online "refresh" one of their online courses, and this refresh process includes, among a myriad of other criteria, adding a graded applied learning component to the course if appropriate. This initiative is supported by the Internet Academy instructional design team. All full-time faculty will refresh a course during</p>

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	the 2015-2016 academic year, and all adjunct instructors will refresh a course during the 2016-2017 academic year.
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>The current campus plan to acknowledge engaged faculty is to continue what we do now. Faculty members who are acknowledged to be role models for their overall teaching skills are recognized by being nominated, and potentially receiving, the SUNY Chancellor's Award for Excellence in Teaching. On occasion, in the past when we have had professional development days dedicated to covering different educational approaches, faculty members on campus who are particularly adept in something specific have been utilized as speakers and presenters to their colleagues. There are no announced, or contemplated, plans at this time to move beyond what we do now, especially focusing on one particular methodology of teaching over any other.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Herkimer College
Date:	4/15/2016
Narrative Compiled by:	Suzanne M. Paddock
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>Herkimer College provides early support for students in regard to applied learning opportunities through “early advisement” services. As students register for classes and build their schedules they are advised of any specific required components of their program that involves applied learning activities, particularly any “field” components in programs such as Early Childhood (education) or Human Services. Advisers are sure to be especially clear with online students in regard to field requirements, so these students are fully aware that their programs include offline requirements. As part of early advisement, advisors also emphasize any</p>

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	<p>GPA requirements and any prerequisite coursework that students must have for starting any programs involving applied learning components. In addition to the services provided by our Advisement Center and academic/faculty advisers, students have a number of tools and resources available to help them navigate “approved activity offerings,” such as the college catalog and Degree Works dedicated website.</p> <p>Approval for student-initiated applied learning activities is a part of such programs as our Honors Program and our Independent Studies option. For the first two components of the Honors Program, students who are offered the opportunity to participate develop original project proposals with the guidance and feedback of an academic mentor, who must be approved by the Honors Program Coordinator, a long-time and distinguished member of the College’s full-time teaching faculty. The academic mentor must approve the student’s project proposal by signing off on it. The Coordinator reviews all the approved projects. Although the Coordinator’s additional approval is not required, s/he is able to overrule the mentors’ approval and veto a project proposal if s/he feels it is not appropriate. Otherwise, the mentors grades all the students’ work and provide guidance, support, advice and feedback. Whereas the Coordinator provides general oversight for the first two components, the third component of the Honors Program is a community service project that does not involve a mentor. Students develop their service projects through direct communication with the Coordinator, who approves each project herself. The Independent Study option also involves student collaboration with a faculty mentor, but the student’s academic adviser may also contribute recommendations, guidance, and feedback. However, it is the faculty adviser who initially approves the student’s study design. After the faculty mentor’s approval, the study design goes to the appropriate Associate Dean and then to the Provost for final approvals.</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>Information about applied learning opportunities is communicated to students primarily through the academic advisement process and through resources such as the college catalog and DegreeWorks as described above. Our orientation program does not include any dedicated sessions that focus on applied learning, unless it is covered during students’ meetings with their advisers that are part of the orientation schedule. Information regarding extracurricular (non-academic) applied learning opportunities, such as community service projects is informally promoted through student clubs and organizations that take part in them.</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>

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	<p>The College pulls feedback data from student course assessments. Additionally, we will look at further opportunities in current student surveys to incorporate questions in regard to applied learning experiences. We will take information from these student assessments and surveys to monitoring applied learning activities for continuous feedback and improvement.</p> <p>Herkimer College has a broad range of grievance processes based on the area of study, the accreditation expectations, and other factors. However, the general framework for students to voice grievances with an off-campus site would start with the site supervisor and then go to the relevant course instructor, Associate Dean, Provost, and ultimately to the President of the College, if need be. At a bare minimum, the student is directed to report to his/her faculty advisor and/or the faculty member teaching the course connected with the 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>Herkimer College currently has informal processes for including students in continuous improvement of applied learning activities (e.g. students through their advisers and/or course instructors), and formal processes, such as course assessments and student surveys. Also, the College's Student Government Association acts as a forum for bringing questions and concerns regarding applied learning opportunities to students for their feedback that is incorporated into our academic assessment processes for maintaining continuous improvement in our academic offerings.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	Herkimer College
Date:	5/1/2017
Narrative Compiled by:	Suzanne Paddock
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>

