



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Jefferson Community College
Date:	4/15/2016
Narrative Compiled by:	Pope Vickers
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. Jefferson plans to use the IR tab on SCACRSE and SSASECT (in Banner) for identifying courses as applied learning. From there, we can submit data using the SIRIS process or develop an internal query to capture the students in those courses. In doing so, Jefferson could easily identify the number of students in the courses as well as the number of courses/sections involved in this activity.</p>

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Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>In order to identify courses where applied learning activities take place, Academic Council asked for a list of courses in each department that contained this type of activity. The list was then forwarded to the Student Records area so that the course attribute could be applied at both the course and section level. This list will be reviewed on an annual basis to ensure that it is current.</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>With respect to measuring success, Jefferson will use its already existing curriculum review process to assess the success of graduates in various programs. Part of the process includes data related to employment and transfer to other higher educational institutions. For career-based programs, employers are also surveyed to determine the preparedness of our graduates for the workforce. Retention and graduation rates are also examined in this process and can be compared to past reviews to determine any changes in outcomes.</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:	Jefferson Community College
Date:	4/15/2016
Narrative Compiled by:	Pope Vickers

Campus Name:	Jefferson Community College
Date:	4/15/2016
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 faculty at Jefferson Community College oversee and assess all credit bearing applied learning activities. All new credit bearing courses must be approved through the formal governance process of the college at the department level, division level, curriculum committee level, and then by the college senate. Internship courses at Jefferson Community College are offered in several disciplines. The internship courses are taught and overseen by faculty who are within the department of that discipline. The faculty who oversee the approved activities are supported through ongoing workshops at the Center for Professional Excellence and each faculty member receives an \$800 per year stipend from the professional development fund of the College.</p>
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <p>The faculty who oversee the approved activities are supported through ongoing workshops at the Center for Professional Excellence and each faculty member receives an \$800 per year stipend from the professional development fund of the College.</p>

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Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>New faculty activities in applied learning at Jefferson Community College may be supported through an informal rather than a formal structure. The college offers engagement grants that encourage teaching innovations through Title III and the faculty may apply for such a grant to either initiate or enhance applied learning activities.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>At Jefferson Community College, there is no formal campus plan at this time for acknowledging faculty. Faculty who are engaged in applied learning receive letters of recognition from the Academic Vice President, the Center for Professional Excellence, and the Applied Learning Committee Chair.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Jefferson Community College
Date:	4/15/2016
Narrative Compiled by:	Pope Vickers
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>

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Date:	4/15/2016
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>a.) <u>Provide an overview of the supports offered to students who are interested in taking Applied Learning activities:</u></p> <ul style="list-style-type: none"> ○ Classroom: Faculty are the primary support for students who are participating in an in-class or out-of-class Applied Learning activity. These supports include classroom discussion and journaling assignments for internships or practicums, to one-on-one mentoring meetings with students. Scheduling clinical, internship, or practicum sites are provided by the Coordinator of the program with an input from the student. ○ Co-curricular: The primary support for students interested in participating in out-of-class co-curricular experiences is through the Director of the office that is sponsoring the Applied Learning activity. If it is a student leadership program there may be a formal trainings that a student must complete. These again, are coordinated by the office that the Applied Learning activity is housed. Most of these experiences have standard operating procedures as part of the management of the office. <p>b.) <u>How can students currently navigate approved activity offerings:</u></p> <p>Classroom: Student expectations of classroom Applied Learning activities are clearly defined through syllabi of respective faculty/discipline-related courses. If the student is interested in an out-of-class experience, these conversations would happen with the teacher and with the student’s advisor. It is also specified in degree requirements or opportunities in the online catalog and website.</p> <p>Co-curricular: Leadership opportunities with the campus, either paid or unpaid, are advertised through the CANNONlink employment network, as well as through the student electronic bulletin board, digital signs and brick and mortar posters.</p>

