



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Mohawk Valley Community College
Date:	4/13/2016
Narrative Compiled by:	Lew Kahler and Jim Miao
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	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.

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	<p>Mohawk Valley Community College will base the tracking of courses and activities that meet the requirements of Applied Learning using the three areas given to us:</p> <ul style="list-style-type: none"> • SUNY WORKS • SUNY SERVES • SUNY DISCOVERS <p>Under each one of these areas we have several categories that may change in the future, but for the purpose of this work we will consider them stable.</p> <p>Based on the categories, we will create a system of codes in our Information System to differentiate between the courses or activities in each of them as follows:</p> <p>SUNY WORKS: Co-op, Internship, Work-Study, and Clinical (for example ALX1, ALX2, ALX3, ALX4 for the categories in this area)</p> <p>SUNY SERVES: Service Learning, Community Service, Civic Engagement (for example ALY1, ALY2, ALY3)</p> <p>SUNY DISCOVERS: Research, Entrepreneurship, Field Study, Experiences Abroad (for example ALZ1, ALZ2, ALZ3, ALZ4)</p>
Question 2	What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?

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	<p>The coding above is for the purpose of internal tracking, but as we proceed with this project there will be some common codes created by SIRIS that would translate internal codes to designated SUNY codes for Applied Learning Reporting. MVCC has created three Workgroups for each of the areas. The members are currently working on reviewing existing activities in each of the areas for the AL designation. The campus will create a system for reviewing activities to be given the AL designation. There will be a need to review existing activities in each area and to review future activities as new ones are created in the future.</p> <p>It is possible to add fields to current SUNY SIRIS reports to communicate experiences students are completing while taking a credit course if the course and/or the section of the course are coded with the AL course attribute or section attribute. Some of the categories in each of the areas have activities that are not part of the course grade of the student and therefore will need to be treated as an independent AL experiences for the student. As each one of our area Workgroups review activities for each one of the categories, MVCC will create a clear classification system that allows the coding to be accurate for each one of the students participating in AL experiences. Any rubric or template created to make the determination and validation of activities will also be associated with a process for reviewing existing activities or creating new ones in the future. Workgroups will work closely with the Institutional Research and</p>

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	<p>Registrar to make sure the tracking and reporting are completed for the institution.</p> <p>Mohawk Valley Community College already has a system in place to report “events” or “activities” that are not part of a course or section through our Information System, where individual and/or group events are recorded on each student record. Once the activity is created and verified, the activity is posted to the student’s record and can be printed. The AL events will have to follow a similar process of approval, verification and coding classification in order for the tracking of AL activities to be successful. Internal ARGOS reports will be created for internal reporting and review of student participation in all AL designated activities.</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>Applied Learning is a designated goal of MVCC’s Strategic Plan. The breadth of offerings and the tracking of retention and completion rates are a part of the assessment of the strategic plan. MVCC feels that it is important to integrate all of the applied learning tracking into our existent strategic planning process for the purpose of consistency in delivery and reporting.</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:	Mohawk Valley Community College
Date:	4/13/2016
Narrative Compiled by:	Lew Kahler and James Miao
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 responsibilities regarding oversight and assessment begins with the College Wide Curriculum Process and follows the same guidelines as any other course at the college. Currently, Applied Learning Experiences run as classes, and the faculty meet their obligations to applied learning classes the same as in all classes, as part of their faculty obligation and in alignment with the student learning outcomes for the course.</p> <p>New opportunities begin with a faculty member. In the case of a student-initiated process, the student would propose the idea to a faculty member. This faculty member proposes to the dean. The dean approves and</p>

