



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	Jamestown Community College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Nelson J. Garifi, Jr., Executive Director of Academic Innovation
<b>Summary</b>	<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 <b>descriptive narrative</b> 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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p><b>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.</b></p> <p><i>Courses designated as including approved applied learning activities within Part I of the Jamestown Community College Applied Learning Plan have been tagged with an attribute in Banner. At the conclusion of each semester, the college’s office of institutional research (OIR) will generate a report indicating the number of students</i></p>

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	<i>graduating that particular semester whose transcripts include one or more of the tagged courses as well as the percentage of students graduating that semester earned credits through applied learning experiences. In addition, the OIR will report on the number of students who completed the 21 degree programs and nine certificate programs which require a specific course that includes an approved applied learning activity.</i>
<b>Question 2</b>	<p><b>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</b></p> <p><i>While all existing courses that include approved applied learning activities and all programs that require applied learning activities have been designated with a Banner attribute, faculty members proposing new courses are now required to indicate whether or not the proposed course includes applied learning and to designate the type of applied learning so these offerings can also be tagged in Banner. New course proposals are reviewed at the department, dean, and vice presidential level and are subsequently reviewed by the faculty's curriculum committee, the faculty-at-large, and the president's council before being approved as part of the regular curriculum. After passing through the same internal reviews, new programs including approved applied learning activities are further reviewed by the college's board of trustees, SUNY, and the state education department. The college's registrar reviews the transfer of alternative college-level credits to be applied toward a JCC degree or certificate, consulting with the coordinator of the counseling and career center and/or the executive director of academic innovation as needed.</i></p>
<b>Question 3</b>	<p><b>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)?</b></p> <p><i>The college will use these data to compare the retention and graduation rates of students enrolled in programs requiring applied learning activities to those of programs where applied learning is not required.</i></p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15<sup>th</sup>, 2016



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	Jamestown Community College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Nelson J. Garifi, Jr., executive director of academic innovation
<b>Summary</b>	<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 <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p><b>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?</b></p> <p><i>Individual faculty members have responsibility for oversight and assessment of approved applied learning activities within individual courses. Designated faculty members who are granted release time to serve as academic program directors and coordinators have oversight and assessment responsibility at the program level. A designated faculty member is also granted release time to serve as the college’s assessment coordinator. Assessment of student learning outcomes (SLOs) is tracked via TracDat and monitored by the office of institutional research. Assessment takes place throughout the year, and each course is reviewed on a three-year cycle. Two</i></p>

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	<p><i>dedicated assessment days each year allow for focus, guidance, additional resources and time for faculty to complete their assignments. Extensive academic program reviews that included both internal and external assessments follow a five-year cycle. Faculty members proposing new courses are now required to indicate whether or not the proposed course includes applied learning and to designate the type of applied learning so these offerings can also be tagged in Banner. New course proposals are reviewed at the department, dean, and vice presidential level and are subsequently reviewed by the faculty's curriculum committee, the faculty-at-large, and the president's council before being approved as part of the regular curriculum. After passing through the same internal reviews, new programs including approved applied learning activities are further reviewed by the college's board of trustees, SUNY, and the state education department.</i></p>
Question 2	<p><b>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?</b></p> <p><i>Faculty members who oversee courses which include approved applied learning activities receive support from their academic program directors and coordinators as well as their academic deans. In addition, faculty members whose students engage in free-standing internships receive support from the college's experiential learning coordinator who assists with setting up the internship, creating the learning contract, and monitoring the experience. Faculty members who oversee free-standing internships receive additional compensation for each intern they oversee. Faculty members also receive extra compensation for overseeing fieldwork embedded in corequisite courses.</i></p> <p><i>As part of their annual contracts, faculty members are required to participate in and are compensated for two assessment days per year during which courses including applied learning activities are reviewed on a three-year cycle. The college's assessment coordinator, office of institutional research personnel, academic deans, and vice president of academic affairs provide support for assessment day activities. Faculty members are also required to participate in and are compensated for attending two faculty development day programs each year that frequently include sessions on applied learning activities.</i></p>
Question 3	<p><b>Describe any current campus methods for supporting new faculty activities.</b></p> <p><i>Faculty members proposing new courses are now required to indicate whether or not the proposed course includes applied learning and to designate the type of applied learning so these offerings can also be tagged in Banner. The executive director of academic innovation is available to consult with faculty members to help determine whether the proposed course meets SUNY's established criteria for applied learning and is within one of the categories of applied learning available at JCC. New course proposals are reviewed at the department, dean, and vice presidential level and are</i></p>