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	<p>c.) <u>What is your department's process for approval of new or customized student-initiated activity?</u></p> <ul style="list-style-type: none"> ○ Classroom: All courses have end-of-course surveys for the student to provide feedback on the classroom experience. In many of the internship and practicum experiences there is a writing assignment about the experience where this information can be shared. There are also Six-year Curriculum Reviews for reviewing alumni comments about their experiences on campus. ○ Co-curricular: There are many opportunities for students to give feedback in the out-of- classroom applied learning experiences. Most trainings have a formative evaluation to assist in making the training more applicable to the student. Many of the leadership experience have exit type of activities either with a club advisor, government administrator or office supervisor.
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>a.) <u>Describe how Applied Learning activities are promoted to, and shared with students, AND</u></p> <p>b.) <u>Specifically, how is the information about Applied Learning activities built into the Orientation** or Academic Advising** process:</u></p> <ul style="list-style-type: none"> ○ Information about Applied Learning Activities is <i>promoted</i> through both Interpersonal and Technological Communication efforts, and is specifically <i>shared</i> in the following ways: <p><u>Interpersonally:</u></p> <ul style="list-style-type: none"> ○ Individual and group Academic Advisement** sessions <ul style="list-style-type: none"> ▪ Registration programming – Information is provided in student folders/correspondence presented at check-in, reiterated during individual Advising sessions, reflected in various presentations/messages from guest Speakers. ○ Campus Orientation**programming

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	<ul style="list-style-type: none"> ▪ Information is provided in student folders/correspondence presented at check-in, reiterated during individual Advising sessions, reflected in various presentations/messages from guest Speakers. ○ Individual and group Career/Employment Counseling sessions <ul style="list-style-type: none"> ▪ Class Presentations ▪ Career Workshops ▪ Job Shadowing Connections ▪ Employer Connections ○ Faculty Class announcements <ul style="list-style-type: none"> ▪ Internship Classes ▪ Seminar Classes ▪ Discipline-Specific Classes ○ Campus Student Services programming efforts <ul style="list-style-type: none"> ▪ Residence Life programming ▪ New Student Days programming ▪ Health and Wellness programming ▪ Financial Services programming ▪ Student Activities Campus Resource Fairs ○ Campus Club networks <ul style="list-style-type: none"> ▪ Meetings ▪ Guest Lecturers and Visitations ○ Departmental/Divisional/Institutional reporting <ul style="list-style-type: none"> ▪ Regular Meetings ▪ Guest Visitations ○ Monthly Campus Governance Meetings <ul style="list-style-type: none"> ▪ Regular Reporting ▪ Guest Speakers <p><u>Print/Technologically:</u></p> <ul style="list-style-type: none"> ○ Campus Brochures ○ Respective Departmental Facebook Pages ○ Campus Marketing Programming <ul style="list-style-type: none"> ▪ Electronic signage ▪ Campus Information Portal ▪ BlackBoard/Administrator Postings ○ Departmental Flyers/Posters ○ Paper Bulletin Board Messages

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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>a.) <u>What is your departmental plan for incorporating feedback into approved Applied Learning activities:</u></p> <ul style="list-style-type: none"> ○ Classroom Syllabi expectations and review/discussion ○ Departmental/Divisional evaluations of course instruction/services ○ Assessment and review of SUNY and institutional survey responses <p>b.) <u>What process does, or will a student follow, if they have a grievance with an off-campus site?</u></p> <ul style="list-style-type: none"> ○ Classroom: Grievances for internships, clinical, and practicum experiences are handled by the Faculty Coordinator for the respective mode of instruction. If a formal grievance is requested by the student, there is a chain of command which allows for review and interaction from Direct Supervisor, and or, based on the need for a formal hearing, may involve College Grievance Officers. ○ Co-curricular: The only change in the grievance process would be that the student initiates the complaint with the respective office that is overseeing the Applied Learning activity or experience.
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>a.) <u>What is your departmental plan for including students in continued improvement of existing Applied Learning activities, and the development of new Applied Learning activities?</u></p>

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	<ul style="list-style-type: none"> ○ There are common themes seen by respective Academic, and Student Support Departments regarding a consistent plan for including students in both <i>existing</i>, and <i>new</i> Applied Learning Activities. ○ <u>Existing Applied Learning Activities:</u> <ul style="list-style-type: none"> ▪ Student Evaluations of programming <ul style="list-style-type: none"> ○ Student Opinion (SOS) Surveys ○ Service Learning evaluations ▪ Group feedback discussions ▪ Assessment of Learning Objectives and related Outcomes <ul style="list-style-type: none"> ○ Vision Statements ○ Review of short-term and long-term Goals ▪ Accreditation Teams ▪ Middle States reporting for respective Discipline-related programs ○ New Applied Learning activities develop from the process of preparing students with workplace competencies and preparing them for future employment or further education, to acquire and/or refine Hard, and Soft Skills. ○ <u>New Applied Learning Activities:</u> <ul style="list-style-type: none"> ▪ Faculty/Staff conferences ▪ New program requirements ▪ SUNY initiatives ▪ Grant initiatives ▪ Advisory Boards/Discipline-related programming

