



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Morrisville State College
Date:	4/15/2016
Narrative Compiled by:	Dr. Joseph Bularzik
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a descriptive narrative regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities.</p> <p>Morrisville State College will collect the data for the number of students participating in applied learning activities through Banner. Each applied learning activity will be associated with a course. Most of the activities will be imbedded in courses that count for credit and are required in the academic programs. Some of the activities will not</p>

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	<p>be within an academic course within a program. These activities will be designated as non-credit bearing courses, which will allow the information to be collected in the same manner as the applied learning activities imbedded in courses.</p> <p>The number of students for each course can be easily counted. The mentors for the applied learning activities will generally be the instructor for the course. For the non-credit bearing courses, the mentor for the activity will be assigned as an instructor for this course. Consequently, the participation of the mentors and the connection between the mentors and the student participants can be identified.</p> <p>Each course will be designated with a category attribute. The category attributes describe which type of applied learning activity is contained in the course. With this information, the number of students and mentors can be determined for each applied learning category.</p> <p>Presently Morrisville State College has 15 categories for the different types of Applied Learning Activities. 13 of these 15 categories are identical with the SUNY defined categories. Yet as there are different activities at the different SUNY campuses, it was suggested that individual campuses can determine different and new categories to fit the activities. It was stressed that requiring the activities fit the Applied Learning Criteria, which were agreed upon throughout SUNY, was very important. Having categories and category definitions agreed upon throughout SUNY was not as important. With these differences, it is recognized at Morrisville State College that there may be some difficulties in sharing the information from all campuses within the SUNY system. Therefore, continued discussion and determining a method to handle different categories defined by the campuses to share data needs to be ongoing to find a common solution.</p>
Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>Because so many of the College's credit bearing courses already include applied learning activities, the faculty members were asked to identify and submit courses with applied learning activities to the MSC Applied Learning Committee. For each course, the faculty members completed an application form that required the identification of the applied learning activity with other course information. Instructors were required to verify that students fulfilled all the criteria necessary for an applied learning experience through the applied learning activity imbedded in the course. The instructors also identified the course to be under one of the applied learning categories.</p>

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	<p>The applied learning categories and the applied learning criteria, which were in agreement with the SUNY Applied Learning Steering Committee guidelines, were presented to and endorsed by the College Senate and academic leadership of MSC. The courses were submitted to the MSC Applied Learning Committee which reviewed and then accepted the courses to be on the MSC accepted applied learning course list. The identification of these courses will be verified and updated through the Registrar’s Office, following the standard procedures of identification of courses with attributes.</p> <p>After this initial review of ongoing courses at MSC, there will be a process developed for new courses and activities to be accepted as applied learning courses. All new courses proposed at MSC must be described on a New Course Proposal Form and submitted for review and approval by the Academic Council, composed of college administrators, and the Curriculum Committee, which is a subcommittee of the College Senate, representing the college faculty members. These proposal forms contain separate sections for approval of various aspects for the courses, such as if the course was being submitted to be accepted as a General Education Requirement course. A separate sheet for information about applied learning will be added to the New Course Proposal Form. Completing his form will be required to submit the course for acceptance as a course with an approved applied learning activity. The application to be an approved applied learning activity will first be reviewed and given a recommendation by the MSC Applied Learning Committee and then added to the New Course Proposal Form which will be reviewed and approved by the Academic Council and Curriculum Committee.</p>
Question 3	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>The collected data will be very useful for Morrisville State College to obtain a more accurate number of students involved in applied learning activities. Even though most programs have courses with applied learning activities, presently there is not a systematic collection of the number of students in these courses. Also, this process will be developed to count the number of students participating in applied learning activities outside of the program courses. Morrisville State College is proud of the number of students already involved in applied learning activities, and now through this process MSC will be able to accurately record the number of students.</p> <p>With most students having an approved applied learning course as a requirement for their program, it will not be practical to compare the number of students having or not having an applied learning experience. There will not be many examples for</p>

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	<p>comparison for students going through the same program that have or do not have an applied learning experience. The many students having a required approved applied learning experience in one program could be compared to those students in another program who do not elect to have an approved applied learning experience. This analysis would not reveal much useful data.</p> <p>The important use of data may be comparisons for the different types of applied learning experiences that the students receive. Different aspects of the applied learning activities, including type of activity, length of activity and the timing of the activity in the student's academic career could be measured. This could yield much interesting information to help determine persistence, retention, graduation rates and student engagement. Having this data will be very helpful in fulfilling the Strategic Goal related to student retention of the College's Strategic Plan.</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:	Morrisville State College
Date:	4/15/2016
Narrative Compiled by:	Dr. Joseph Bularzik
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>