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	<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 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 college does not measure the impact of campus – approved applied learning on the local community and workforce. Some programs do receive indirect measurement from verbal feedback of advisory committee members. Exceptions to this are from two programs that report to an additional accrediting body:</p> <p>The Emergency Medical Technician – Paramedic program contacts both students and their employee sponsors one year after graduation. Both are canvassed to see if graduates were able to obtain/maintain employment in the field and employers are asked to comment on the preparedness of students graduating from the program. Annually this information is reported to Committee on the Accreditation for the Emergency Services Professions (CoAEMSP), the accrediting body for this program; and the program has continually maintained a 100% placement of graduates.</p> <p>The Physical Assistant Program conducts a biennial survey of employers. Employers are asked to respond regarding graduate performance using the following scale exceptional or above average entry level – average entry level – below entry level. The survey has 23 questions that are used to assess the program outcomes in 9 essential performance areas. One additional question area that is asked relates to employer satisfaction with the employee and if they would rehire.</p> <p>Employment: 100% of PTA Program graduates who seek employment are employed. The PTA program is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE). During an onsite accreditation visit in November 2016 the members of the accreditation team met with employers of our graduates. The team report states that it was clearly communicated by employers that our graduates are well prepared.</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</p>

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	<p>general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p><u>Opportunities:</u> The student experience would be enhanced by:</p> <ul style="list-style-type: none"> • Offering a hands on approach to compliment the theoretical knowledge provided in standard lecture format • Building a stronger connection to the college and community businesses and organizations • Providing insight into their selected career path <p>Our career and technical education students, looking to enter the workforce upon graduation, may secure employment after a positive community based experience. Applied learning activities would need to be brought to scale to make applied learning a graduation requirement. The college could take this opportunity to further develop programs that are currently offered outside of the classroom (i.e. work study, student community service, leadership of clubs and organizations and the Student Ambassador program) and modify them to meet the criteria for applied learning.</p> <p><u>Challenges</u> Fiscal and staff implications:</p> <ul style="list-style-type: none"> • To bring this to scale, the college would need to employ additional staff to coordinate this program and the college would need to compensate more faculty members to provide academic oversight of the student's experience. • Students wishing to fulfill this requirement through a credit bearing summer internship experience may not be eligible to utilize financial aid <p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • Several of our current programs would need to be reconstructed to incorporate applied learning as a requirement • As a community college conferring associate degrees, many of our programs have already been stripped down to meet the required credit limit cap and we would not be able to add additional requirements to several programs <p>Additional relevant information:</p> <ul style="list-style-type: none"> • Herkimer College is located in rural central New York. We do not have consistent public transportation and many of our students do not have their own transportation, thereby in many cases making an off campus applied learning experience impossible. • Herkimer College is situated near three other colleges in central New York, 2 being SUNY institutions. Herkimer College students need to be competitive to secure a community based applied learning experience. If all SUNY institutions in this region made applied learning a graduation requirement, our community could not support the number of students looking for an applied learning experience in the community. • Given our student demographics there may be unique challenges to some of our population:

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	<ul style="list-style-type: none">○ non-traditional students are often balancing school with work and family and may not be able to fit a required applied learning experience in unless it occurs within regular class/lab time○ The college does not have the resources to provide additional opportunities and support to our on-line student population○ Our Student Government Association also advised that traditional students, who are engaged in the campus community through athletics, clubs and organizations, may find it challenging to find time to engage in an applied learning opportunity outside of the classroom

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	Herkimer College
Date:	5/1/2017
Narrative Compiled by:	Suzanne Paddock
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><u>On-Campus Collaborators:</u></p> <p>Faculty – design assignments that meet approved applied learning requirements, facilitate and grade the assignment. For off campus applied learning experiences: evaluate and approve the experience, complete any required agreements, student support and follow-up with the site to obtain an evaluation, give assignments and provide a grade.</p>