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	Jefferson Community College
Date:	4/20/2017
Narrative Compiled by:	Pope Vickers
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>Jefferson Community College does not measure the impacts of campus-approved learning on the local community and workforce. This type of economic impact study is beyond the resources possessed by the College.</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>In order to fulfill the Campus Applied Learning Plan Part V, the applied learning team decided to secure input from the many stakeholders in the campus community. To secure such input, the team developed two campus-wide survey instruments. The survey instruments were distributed to both the academic and non-academic departments throughout the College with the support of the administrators of each department. A copy of the surveys is attached to the end of this section of the report. Additional input was secured through the formal governance process during department, division, and senate meetings throughout the campus. Student representation into the process occurred through meetings with the student government executive committee members, meetings with the student assembly, and the inclusion of the Student Government President on the applied learning team.</p> <p>The applied learning team received a number of comments describing the opportunities of including approved applied learning activities as a local graduation requirements. Excerpts of the comments that were received through the campus wide survey are given below:</p> <p>“All degrees in our department (Math/Science-Science, Math Science-Allied Health and Zoo Technology) have required courses that have applied learning components through the laboratory and/or clinical experience. In effect, students in these degree</p>

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	<p>programs already are required to meet an applied learning experience as they complete course work with these lab components. Additionally, degree programs outside of our department which require a laboratory science course with a laboratory component are fulfilling what might be an applied learning requirement for graduation.”</p> <p>“The English Department did not feel that any of our courses lend themselves easily to an applied learning experience. Opportunities could be created in some of our courses, but we are concerned with the level of assessment that currently exists, especially within liberal arts and the most recent Middle States report, and most of the department does not want extra assessment for extra graduation requirements. Furthermore, the department feels it would be unfair of us to support a local graduation requirement and then foist the work off to another department.”</p> <p>“There is one degree program currently overseen by the Math and Engineering Department (Engineering Science) and another degree program jointly overseen by this department and the Lab Science Department (LA: Math & Sciences). Currently students completing the ENS Degree are receiving applied learning in ENS 100 and ENS 200 (both degree requirements). The Department generally oversees the Mathematics Concentration of the Math & Sciences degree program. This concentration currently requires MTH 174 – Probability and Statistics 1. This course requires students to be involved in studies completed by the Center for Community Studies at Jefferson. A graduation requirement would not likely change the experiences by the students in these curricula significantly. Such a requirement could be an issue for students with transfer credit. It is not guaranteed that a student would receive an applied learning experience in similar courses at other colleges and universities (more likely an issue with MTH 174, not as likely in ENS 100 and ENS 200).”</p> <p>There are number of challenges that the campus would face in including an applied learning activity as a local graduation requirement. Some of those challenges cited either in the surveys or the meetings with stakeholders included:</p> <ul style="list-style-type: none"> • Time to develop and supervise the activities. • Limited resources, in terms of funding for staffing and equipment. Additional resources will likely be needed, to develop, organize, run and supervise activities. • Class size, where the bigger the class the more difficult it is to supervise activities (due to time pressures). • Availability of enough applied learning opportunities for internship opportunities within the community.

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	<ul style="list-style-type: none"> • Adequate training for faculty/staff involved in offering applied learning activities. • Curriculum issues such as in some courses/programs it would not be appropriate or possible to offer such activities. • Degree completion challenges for outlier situations when students who have either transferred in credits or are transferring out to another institution from Jefferson Community College and those transfer credits may not include an applied learning experience and hence prevent the student from degree completion. <p>The issues cited above are significant challenges to the implementation of an applied learning experience as a local graduation requirement for Jefferson Community College.</p> <p>In summary, the applied learning team sought and received input from a diverse group of relevant stakeholders while gathering data to address Part V of the Campus Applied Learning Plan. The input the committee received indicates that there are already many applied learning opportunities that exist at Jefferson Community College. These approved applied learning experiences are curriculum driven at that department level. There are however, significant concerns expressed throughout the campus of the potential impact to both the students and the institution if the successful completion of an applied learning experience became a local graduation requirement for Jefferson Community College.</p> <p style="text-align: center;">ACADEMIC DEPARTMENTS SURVEY APPLIED LEARNING</p> <p>As we continue to develop Jefferson Community College’s plan for Approved Applied Learning, we are reaching out to various groups for information.</p> <p>Please review the SUNY definitions of the five (5) criteria for Approved Applied Learning when considering your answers on the following survey. Criteria for</p>