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	<i>subsequently reviewed by the faculty's curriculum committee, the faculty-at-large, and the president's council before being approved as part of the regular curriculum. A faculty member developing a new free-standing internship is fully supported by the coordinator of experiential learning who assists with setting up the internship, creating the learning contract, and monitoring the experience.</i>
Question 4	<p><b>What is your campus plan for acknowledging engaged faculty?</b></p> <p><i>Faculty members who oversee free-standing internships receive additional compensation for each intern they oversee. Innovation in applied learning is recognized by the college's Center for Excellence in Learning and Teaching through annual "Apple" awards and regularly-scheduled idea exchanges. Internships, study abroad experience, and undergraduate research are also highlighted in monthly reports distributed across the college community from the vice president of academic affairs. The college's Instructional Innovation Project (IIP) provides a competitive \$500 award to faculty members who engage in initiatives in one of six categories, including applied learning, to support innovation and strengthen retention.</i></p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15<sup>th</sup>, 2016



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	Jamestown Community College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Nelson J. Garifi, Jr., executive director of academic innovation
<b>Summary</b>	<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 <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p><b>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?</b></p> <p><i>Each student’s faculty advisor (assigned by program of study) is his/her primary support for engaging in applied learning activities. However, the college’s experiential learning coordinator meets with students, many of whom are undecided as to career direction, at all JCC locations to explore applied learning</i></p>

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	<p><i>options and to facilitate the process of creating a customized, student-initiated activity. This process typically includes engaging a supervising faculty member and identifying a site supervisor as well as creating learning objectives. Students specifically seeking study abroad opportunities meet with the coordinator of international outreach and/or the coordinator of international studies.</i></p> <p><i>The college's website includes extensive resources that allow a student to explore applied learning activities independently:</i>  <a href="http://www.sunyjcc.edu/academics/experiential-learning">http://www.sunyjcc.edu/academics/experiential-learning</a></p>
Question 2	<p><b>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?</b></p> <p><i>Applied learning activities are promoted to and shared with students in a number of ways:</i></p> <ul style="list-style-type: none"> <li>• <i>Faculty members are primary champions of applied learning activities, frequently referring students to the experiential learning office to explore internships and job shadowing opportunities.</i></li> <li>• <i>The experiential learning coordinator and/or the Perkins grant-supported experiential learning project manager promote opportunities by visiting all sections of our required freshman seminar, making experiential learning a key feature of the orientation/advising process.</i></li> <li>• <i>As noted previously, extensive information about applied learning is featured on our website at <a href="http://www.sunyjcc.edu/academics/experiential-learning">http://www.sunyjcc.edu/academics/experiential-learning</a></i></li> <li>• <i>Posters, articles in campus newsletters, and social media platforms are used to promote specific applied learning opportunities.</i></li> <li>• <i>International interns and others studying abroad post regular blogs on the JCC website: <a href="http://ambassadors.sunyjcc.edu/">http://ambassadors.sunyjcc.edu/</a></i></li> <li>• <i>Applied learning is featured prominently at our student involvement fairs every semester, our annual international education fair, our Scholars Day events, and open houses.</i></li> </ul>
Question 3	<p><b>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?</b></p> <p><i>Both student feedback (course evaluations and specific internship evaluations) and site supervisor evaluations are reviewed regularly by the faculty member and, as appropriate, by the experiential learning coordinator. This information is particularly helpful in shaping expectations that are included in specific internship-</i></p>

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	<i>based learning contracts. Concerns about off-campus sites are shared with the specific faculty member when the activity is embedded within a course or with the experiential learning coordinator for free-standing internships.</i>
Question 4	<p><b>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</b></p> <p><i>JCC conducts Functional Area Reviews (FARs) for departments on a five-year cycle. The experiential learning FAR, scheduled for the 2016-17 academic year, will include opportunities for students to provide input through both survey instruments and focus groups. The FAR will become the basis for setting experiential learning goals for the subsequent five years. Student input on experiential learning generated through the SUNY Student Opinion Survey every three years also feeds the continuous improvement cycle.</i></p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	Jamestown Community College
<b>Date:</b>	5/3/2017
<b>Narrative Compiled by:</b>	Nelson Garifi, executive director of academic innovation
<b>Summary</b>	<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 <b>descriptive narrative</b> 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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p><i>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?</i></p> <p>Yes. All community partners who engage in credit-bearing internships, job shadowing experiences, workplace tours, and career mentoring arranged through our office of applied learning complete a web-based assessment that allows us to evaluate student preparedness for the experience and perceived growth resulting from the experience. We also ask our community partners to indicate their willingness to continue with our program and invite their suggestions for continuous improvement. Disciplines which include embedded applied learning experiences regularly invite input from their community partners through survey mechanisms and program review committees.</p>
<b>Question 2</b>	<p><i>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.</i></p> <p>A significant number of our students are already completing approved applied learning activities prior to graduation. A challenge in making applied learning a graduation requirement would likely be in tracking and advising. A particular area to be examined will be the incorporation of applied learning among our A.A.S. and A.S. individual studies programs which account for just over 30% of our degree-seeking population.</p> <p>Perhaps one of the greatest challenges would be providing support to a greater number of faculty members and students as our applied learning coordinator works only 20 hours per week and serves students at multiple locations. Expanding that position during difficult financial times will not be achieved easily.</p>