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	<p>the opportunity is initiated in line with college policy, and the Collective Bargaining Agreements. If the new opportunity is something that does not fall within exiting curricular guidelines the opportunity must then follow the college's College Wide Curriculum Committee process.</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>There is a robust in-house Employee Enrichment Program at MVCC which is a multi-faceted program designed to facilitate a work environment where every employee is given an opportunity to grow and evolve both personally and professionally. As an institution of higher education we seek to encourage a commitment to lifelong learning as a means of individual empowerment and institutional excellence and vitality. We “walk the talk” by modeling the commitment through a far-reaching array of learning opportunities for our employees. It all starts with a New Employee Orientation which introduces the college culture and our commitment to the StrengthsQuest program. There is an extensive four-year long New Faculty Institute Program, four days of primarily internal professional and personal enrichment workshops referred to as “Institutes”, a two-year Leadership Academy (in development), periodic supervisor training along with additional offerings throughout the year, institution-wide facilitation training and annual Core Workshops. All the enrichment activities aim to invest heavily in the</p>

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	<p>human beings who are at the heart of our mission. We hope to create a culture marked by happy, fulfilled workers with a strong sense of service, efficacy and professional competence.</p> <p>The New Faculty Institute (NFI), is designed specifically to meet the needs and interests of full-time faculty entering Mohawk Valley Community College, New Faculty Institute (NFI) is a mandatory four-year orientation program and learning community for colleagues transitioning into the teaching and learning culture of the college. Faculty who are hired in January participate in a series of meetings until they join their NFI cohort in August. MVCC hosts development institutes 5-7 times a year wherein sessions are offered on Applied Learning, Active Learning Strategies and general information about teaching and best practices. Faculty are able to propose and develop their own professional development sessions for these institutes, and can use the session to generate interest and to share strategies and practices for Applied Learning with interested colleagues. MVCC has a Career and Transfer Office to help connect faculty to businesses and agencies and to help students navigate the process. Career Services plans to develop an internship fair to complement our current Career Fair. MVCC also was recently the recipient of a \$370,000 SUNY Grant to build a Student Career and Transitions Lab to assist students in the exploration of among other career and transfer opportunities, career paths.</p>

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	<p>Instructors are compensated as part of their teaching obligation as outlined in the Collective Bargaining Agreements at MVCC. This includes on-load and over-load courses as well as the utilization of coordinator contracts and independent study courses; all of which are clearly defined in the agreements.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>As outlined above, the Career and Transfer Office supports faculty in networking and managing external partners.</p> <p>MVCC runs an intensive New Faculty Institute for the first 4 years of a faculty members' career to assist them with all aspects of the institution including applied learning opportunities in which they may wish to engage.</p> <p>MVCC also offers internal Innovation Grants of up to \$5000.00 for individual faculty or staff members looking to institute a new and innovative practice at the institution. The creation of a new applied learning opportunity for students would meet the criteria for submission for one of these internal grant opportunities.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>As part of every faculty members process for promotion and continuing appointment, MVCC measures the faculty members' collegial contribution and their professional growth, engaging in Applied Learning</p>

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	<p>Opportunities would be a part of a faculty members' contribution to the college community and to the continuous improvement of engaged student learning.</p> <p>MVCC has an awards program run by the office of Organizational Development. These include MVCC Awards such as the Heart of the Hawk, open to any full-time teaching faculty member. The award is given to an individual who consistently promotes one or more of the following: learning, accessibility, collaboration, excellence, diversity, affordability, or integrity; the Pride of the Hawk, open to any full-time non-teaching employee, including teaching administrators. The award is given to an individual who consistently promotes one or more of the following: learning, accessibility, collaboration, excellence, diversity, affordability, or integrity; the Altitude Award which recognizes any full-time employee, or group comprised mostly of full-time employees who have demonstrated the highest level of commitment to innovation. Those, whose contributions are clearly innovative and advance the mission of the College, particularly with regard to student success, community involvement, or service leadership should be considered for nomination to receive this award; and, the Eye of the Hawk, which recognizes excellence and achievement in establishing, maintaining, and effectively using outcome assessments and assessment "best practices" by an individual full-time employee, or group comprised mostly of full-time employees. Employees who</p>

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	demonstrate the highest level of commitment to the establishment and effective utilization of teaching, program, or service assessment will be well suited to receive this award. MVCC also promotes and supports the promotion of MVCC faculty in the SUNY Chancellor's Awards Program.