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	<p>Approved Applied Learning Experiences: (SUNY Definitions) When applied learning is embedded in a course, these criteria refer to the activity rather than the course as a whole. Regardless of the activity, both the experience and the learning are fundamental.</p> <p>The Activity is Structured, Intentional and Authentic - All parties must be clear from the outset why this specific experience was chosen as the approach to the learning, and intentional about defining the knowledge that should result from it. The activity needs to be a structured experience with a formal process, which includes a course syllabus or learning contract between parties (students, faculty, and other supervisors as appropriate) and/or defined assessable learning outcomes. Roles and responsibilities must be clearly defined. Faculty and site supervisors (as appropriate) are expected to take the lead in ensuring both the quality of the learning experience and of the work produced. The applied learning activity should have hands-on and/or real world context and should be designed in concert with those who will be affected by or use it, or in response to a real situation.</p> <p>The Activity Requires Preparation, Orientation and Training - Participants and mentors must ensure that students enter the experience with sufficient background and foundational education, as well as a plan to support a successful outcome. The training and plan should include learning expectations and be referred to (and potentially updated) on an ongoing basis by all parties.</p> <p>The Activity Must Include Monitoring and Continuous Improvement - Applied learning activities are dynamic. Therefore all facilitators in the activity share responsibility for ensuring that the experience, as it is in process, continues to provide a rich learning environment and is meeting learning outcomes. Activities include a defined and flexible method for feedback related to learning outcomes and quality performance for all parties.</p> <p>The Activity Requires Structured Reflection and Acknowledgment - There must be a structured opportunity for students to self-assess, analyze, and examine constructs/skills/insights from their experience and to evaluate the outcomes. Reflection should demonstrate the relevance of the experience to student learning, including the student's articulation of how the experience draws on and improves this learning and meets defined objectives. Post-experience learning should include a formal debriefing. All facilitators and students engaged in the experience should be included in the recognition of progress and accomplishment.</p> <p>The Activity Must be Assessed and Evaluated - Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Students must receive appropriate and timely feedback from all facilitators.</p>

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	<p>For each of the campus-approved applied learning opportunities offered in your department please list all in which the department currently measures impacts on the local community and workforce.</p> <p>For each applied learning opportunity listed, please indicate the impacts that are measured and the methods used to measure such impacts.</p> <p>Next we would like to know the potential impact of the inclusion of a campus approved applied learning experience as a local graduation requirement.</p> <p>If such an experience was required for graduation, what potential opportunities do you see for both the faculty in your department and the students enrolled in the degree programs currently offered through your department?</p> <p>If an applied learning experience were included as a graduation requirement, how would you ensure that each student who graduates with a degree from your department completed a campus approved applied learning experience? When considering this question, keep in mind that a student's campus approved applied learning experience may be completed in an area outside of their academic program/course requirements.</p> <p>Next we would like you to describe the impact of a required campus-approved applied learning experience on:</p> <ul style="list-style-type: none"> • the academic programs offered in your department • student learning outcomes and their assessment in your department. • advising of students in your department • the faculty in your department • support staff in your department • your department budget <p>Please comment on any additional potential challenges that you believe your department would face with the inclusion of a campus-approved applied learning experience as a graduation requirement.</p> <p>When considering both the opportunities and challenges, would your department support an initiative to include a campus-approved applied learning experience as a graduation requirement?</p> <p>Please include your NAME and DEPARTMENT</p>