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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 are very involved in the oversight and assessment of the approved applied learning activities as most of the activities are imbedded in credit bearing courses. The learning outcomes for the programs and courses reflect the use of applied learning activities in the course to attain the learning achievements for the students. As part of the overall assessment process at MSC for the academic programs, the learning outcomes are periodically assessed through the achievement of the students in the program courses. This assessment process includes the courses with the applied learning activities and also assess the results for the learning outcomes that are related to the applied learning activities in the program and courses.</p> <p>The applied learning activities and courses are central to the programs at MSC. Therefore, during each program review that involves much faculty participation, the success and the integration of the applied learning activities are assessed. Outside experts in the academic field also review the program. This review process gives a good evaluation and connection between the applied learning activities and the activities that are important to the employment in the fields.</p> <p>Within the courses, the faculty members assess the students during their applied learning activity. The faculty members are the mentors for the students, being involved in the constant feedback and continuous improvement process for the student during the activity. The faculty members also give the assessment of the students' achievement in the applied learning activity at the end of the course.</p> <p>The process for new applied learning activities was described in the previous question. All new applied learning activities in courses will be presented and reviewed by the MSC Applied Learning Committee and then through the process for new course proposals by the Academic Council and Curriculum Committee.</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>Most of the applied learning activities at MSC are embedded in credit bearing courses that are required in the academic programs. The approved activities are imbedded in the courses that the faculty members are already teaching in their programs. The</p>

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	<p>compensation and support the faculty receive for these courses with applied learning activities are similar to the support and compensation the faculty receive for teaching credit bearing courses.</p> <p>MSC has several ways to support their faculty members in course development and also in improvements in teaching and learning. Each year MSC has a professional development event where there are many faculty-led professional development presentations. This sharing of best practices, in which many are involved in applied learning practices, is a very good support for the faculty members. With the official development of a SUNY initiative for applied learning, the focus of these professional development conferences will be more directed toward applied learning.</p> <p>There are several opportunities for faculty members to receive funding for professional development. Two different funding methods exist through the College and UUP to support the faculty members for professional development. Because most of the applied learning opportunities are within the required courses for the program, development of the courses will receive full consideration for these professional development opportunities.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Because most of the applied learning activities are imbedded in credit bearing courses, all of the support that faculty receives for development of new courses and programs is available to be used for development of courses and programs that have applied learning activities. Since it has been well recognized and a continuing practice to have applied learning activities in the MSC programs, much of the development of new courses and programs are for those that contain applied learning activities.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>MSC faculty members are already engaged in applied learning activities as it is a natural activity in most of the programs. The assessment of the quality of teaching of faculty members is a very important component in the tenure process at MSC. Actively developing and teaching applied learning activities in their courses are recognized as appropriate professional development activities and good teaching qualities. Therefore, a very important acknowledgement for faculty members engaged in active learning, is the recognition it receives in the tenure and promotion considerations at MSC. In these evaluation processes, faculty member involvement in applied learning activities and their interactions with the students during these activities in their courses are recognized.</p>

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	There is presently no specific award for engaged faculty members for applied learning activities, but the involvement in applied learning activities are an integral part of any consideration of faculty members for recognition through awards at MSC.

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Morrisville State College
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Narrative Compiled by:	Dr. Joseph Bularzik
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>Because most of the applied learning activities are imbedded in required courses in academic programs, the students navigate the approved applied learning activities with the help of their academic advisor. Courses that have approved applied learning activities will be identified in many ways, including all the normal methods of information sharing to the students about the courses. This information will be included in the College Catalog, advising sheets, the online</p>

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	<p>advising program “Degree Works”, course descriptions and from the faculty and advisors. The students will know which courses that they need to take will be applied learning approved courses.</p> <p>Students have the opportunity to develop student-initiated activities through the Student Government Organization on campus. For a student-initiated activity to become active, there needs to be a sponsor from the faculty or staff member. This is the same requirement for the criteria for an applied learning activity. Each approved applied learning activity needs to have a mentor for the students. As the students develop an activity and select an advisor, that advisor can submit the activity through the normal process for the activity to be approved as an applied learning activity.</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>Because most of the approved applied learning activities are in required courses for the academic programs, the information about applied learning activities is built into the orientation and advising process. As the admissions office and the academic advisors inform the students about the programs, they also describe the applied learning approach for the courses and the applied learning activities that will be required.</p> <p>Because the applied learning approach is a very highly recognized aspect of the teaching at MSC, the applied learning activities are very highly promoted to prospective students. From their first view on the website, through their first visit to campus at an open house, to their beginning as a new student on campus, the prospective students are constantly reminded about the applied learning activities that part of their academic programs at MSC. No one comes away from MSC without knowing about the applied learning focus of our college and the availability of this type of learning for the students.</p>
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>There is constant student feedback about the applied learning activities because the activities are an integral part of the courses. Students have the opportunity to give feedback about their courses and programs. If a student wants to express a view or concern about the applied learning activity, because the activities are</p>