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Mohawk Valley Community College
Date:	4/13/2016
Narrative Compiled by:	Lew Kahler and Jim Miao
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	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?

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	<p>The first Point of Contact for Students is always a faculty advisor. The Career and Transfer Office posts on the College Central Network, a career services management software which houses all student opportunities including approved Internship opportunities for students to consider with a faculty member contact.</p> <p>Faculty members provide support for students in contacting internship sites, preparing students for interviews. Career Services offers workshops and appointment to prepare and enhance resumes. MVCC also utilizes the Optimal Resume Software with students to create dynamic resumes.</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>Each program has unique ways of promoting their applied learning activities. For programs where an experience is required, the student is made aware of these requirements at advisement sessions and through the faculty advisement process. Students discuss options for engaging in applied learning opportunities with faculty advisors, and the Office of Career and Transfer Services offers support to students in navigating Applied Learning experiences and workplace readiness.</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>MVCC utilizes the Student Opinion Survey as well as course evaluations for every section offered at the college.</p> <p>There are three parallel processes for potential student grievances. If the grievance is educational or work related, the student brings this to their faculty mentor who will act as an advisor and mediator and can intervene if necessary. If the grievance falls under the auspices of a Title IX Violation, the student makes a report to Public Safety which is then routed to a Title IX coordinator and the grievance follows the established Title IX investigation process. Lastly, if the grievance involves a disability issue, the student will follow the Americans with Disabilities Act Compliance Grievance Process as outlined on the Disabilities Services webpage of the MVCC website.</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>MVCC is exploring the concept of the use of a “Digital Suggestion Box” for students to comment upon potential improvements to MVCC’s overall Applied Learning Program. This “Suggestion Box” will be monitored by Career Services and then shared with the Academic Deans and faculty as appropriate.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	Mohawk Valley Community College
Date:	
Narrative Compiled by:	Lew Kahler and Jim Maio
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>MVCC underwent an exhaustive strategic planning process for the creation of Catalyst 20/20, its strategic plan for 2015-2020. During that process, we surveyed over 900 industry leaders and college stakeholders representing over 100 local businesses. The impact of Applied Learning was an integral part of that research. The process uncovered that our community sees MVCC as a thought leader in the community, as well as a central hub of education and industry, and that an increase in applied learning activities, most specifically internships, was essential to our local workforce, and that as a college we needed to increase our efforts in the area of internships. As a result of this, Applied Learning became one of the five (5) major strategic goals.</p> <p>MVCC Strategic Timeline</p> <ul style="list-style-type: none"> 2015-16 - Assessing and evaluating baseline data and infrastructure 2016-17 - Finalizing action plan to begin scale up of applied learning efforts 2017-18 - Refine systems to support scaling applied learning 2018-19 - Accelerate expansion of scaled applied learning 2019-20 - Consideration of applied learning as a graduation requirement <p>EXPAND APPLIED LEARNING</p> <p>Expand the number of students completing internships and service learning experiences.</p> <p>Expand the number of sites for internships and service learning.</p> <p>MVCC is currently in the process of expanding our internships and building an IT infrastructure that will assist in bringing these efforts to scale in accordance with goals as set forth in Catalyst 20/20.</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</p>