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	<p>Career Services – Refer community partners to appropriate faculty when establishing a new site. Assist students with locating and applying for applied learning opportunities.</p> <p><u>Off-Campus Collaborators:</u></p> <p>Sites for internships, practicums, and clinical field rotations. Based on our programs these tend to fall within the following industries: Hospital/ health services, fire departments/ ambulance corps, school systems, not-for-profit social services agencies, travel and tourism, and hospitality and entertainment. Sites supervisors work with faculty to understand the learning outcomes and approved activities for students. Site supervisors will provide support and training when necessary and will monitor and evaluate student activities.</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 Provost’s Office supports Advisory Committees for academic programs and for Career Services. Advisory Committees are comprised of community based businesses and organizations relevant to each of the academic programs. They advise faculty on the knowledge and skills necessary for entry into the workforce.</p> <p>The Perkins Grant Local Advisory Council provides feedback to the college on student support services and equipment needs for academic programs to assist the college’s career and technical education students with successful completion and entry into the workforce.</p>
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Faculty members requiring a community based applied learning experience will develop partnerships by locating and developing sites that are appropriate for the course content. Faculty maintain these partnerships and look to develop more to ensure enough placements for their academic population.</p> <p>Career Services is often contacted first by businesses interested in becoming a community partner with the college through the development of an applied learning experience. Career Services facilitates the contact between the business and the appropriate faculty member.</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. We will continue to support these partnerships in the same manner.</p>

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Graduation Requirement

Due May 1, 2017

Campus Name:	Herkimer College
Date:	5/1/2017
Narrative Compiled by:	Suzanne Paddock
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	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? No

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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>Herkimer College recognizes the importance of integrating applied learning experiences wherever possible in the student’s college experience. We have programs of study that require specific applied learning activities necessary for graduation. And for programs that do not require an applied learning activity, students may still gain this experience through courses that embed applied learning projects and assignments.</p> <p>However, there are several challenges for Herkimer College to bring applied learning to the scale necessary to make it a graduation requirement. Many programs would need to be completely restructured as simply adding an applied learning course is not possible due to the associate degree credit limit cap. Counting applied learning activities outside of a course (i.e. work study, community service, civic engagement) for the graduation requirement is not practical as these experiences would need to be restructured to meet the approved applied learning criteria. In terms of fiscal considerations, an applied learning plan that includes a graduation requirement would require additional staff and faculty oversight to effectively implement.</p> <p>Applied learning as a graduation requirement would necessitate more students trying to fulfill this requirement in our community. Herkimer College’s rural location offers unique challenges. The businesses and organizations in our small community cannot sustain the number of students looking to fulfill this requirement locally. Students would need to branch out to adjacent communities, such as the City of Utica. Transportation is a barrier for many of our students as public transportation is not readily available. Additionally, there are 3 colleges located in Utica, NY making competition for these experiences keen.</p> <p>Both faculty and the Student Government Association expressed concerns on the ability of our students to meet this requirement if it required additional time outside the classroom. Our non-traditional students are often balancing family and work, many of our traditional students are busy with athletics and extracurricular activities, and supporting our global on-line learning community in their own geographic location will be challenging for our faculty and staff.</p> <p>Making applied learning a graduation requirement would put up unnecessary barriers negatively impacting Herkimer College’s completion rate.</p> <p>In developing Herkimer College’s Applied Learning Plan, the Applied Learning Task Force sought input from the Student Government Association (SGA) and the Faculty Senate prior to making our recommendation to the College’s Executive</p>

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	Council. Both the SGA and the Faculty Senate voted to support the Applied Learning Task Force’s recommendation not to make applied learning a local graduation requirement. Herkimer College’s Executive Council accepted this recommendation.
Question 3	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? N/A
Question 4	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? We will continue with these offerings and, where practical, consider the integration of applied learning activities during periods of program review or program development.

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