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	<p>within the courses, the student has the same recourse to express the view about any other aspect of the courses, as described in the student handbook.</p> <p>As each student has a mentor, or instructor, for any off-campus activity. The student has the recourse to express any views to that instructor, including any grievance with an off-campus site. Presently, a new document describing the agreements for off-campus activities is being developed for MSC. This document will more explicitly express the circumstances and process for any grievance.</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>The students are already involved in the continued improvement of courses at Morrisville State College. The students give input from many different avenues. End of course surveys, availability to discuss course issues with faculty, advisors and deans, faculty assessment of the students' achievements and participation in program reviews are some of the ways that students input their views. This information is part of the input for the continuous improvement process for courses and programs at MSC. These same modes of input will be used to assess the courses with applied learning activities.</p> <p>Additionally, there is an ongoing discussion about developing a student survey specifically for applied learning activities. The development of this survey will be a steady, thoughtful process. Everyone involved in developing, administering and analyzing the survey and the subsequent information will have an opportunity to participate in the development. The different levels of shared governance from MSC will be involved. A careful development of a good assessment tool with information from the students will provide very useful information for the continued improvement of the applied learning activities.</p>

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Morrisville State College

Response to the Applied Learning Guidance Part V – VII

May 1, 2017

Morrisville State College Applied Learning Committee

Joseph Bularzik

Barbara Roback

Memorandum From: Alexander N. Cartwright, Provost and Executive Vice Chancellor

July 29, 2016

Draft Applied Learning Guidance – Parts V - VII

Feasibility Study – Due May 1, 2017

Q 1) Do you currently measure impact of campus-approved applied learning on the local community and workforce? If so, what methods do you employ?

ANS: No MSC does not have a systematic and overall method of measuring the impact on the local community and workforce from campus-approved applied learning. We know that MSC students and the community service that they conduct through the year does have a positive impact on the local community. MSC was among 20 SUNY campuses named to the 2014 President's Higher Education Community Service Honor Roll in recognition for its commitment to community service, some of which fits within the campus-approved applied learning.

Q 2) How could including approved applied learning activities as a local graduation requirement enhance or hinder student completion?

ANS: Enhance – In general, having an applied learning activity as a local graduation requirement is very much valued at MSC. At MSC the nature of most of the programs and the effective style of teaching in many of these programs naturally fit with an applied learning style of teaching. Consequently, many of the programs at MSC have independently developed applied learning courses within their curriculum. It is a valuable learning experience for the students in an Agricultural and Technical educational institution to learn through the learn-by-doing method of applied learning. Making approved applied learning activities a local graduation requirement would be helpful, because such a requirement would ensure that all the students graduating from this institution would have an applied learning experience. A graduation requirement would guarantee that no programs would be exempt from this endeavor.

A more important enhancement would result from the recognition by the faculty of the administration's support for developing applied learning courses for all programs. The consequence of such a local graduation requirement would be a faculty more fully engaged in the development of these applied learning activities. Students would also gain from having an applied learning graduation requirement. The applied learning experience may enhance their marketability for employment and admission to further educational programs. The applied learning activity may be the educational experience that sets the student apart from the other applicants.

Hinder – MSC has several programs that are not conducive to applied learning activities, especially the AS programs. The focus of an AS program is to give the students the basic background and learning experience so that they may transfer to another institution and be prepared to complete a bachelor degree in that academic area. The first two years of the bachelor degree program, which comprises the aligned AS program, is filled with the basic knowledge courses for that academic area, along with the many General Education Requirement courses. The basic knowledge courses, often a prerequisite course for the upper division courses in an academic area, are not always applicable as an applied learning experience. Also within the AS program, the students will be transferring to many different, yet related, programs at many different institutions. Therefore, the students' interests are quite broad during these first two years of foundation courses. Having the applied learning experience during the latter years of the bachelor program, where a better tailored applied learning experience can be developed for a more focused group of students studying in the same area would be more effective. Naturally these applied learning experiences would then happen at the institutions where the students have transferred, not at MSC within the AS program. Forcing applied learning courses in a program where they do not fit, does not give the student the best benefit. It may be the best solution to have the students gain the experiential learning experience from the institute that they transfer to for their upper division courses.

To have general opportunities outside of the academic programs could be done. This is a method that some colleges have developed, as the other institutions may not have many opportunities within their academic programs for applied learning experiences. Yet at MSC, most of the programs, including all of the bachelor degree programs, except two, and most of the AAS programs, already include an applied learning experience. Developing campus wide opportunities for students to do an applied learning activity would not be necessary for many students, as they have an applied learning experience within their academic program already. Therefore, it may be very hard to implement a successful program across the campus because there is not a wide need for the activities by most of the students. Presently, there are areas of student activities around the campus that could be applicable to meet the criteria for an approved applied learning activity. Some changes would be needed to these activities to meet all of the criteria. Examples of these activities are found in areas such as Residential Life, Admission Ambassadors or Athletics. Yet as of now, the efforts to change these activities and the reporting structure for these activities, to conform to the criteria for approved applied learning activities has not been organized at MSC.