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	<p>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>As with any initiative designed to become a graduation requirement there are three components to be considered; policy, procedure and resourcing. The first consideration would be how we institute a policy that aligns with our strategic initiatives and meets the needs of our students and community. Once such a policy is established, we would then need to create the process for moving students from idea to internship. This would include career counseling, academic advising, faculty mentorship, and an electronic workflow to manage that process. Though there is an opportunity for growth, and MVCC has shown a commitment to that growth through the Applied Learning Strategic Initiative in Catalyst 20/20, there are still challenges to overcome. One of those areas of challenge for MVCC is in Service Learning. Though MVCC has engaged in Service Learning both in and out of classes for many years, the opportunities afforded students at this point do not meet all of SUNY's criteria to be considered service learning. This has initiated a conversation about how to alter our current practices to fit SUNY's definition without limiting the creative offerings that we currently have for our students.</p> <p>There also are implications being considered at the Student Learning Outcome Level, and the program level. One challenge that all community colleges are facing is the friction that has been caused between the SUNY Applied Learning Initiative and the Seamless Transfer Initiative wherein programs have been, in nearly all instances, limited to 64 credits. This has put the general education requirements for degree types, the cognate courses necessary for transfer and the industry needs for career preparedness at odds with the needs to add Applied Learning as a graduation requirement. MVCC underwent a large curricular redesign to meet the Seamless Transfer Initiative mandates, and was the first Community College to be fully in line with those mandates. Redesigning the curricula once again for the Applied Learning Initiative has, at times, proven to be a challenge.</p>

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SUNY Applied Learning Campus Plan
 Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	Mohawk Valley Community College
Date:	
Narrative Compiled by:	Lew Kahler and Jim Maio
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>

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	Please refer all questions to AppliedLearning@suny.edu .
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>MVCC has multiple partners who are managed through the Office of Career Services, and the Academic Departments/Schools. A list of businesses, nonprofit organizations and municipal partners is available in the MVCC Applied Learning Campus Report Appendix A. These organizations and agencies are hosts to interns, house clinical sites and serve as areas for field research in education. MVCC utilizes a standard contract for all external sites. An MVCC employee in conjunction with a site supervisor has responsibility for designing and jointly delivering the applied learning experience.</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 multiple partnerships are managed through The Office of Career Services, The Office of the Associate Vice President for Workforce Development, and the Academic Departments. These offices are in contact with our external partners to manage relationships while the various faculty and staff conducting applied learning activities work with site supervisors to design the syllabi and learning activities for each individual project. MVCC recently purchased the Career Services Management Software, Purple Briefcase to assist in managing the workflow, documents and serve as a database for external Applied Learning Partners.</p>
Question 3	Describe how your campus engages new community partners in applied learning.

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	The Academic Departments at MVCC interface with The Office of Career Services on a regular basis. The Office of Career Services solicits and meets with new industry partners and assists them in gaining access to students through job and internship postings. These postings are managed through The Office of Career Services and then a “handoff” takes place where a faculty member partners with a site supervisor to design the applied learning experience for the student. The Office of Career Services assists the faculty in vetting new opportunities and evaluating new sites. New partners are often afforded the opportunity to join our academic program advisory boards and to collaborate with college representatives on myriad projects.
Question 4	Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships. MVCC engaged almost 900 industry leaders and college stakeholders to inform the design on our strategic plan Catalyst 20/20. Through the Office of Career Services, the engagement of the faculty and staff on local industry and community boards and the various program advisory boards at MVCC we keep up to date with community need. Purple Briefcase will offer access for community and industry leaders to our students through the Office of Career Services.

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

Campus Name:	Mohawk Valley Community College
Date:	
Narrative Compiled by:	Lew Kahler and Jim Maio

Campus Name:	Mohawk Valley Community College
Date:	
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>MVCC plans to continue the work as set forth in Catalyst 20/20 that was created in collaboration with industry leaders in our economic region. This plan calls for an increase in internship sites and offerings as well as the creation of a more robust service learning program. Upon the completion of Catalyst 20/20 in 2020 and during the designing of the next strategic plan MVCC will consider the implications at that point of making Applied Learning a graduation requirement. Currently, MVCC’s students and the larger community are best served by our efforts to increase and enhance, streamline and resource our Applied Learning offerings in alignment with our strategic vision.</p>
Question 2	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>As MVCC embarked on the Applied Learning Initiative for SUNY, we had already been engaged with an Applied Learning Plan through the creation of Catalyst</p>