Campus Name:	Jefferson Community College
Date:	4/20/2017
	<p>NONACADEMIC DEPARTMENTS SURVEY APPLIED LEARNING</p> <p>As we continue to develop Jefferson Community College’s plan for Approved Applied Learning, we are reaching out to various groups for information.</p> <p>Please review the SUNY definitions of the five (5) criteria for Approved Applied Learning when considering your answers on the following survey. Criteria for Approved Applied Learning Experiences: (SUNY Definitions) When applied learning is embedded in a course, these criteria refer to the activity rather than the course as a whole. Regardless of the activity, both the experience and the learning are fundamental.</p> <p>The Activity is Structured, Intentional and Authentic - All parties must be clear from the outset why this specific experience was chosen as the approach to the learning, and intentional about defining the knowledge that should result from it. The activity needs to be a structured experience with a formal process, which includes a course syllabus or learning contract between parties (students, faculty, and other supervisors as appropriate) and/or defined assessable learning outcomes. Roles and responsibilities must be clearly defined. Faculty and site supervisors (as appropriate) are expected to take the lead in ensuring both the quality of the learning experience and of the work produced. The applied learning activity should have hands-on and/or real world context and should be designed in concert with those who will be affected by or use it, or in response to a real situation.</p> <p>The Activity Requires Preparation, Orientation and Training - Participants and mentors must ensure that students enter the experience with sufficient background and foundational education, as well as a plan to support a successful outcome. The training and plan should include learning expectations and be referred to (and potentially updated) on an ongoing basis by all parties.</p> <p>The Activity Must Include Monitoring and Continuous Improvement - Applied learning activities are dynamic. Therefore all facilitators in the activity share responsibility for ensuring that the experience, as it is in process, continues to provide a rich learning environment and is meeting learning outcomes. Activities include a defined and flexible method for feedback related to learning outcomes and quality performance for all parties.</p> <p>The Activity Requires Structured Reflection and Acknowledgment - There must be a structured opportunity for students to self-assess, analyze, and examine constructs/skills/insights from their experience and to evaluate the outcomes. Reflection should demonstrate the relevance of the experience to student learning, including the student’s articulation of how the experience draws on and improves</p>

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	<p>this learning and meets defined objectives. Post-experience learning should include a formal debriefing. All facilitators and students engaged in the experience should be included in the recognition of progress and accomplishment.</p> <p>The Activity Must be Assessed and Evaluated - Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Students must receive appropriate and timely feedback from all facilitators.</p> <p>We would like to know the potential impact of the inclusion of a campus approved applied learning experience as a local graduation requirement.</p> <p>If such an experience was required for graduation, what potential opportunities do you see for both the staff in your department and the student body?</p> <p>If an applied learning experience were included as a graduation requirement, in what ways could your department support such a requirement? Please consider both potential applied learning opportunities within your department for students and support to the academic departments to help ensure each potential graduate has completed an applied learning experience.</p> <p>Next we would like you to describe the impact of a required campus-approved applied learning experience on:</p> <ul style="list-style-type: none"> • the academic programs • student learning outcomes and their assessment • advising of students • the staff in your department • your department budget <p>Please comment on any additional potential challenges that you believe your department would face with the inclusion of a campus-approved applied learning experience as a graduation requirement.</p> <p>When considering both the opportunities and challenges, would your department support an initiative to include a campus-approved applied learning experience as a graduation requirement?</p> <p>Please include your NAME and DEPARTMENT</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	Jefferson Community College
Date:	5/1/2017
Narrative Compiled by:	Jefferson Community College Campus Applied Learning Plan Part VI Subcommittee
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>There are a variety of on, and off-campus collaborators/facilitators including internal, campus faculty, staff, and administrators, as well as external, businesses/corporate, non-profit, state/municipal, and other host/JCC facilitators, (See Appendix 1 for a listing of all current partner).</p> <p>Roles and Responsibilities for each type of partner:</p>

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	<p>These roles and responsibilities are outlined in a “procedures section” of an institutional internship contract or service-learning experience. Each of these roles have respective expectations which are part of the ongoing education we provide our students for their life-long learning, and career development outcomes. Relationships with partners are formalized through the following documentation:</p> <ul style="list-style-type: none"> • Course Syllabi • Memorandums of Understanding • Contracts <p>Included in these documents are role expectations, student outcomes, and the ability to assess the student’s performance, as well as evaluate the effectiveness of the current Applied Learning experience. Examples of partner responsibilities include:</p> <ul style="list-style-type: none"> • Supervision of student at respective worksite • Certifiable completion of required work hours • Review of student conduct and work performance; quantity and quality of output • Assessment of general office (hard and soft) skills in the workplace <p>The examples of partner roles include, Mentor, Facilitator, Employment/Site Supervisor, Internship Sponsor, Clinical Preceptor, Instructor, and Educational Advocate. Our Applied Learning Clinicals, Internships, and Observations translate into various roles with our students. These roles and employment experiences are defined through our respective discipline-related academic programs and career fields, including:</p> <ul style="list-style-type: none"> • Nursing Clinicians • Walt Disney World College Program Interns • Early Childhood Teachers and Child Development Specialists • Human Services Case Managers and Advocates • Business Managers and Accountants • Emergency Medical Technicians and Certified Paramedics • Elementary Education Teachers • Fire Protection Technologists • Public Justice Officers • Paralegals • Winery Managers and Enologists • Office Technologists • Zoo Technologists