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SUNY Applied Learning Campus Plan  
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Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	Jamestown Community College
<b>Date:</b>	5/3/2017
<b>Narrative Compiled by:</b>	Nelson Garifi

<b>Campus Name:</b>	Jamestown Community College
<b>Date:</b>	5/3/2017
<b>Summary</b>	<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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p><i>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.</i></p> <p>ON-CAMPUS COLLABORATORS/FACILITATORS:</p> <ul style="list-style-type: none"> <li>• Faculty members (primarily full-time, but an increasing number of adjuncts as well) oversee applied learning experiences and are the primary architects of the learning contracts on which experiences are based. In particular, faculty members who are academic program directors/coordinators play key roles in shaping the curriculum and often take the lead on both embedded and individualized applied learning experiences.</li> <li>• Academic deans review all individualized applied learning contracts.</li> <li>• The college’s director of alumni affairs often provides referrals for internships, job shadowing, and career mentors as we are interested in aligning our students with individuals who have followed similar pathways.</li> <li>• Counselors frequently provide referrals for students to engage in applied learning.</li> <li>• Our applied learning team consists of four part-time staff members. Our applied learning coordinator oversees internships at our main campus and an extension center. Two Perkins Grant-funded project managers are responsible for job shadowing, workplace tours, and career mentoring at our main campus and an extension center. A third Perkins-funded project manager is the lead for internships, job shadowing, workplace tours, and</li> </ul>

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	<p>career mentoring at our branch campus. JCC’s executive director of academic innovation provides administrative oversight to the applied learning team.</p> <ul style="list-style-type: none"> <li>• Our international outreach coordinator is a key player in supporting long-term and short-term study abroad experiences as well as international internships.</li> <li>• Our honors program coordinator frequently engages with the applied learning team to assure that the applied learning requirement is achieved for students pursuing the college’s honors citation.</li> <li>• JCC’s dean of institutional research and planning tracks and generates reports derived from applied learning data including annual performance indicators.</li> <li>• The vice president for academic affairs has ultimate administrative responsibility for all of our applied learning offerings.</li> </ul> <p>OFF-CAMPUS COLLABORATORS/FACILITATORS:</p> <ul style="list-style-type: none"> <li>• Members of the applied learning team collaborate with approximately 50 different employers each semester representing both non-profit and for-profit entities and spanning a wide array of disciplines.</li> <li>• The applied learning team regularly seeks funding from area foundations and corporations to provide stipends for paid internships.</li> </ul>
<b>Question 2</b>	<p><i>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.</i></p> <ul style="list-style-type: none"> <li>• Campus offices and departments have the opportunity to host interns as appropriate. Recent internships have been based in the marketing department, the finance office, and office of technology-enhanced instruction.</li> <li>• The college’s web communications team helps promote applied learning opportunities.</li> <li>• Regular interaction with the office of alumni affairs provides the applied learning team with referrals for career mentors, internship hosts, and job shadowing.</li> </ul>
<b>Question 3</b>	<p><i>Describe how your campus engages new community partners in applied learning.</i></p> <p>A digital form on the college’s website (<a href="https://www.sunybcc.edu/academics/applied-learning/internships/opportunities">https://www.sunybcc.edu/academics/applied-learning/internships/opportunities</a>) allows area employers to post their own internship openings. In addition, the applied learning team interacts directly with area chambers of commerce and the Manufacturers Association of the Southern Tier (MAST) to engage new community partners – especially those supported through StartUp New York.</p>

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<b>Question 4</b>	<i>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships. It is our intention to continue to develop our applied learning team with the goal of providing some level of opportunity through each academic discipline. We will also continue to work with our applied learning taskforce, which includes representation from all academic divisions, and to interact with the college's general education committee.</i>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	Jamestown Community College
<b>Date:</b>	5/32017
<b>Narrative Compiled by:</b>	Nelson Garifi
<b>Summary</b>	<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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p><i>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?</i></p> <p>We are unable to make this recommendation at this time as our general education committee, a standing committee of the faculty, is currently evaluating</p>

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	requirements and considering the inclusion of applied learning among those requirements. Until such time as that committee's recommendations are complete, it would be inappropriate to undertake this change.
<b>Question 2</b>	<p><i>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.</i></p> <p>See previous answer above. While the general education committee has been engaged in this discussion, student governance has not been engaged at this time.</p>
<b>Question 3</b>	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?
<b>Question 4</b>	<p><i>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?</i></p> <p>Applied learning has a firm footing within academic affairs under the direction of the executive director of academic innovation, and applied learning goals are included in the college's annual academic affairs plan.</p>

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