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	20/20. The Strategic plan was created by the Strategic Planning Council which is composed of stakeholders from various college offices. MVCC enlisted the help of an external research group, The Paige Group, to engage stakeholders inside and outside of the institution. Once the campus plans had been rolled out by SUNY an Applied Learning Workgroup composed of faculty, staff and administrators was created, and an Applied Learning Steering Committee was charged with guiding the work of the workgroup. The Campus plans were created with the input of faculty through open forums, vetted through the Faculty Caucus, The College-Wide Senate, The Student Congress and the President’s Cabinet. All campus shared governance leaders including student leadership were engaged through these various committees, councils and workgroups.
Question 3	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>MVCC’s primary focus is on Internships, Service Learning and our clinical sites associated with our Healthcare Programs. As stated above, MVCC will continue its work as outlined through Catalyst 20/20 and we revisit the efficacy of an Applied Learning Graduation requirement in 2020.</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>See Above</p>

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A & P Master Images
A. O. Fox Hospital
Access Medical Billing, Inc.
ACR Health Services
Addiction Crisis Center
Adirondack Central School
Adirondack Community Physicians (ACP) Surgical Group
AIDS Community Resource Center
Allergy Care
Alpine Restaurant
Alternative High School
Altmar-Parish-Williamstown School District
Alzheimer's Coalition RCIL
American Home Patient
ARC- all locations
Auburn Memorial Hospital
Ava Dorfman Senior Citizen Center
Barneveld Medical Office ACP
Bassett Healthcare
Bassett Hospital of Schoharie County
Berkshire Farms Madison County Group Home
Betsy Ross Health Related Facility
BOCES- Herkimer, Madison, Oneida Counties
Brookdale Memory Care of Clinton
Camden Central School District
Canajoharie Central School District
Canastota Central School District
Catholic Charities- Community Residences
Cayuga Medical Center
Center for Family and Recovery
Central New York Assn. for the Blind and Visually Impaired
Central Valley Academy
Chenango Memorial Hospital
Child Advocacy Center
City of Rome
Clinton Central School District
Community Health & Behavioral Services
Community Recovery Center
Compeer
Consumer Services of Madison County
Cooperative Magnetic Imaging (CMI)
Cornell Cooperative Extension
Cortland Regional Hospital
Crouse Hospital
Deerfield Retirement Homes
Deerfield Senior Center
Digestive Disease

Dr. Ahmed Shatla
Dr. Arul Kannan, MD
Dr. Daniel P. Kirkpatrick, O.D.
Dr. Howard T. Meny. MD
Dr. Laura Papandrea
Dr. Margaret Albanese
Drug Court
Edmeston Central School
Ella's Room Child Consignment Shop
Ellis Hospital
Faxton-St. Luke's Healthcare
Fiber Instruments Sales
Fiberdyne Labs, Inc.
Field of Dreams
First Community Care
First Source Federal Credit Union
Focus Rehab
Frankfort Police Dept
Frankfort-Schuyler Central School District
Habitat for Humanity
Hamilton Community Memorial
Hampton Inn Rome
Head Start
Heritage Healthcare Center
Herkimer Healthcare Center (Bassett)
HMS Host Family Restaurant
Holland Farms Bakery
Holland Patent Central School
Hospice & Palliative Care, Inc.
House of the Good Shepherd
Human Technologies Corporation (HTC)
Indium Corporation
Industrial Medicine Associates
Insight House
Jack's Place
K&A Services
Kettering Seminar at MVCC
Lewis County General Hospital
Liberty Resources
Lincare
Little Falls Central School District
Little Falls Hospital
Lutheran Care
Madison Central School District
Madison County Alcoholism & Drug Abuse, Prevention & Treatment
Madison County- Child Protective Services
Madison County- Office of the Aging