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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 campus offices and departments that currently support the above relationships with our partners include:</p> <ul style="list-style-type: none"> • Faculty, Staff • Administrative Services <ul style="list-style-type: none"> ○ Facilities, Human Resources, Finance • Faculty Student Association <ul style="list-style-type: none"> ○ Campus Catering, Childcare Services, College Bookstore • Campus Employers; Work Study and Student Aid Supervisors • Campus Academic and Student Services Offices <ul style="list-style-type: none"> ○ Student Life <ul style="list-style-type: none"> ▪ Student Activities, Residence Life, Orientation and Leadership Development, Health and Wellness Services, Personal Counseling, Athletics ○ Retention Services ○ Career Planning and Job Placement Services ○ Educational Opportunity Programs <ul style="list-style-type: none"> ▪ EOP, STAR/TRiO, CSTEP, Start-Now ○ Veteran’s Services ○ Accommodative Services ○ Enrollment Management Services <ul style="list-style-type: none"> ▪ Admissions ▪ Financial Services ▪ Student Records ▪ Academic Advising <p><i>Intentional and Reciprocal relationships are reinforced through these existing methods, (Modified from Eight Principles of Good Practice for All Experiential Learning Activities, National Society of Experiential Education).</i></p> <ul style="list-style-type: none"> • Must be Structured, Intentional and Authentic <ul style="list-style-type: none"> ○ Internships require attendance in a weekly class and completion of a Journal

Campus Name:	Jefferson Community College
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	<ul style="list-style-type: none"> ○ Required Contracts for learning outcomes; partners and students ○ Designated workplace location ○ Job Postings and Descriptions ○ Employment Referrals ○ Interviewing Preparation ○ Cover Letter and Resume Development <ul style="list-style-type: none"> ● Requires Preparation, Orientation and Training <ul style="list-style-type: none"> ○ One-on-One Meetings ○ E-mail Correspondence ○ Group Training and Classroom Instruction ○ Mailings ○ Social Media updates and employment postings ○ Application completion ○ Employment Referrals <ul style="list-style-type: none"> ● Includes Monitoring and Continuous Improvement <ul style="list-style-type: none"> ○ Weekly conversations with Site Managers ○ Credential reviews; Mock Interviewing, Cover Letter and Resume Critiques <ul style="list-style-type: none"> ● Requires Structured Reflection and Acknowledgment <ul style="list-style-type: none"> ○ Dialogue between Instructors and students ○ Site Supervision ○ Teaching Back Techniques including Peer to Peer professional advice and counsel ○ Questioning, Clarifying, and Summarizing the Applied Learning experience <ul style="list-style-type: none"> ● Must be Assessed and Evaluated <ul style="list-style-type: none"> ○ Learning Contract ○ Timesheet ○ Payroll ○ Training and Development ○ Annual review of procedures governing Applied Learning work settings

Campus Name:	Jefferson Community College																												
Date:	5/1/2017																												
Question 3	<p>Describe how your campus engages new community partners in applied learning. Jefferson Community College has built an extensive network of community partners in applied learning through the ongoing efforts of both the academic departments and the career planning and placement office. These efforts have included community outreach activities by the departments as well as responding to enquiries by potential new partners in applied learning. The listing below is an abbreviated version of the over 1,500 community partners in applied learning.</p> <table border="1" data-bbox="483 751 1292 1900"> <thead> <tr> <th data-bbox="483 751 1292 793">Businesses</th> </tr> </thead> <tbody> <tr><td data-bbox="483 793 1292 835">NNY Children's Home</td></tr> <tr><td data-bbox="483 835 1292 877">A Woman's Perspectives (under Samaritan Hospital)</td></tr> <tr><td data-bbox="483 877 1292 919">A Women's Perspective (OB/GYN)</td></tr> <tr><td data-bbox="483 919 1292 961">ACR Health</td></tr> <tr><td data-bbox="483 961 1292 1003">Advanced Allergy & Asthma of Northern NY</td></tr> <tr><td data-bbox="483 1003 1292 1045">Advanced Physical Therapy of Watertown, PLLC</td></tr> <tr><td data-bbox="483 1045 1292 1087">Allergy Care, PLLC</td></tr> <tr><td data-bbox="483 1087 1292 1129">American Red Cross</td></tr> <tr><td data-bbox="483 1129 1292 1171">CANI Spine Center & Sport Physical Therapy</td></tr> <tr><td data-bbox="483 1171 1292 1213">Cardiology Associates of Northern NY</td></tr> <tr><td data-bbox="483 1213 1292 1255">Care Net Pregnancy Center of Northern NY</td></tr> <tr><td data-bbox="483 1255 1292 1297">Carthage Area Hospital</td></tr> <tr><td data-bbox="483 1297 1292 1339">Center for Sight</td></tr> <tr><td data-bbox="483 1339 1292 1381">Cerebral Palsey of the North Country</td></tr> <tr><td data-bbox="483 1381 1292 1423">Child & Adolescent Health Associates</td></tr> <tr><td data-bbox="483 1423 1292 1465">Children's Home for Jefferson County</td></tr> <tr><td data-bbox="483 1465 1292 1507">AT Matthews</td></tr> <tr><td data-bbox="483 1507 1292 1549">Children's Home/Community Clinic of Jefferson County</td></tr> <tr><td data-bbox="483 1549 1292 1591">Community Action Planning Council</td></tr> <tr><td data-bbox="483 1591 1292 1633">Community Clinic of Jefferson County -- Children's Home</td></tr> <tr><td data-bbox="483 1633 1292 1675">Comprehensive Women's Health Services</td></tr> <tr><td data-bbox="483 1675 1292 1717">Conboy, McKay, Bachman, and Kendall</td></tr> <tr><td data-bbox="483 1717 1292 1759">Continuing Education</td></tr> <tr><td data-bbox="483 1759 1292 1801">Convergys</td></tr> <tr><td data-bbox="483 1801 1292 1843">CREDO Community Center</td></tr> <tr><td data-bbox="483 1843 1292 1885">Department of Social Services</td></tr> <tr><td data-bbox="483 1885 1292 1900">Disabled Persons Action Organization</td></tr> </tbody> </table>	Businesses	NNY Children's Home	A Woman's Perspectives (under Samaritan Hospital)	A Women's Perspective (OB/GYN)	ACR Health	Advanced Allergy & Asthma of Northern NY	Advanced Physical Therapy of Watertown, PLLC	Allergy Care, PLLC	American Red Cross	CANI Spine Center & Sport Physical Therapy	Cardiology Associates of Northern NY	Care Net Pregnancy Center of Northern NY	Carthage Area Hospital	Center for Sight	Cerebral Palsey of the North Country	Child & Adolescent Health Associates	Children's Home for Jefferson County	AT Matthews	Children's Home/Community Clinic of Jefferson County	Community Action Planning Council	Community Clinic of Jefferson County -- Children's Home	Comprehensive Women's Health Services	Conboy, McKay, Bachman, and Kendall	Continuing Education	Convergys	CREDO Community Center	Department of Social Services	Disabled Persons Action Organization
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	Planned Parenthood of the North Country, Inc.	
	Professional Practice Management, Inc.	
	Resolution Center of Jefferson & Lewis Counties, Inc.	
	River Hospital	
	Samaritan Medical Center	
	Samaritan Medical Center	
	Schwerzmann & Wise, PC	
	SPCA	
	The House of the Good Shepherd	
	The Mediation Center	
	The Workplace	
	Transitional Living Services of NNY	
	Tree of Life Behavioral Health Services	
	Victim's Assistance Center of Jefferson County, Inc.	
	Washington Summit Medical Complex	
	Watertown Pediatric Dentistry	
	Watertown Audiology	
	Watertown Dental Health Group	
	Watertown Hearing Aid Center/Hartman Optical	
	Watertown International Airport	
	Watertown Internists	
	Watertown Pediatrics	
	Watertown Urban Mission	
	Watertown VA Outpatient Clinic	
	Weldon & Trimper Law Firm	
	Wise Women (OB/GYN)	
	Woman to Woman (under Samaritan .. Contact Joanne Lucas)	
	New York Air Brake	
	Purcell Construction	
	Barrett Paving	
	Development Authority of Northern New York(DANC)	
	Tug Hill Vineyards	
	Coyote Moon Vineyards	
	Northern Flow Vineyards	
	The Cape Winery	
	The Hilton Garden Inn	
	The Holiday Inn	