Marcy Psych Center
Mary Imogene Bassett Healthcare
Masonic Care Community
Maxwell House
McPike Addiction Treatment Center
Med Care Administrators
Milestones
Mohawk Glen Imaging
Mohawk Valley Capital Management
Mohawk Valley Community College
Mohawk Valley Endocrinology
Mohawk Valley Homecare
Mohawk Valley Nurse Practitioners
Mohawk Valley Orthopedics
Mohawk Valley Retina & Associates
Mount Markham Central School District
MVCC- Computer Services Dept.
MVCC- Educational Technologies Department
MVCC- Fitness Center
MVCC- On Campus with intercollegiate athletic programs
MVPC
Nathan Littauer Hospital
Neighborhood Center- Adult Recovery Service Division
New Hartford Central School District
New Hartford Eye Associates
New Hartford Scanner Associates
New York Mills Union Free School
New York State Dept. of Labor, Working Solutions
New York State School for the Deaf (excludes classroom)
Norman Cогnetto, DDS
North East Nurse Practitioner
Northeast Pediatrics & Adolescent Medicine, LLP
Northern Safety Co., Inc.
Notre Dame Schools
Nunn's HME
NY State Fair Respiratory Care Booth
NYSSRC Conference at Turning Stone
NYSSRC Winter Workshop
Office for People with Developmental Disabilities
Oneida City Police Dept
Oneida City School District
Oneida County- Child Advocacy Center
Oneida County- DA's Office
Oneida County- Dept. of Probation
Oneida County- Drug Court
Oneida County- Health Dept.
Oneida County- Jail (Mental Health Unit)

Oneida County- Office of Aging
Oneida County- Public Defender's Office
Oneida Family YMCA
Oneida Healthcare Center
Oneida Nation Family Services
Oneida Printshop, LLC
Optimal Medical Healthcare
Oriskany Central School District
Parks & Recreation Intern –Rome, NY
Parkway Rec Center
Planned Parenthood
Poland Central School District
Potato Hill
Presbyterian Home & Services
PROS Clinic – Personalized Recovery Oriented Services
Quadsimia
Refugee Center
Regional Primary Care Network Community Health Center
Remsen Central School District
Rescue Mission
Resource Center for Independent Living
Retired Senior Volunteer Program (RSVP)
Richfield Springs Central School District
Risen Bakery
Rome Center Nursing Home
Rome City School District
Rome Memorial Hospital
Rome Police Dept
Rome YMCA
RPCN @ Utica Community
Samaritan Medical Center
Saratoga Hospital
Sauquoit Valley Central School District
Sitrin Health Care Center
Slocum-Dickson Medical Group
Sodexo Campus Services- MVCC
South Lewis Central School
Spring Farm Cares
St. Elizabeth Family Medicine Center- Hobart Street Clinic
St. Elizabeth Medical Center
St. Johnsville Nursing & Rehabilitation Center, Inc
St. Joseph's Hospital Health Center
St. Joseph's Imaging
St. Luke's Hospital
St. Luke's Nursing Home
St. Lukes Home
St. Mary's Healtcare

SUNY Upstate Medical University
SUNY Upstate Medical University College of Health Professions
Supportive Case Management
The Eastern Star Home & Campus
The Pines
Thomas R. Proctor High School
Tri-Town Regional Hospital (Bassett)
Turning Stone Resort & Casino
United Way of Utica
Upstate Cerebral Palsy, Inc. (UCP)
Upstate Homecare
Utica Comets
Utica Observer Dispatch
Utica Pediatrics P.C.
Utica Safe Schools Afterschool Program
Utica Zoo
Ventura House
Vernon-Verona-Sherrill School District
Veterans Outreach Center
VVS Central School District
Waterville Central School District
West Canada Central School District
Westmoreland Central School
Whitesboro Central School District
Wingate by Wyndham
Workforce Development
WXUR -FM
YWCA