Campus Name:	Jefferson Community College		
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Question 4	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">The Comfort Inn and Suites</td> </tr> <tr> <td>The Harbor Inn in Clayton</td> </tr> </table> <p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships. Jefferson Community College has already many support mechanisms in place and our intentions are to keep fostering them in the future.</p> <p>Through a variety of activities we do the following:</p> <ul style="list-style-type: none"> Brunches and lunches with intern Networking with community groups Faculty attend job fairs Networking through our professional organizations Networking through graduates of our program Make professional cold calls to local businesses and agencies and follow up meetings. <p>Jefferson Community College has already many support mechanisms in place and our intentions are to keep fostering them in the future.</p>	The Comfort Inn and Suites	The Harbor Inn in Clayton
The Comfort Inn and Suites			
The Harbor Inn in Clayton			

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

Campus Name:	Jefferson Community College
Date:	4/27/2017
Narrative Compiled by:	Pope Vickers
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>Based on the data gathered for the SUNY Applied Learning Campus Plan Parts I –VI having been reviewed by a diverse cross-section of stakeholders during the past two academic years, it is the recommendation that Jefferson Community College should not include an approved applied learning activity as a graduation requirement of the College.</p>

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Date:	4/27/2017
Question 2	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>In order to fulfill the directives of the Campus Applied Learning Plan Part VII, the applied learning team decided to secure input from the many stakeholders in the campus community. To secure such input, the team developed two campus-wide survey instruments. The survey instruments were distributed to both the academic and non-academic departments throughout the College with the support of the administrators of each department. Additional input was secured through the formal governance process during department meetings, division meetings, campus senate meetings and the Jefferson Community College Board of Trustee meetings. Student representation into the process occurred through meetings with the student government executive committee members, meetings with the student assembly, and the inclusion of the Student Government President on the applied learning team.</p> <p>A review of the applied learning survey responses and the student governance input into the process reveals the following perceptions regarding applied learning and should Jefferson Community College include applied learning activities as a local graduation requirement.</p> <ol style="list-style-type: none"> 1. There is wide support across the college for applied learning when applied learning is appropriate to the curriculum. 2. Most academic departments responding to the survey indicated that in their department, applied learning the implementation on the graduation requirement would have no adverse effect on the department. The above opinion was not shared by all of the academic departments. Significant concerns regarding the potential negative impacts of implementing such a graduation requirement were expressed. 3. What would be the potential added duties to the academic departments to establish an accurate assessment process to ensure that the mandate is actually being achieved? 4. What would be the potential costs(budget impacts) to the College regarding the implementation of such a requirement? Will there be additional software requirements to track the data? Will there be new positions added to the College to track, archive, and organize the data? 5. How would the College pay for the potential additional costs of such a mandate?

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	<p>6. If such a mandate is implemented, what will be the effect on the highly mobile military affiliated students, who represent 33% of the student population?</p> <p>7. If such a mandate is implemented, will there be enough applied learning resources available, such as internship and co-op sites, to meet the potential added demand for such resources in our service area?</p>
Question 3	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p>
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>Jefferson Community College is a campus community engaged in applied learning. Applied learning opportunities exist throughout the College for all students. There are a variety of applied learning experiences available to students at Jefferson Community College. Of the 37 degree programs offered at Jefferson Community College, 34 of the degree programs require at least one course that is currently designated as having an applied learning experience as part of the requirement for the successful completion of the course.</p> <p>It is the unanimous recommendation of the Campus Applied Learning Team that Jefferson Community College continue to support excellence in applied learning in the future, as it has in the past. We recommend that Jefferson Community College continue to support applied learning through the formal structures already present.</p> <p>The College supports applied learning in many ways including budgetary support through the academic divisions. Additionally, there are formal structures within the organization that help students to identify and complete applied learning activities including the Career and Transfer Center, the Office of Continuing Education, the Fort Drum Education Center, and the STAR(Strategies to Achieve Results) Office.</p> <p>In summary, the history of Jefferson Community College is one of applied learning. Applied learning opportunities occur throughout the diverse array of academic programming of the institution. The College is committed to current and future</p>

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Date:	4/27/2017
	applied learning through currently existing formal structures, budgeting, and a host of advisory support mechanisms to assist students throughout their careers at Jefferson Community College.

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