Q 3) Please describe the campus opportunities and challenges of including approved applied learning activities as a local graduation requirement. Please describe implications for student learning outcomes, advising, staff and fiscal implications, and other relevant information?

ANS: MSC has seized opportunities to develop applied learning experiences and activities in the curriculum through the courses in most of the programs. Already the student learning outcomes of the programs include the outcomes that are realized by the students from the applied learning activities. The faculty members of the student's chosen program are the academic advisors for the students within the program. Because the applied learning experiences are within the academic curriculum, there are no additional staff and fiscal implications that would be needed by having a local graduation requirement for the programs. These programs already include an applied learning experience.

The challenge that MSC would face by making approved applied learning activities a local graduation requirement is the method that MSC chooses to implement to ensure all students have the opportunity for an approved applied learning activity. Either MSC will need to require that each of the 26 degree programs that do not presently have an approved applied learning activity to develop such a required experience within their program, or MSC will need to develop the out-of-curriculum approved applied learning activities that are open to all students. The first option may be difficult for some of the programs to develop, yet this is the most likely path that MSC may choose to go forward. For the other option, the challenge is to have the funding and manpower for the opportunities outside of programs. How much funding would it take? How many people would need to be hired? How would things need to be reorganized? Who would be responsible for the records and assessment of the activities? At this point in the development of the applied learning program at MSC, these questions have not yet been adequately addressed.

Collaboration Plan – Due May 1, 2017

Q 1) Provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. Be sure to list the responsibilities and roles for each. These may include any business/corporate, non-profit, state and other hosts/facilitators.

ANS: The faculty members have the responsibility at MSC to either be the on-campus facilitators for the applied learning activities or have the relationships with the off-campus collaborators for the applied learning activities. Included in this overview are examples of various types of on- and off- campus applied learning activities and examples of the roles and responsibilities for the collaborators and facilitators. This is not an exhaustive list, yet it gives an overview of the many types of applied learning activities.

For the on-campus facilitators, the faculty members take on the role of mentors for the students as they are involved in the many applied learning activities. Many of these applied learning activities include laboratories or service centers where the students are involved in learning activities which give the students real world experiences through hands-on activities. Some of the on-campus areas involved in such real world learning experiences are:

- The automotive service center where students learn the automotive service business by running a service center for customers from the community. The faculty members first teach the students the process for running the service desk and parts department, and then take on the role of a mentor, as they allow the students to run the center, interacting with customers and making decisions on service availability and schedules. Several faculty members are involved in this learning endeavor as they monitor, advise and assess the students as they participate in the many aspects of the service center, including operating the service desk, ordering the parts needed for repairs, doing the work on the vehicles and keeping inventory of the vehicles when they are in the shop. The faculty also assess the students work, allow for students suggestions and feedback for continuous improvement to the process and give the students opportunities for reflection on the applied learning activity.
- The animal facilities where the students learn the academic knowledge necessary for the care of the horses and cows, while at the same time have the hands-on opportunity to take part in the real world responsibilities of care for the animals. The faculty members in these facilities also take on similar roles of both the instructor and the mentor. Through the examples of the mentors the students learn the techniques of care and learn how to make the decisions that affect the lives of the animals. The students stay through night watch while they are awaiting the birth of the next generation. The students learn from the mentors the care needed for the horses as they go through rehabilitation for injuries. The faculty guide the students as they need to determine the schedule for the health of the animals as they are milking the cows and the safety and health aspects as they learn the business aspect of the milk industry.

For the off-campus applied learning experiences, many different collaborators are involved in the many activities. These collaborators will interact with the students and faculty members in many different manners, depending on the scope and level of the applied learning activity.

- In the Environmental and Natural Resources Conservation programs there are many collaborators including those that are at locations where the students go to do work as part of their courses taught by their faculty members, and also the locations where the students go to do their internships. For the work locations for their classes the students go to various locations such as NYS DEC Lands and Forests, NY State Parks, Montezuma National Wildlife Refuge, USDA Forest Service, Upper Susquehanna Coalition and many others. The collaborators have various responsibilities depending upon the type of learning and work experience the students will have. The work the students may be involved includes, trail work, removal of invasive species, tree inventory, animal population control, tree pruning, habitat assessment and many other activities. The roles of the collaborators will include, introductions to the projects, guided tours, providing context to the students on the relationship between the work and the lessons, overview of the site, and most often follow-ups on any feedback from the students.
- There are several applied learning courses where the students from the Dietetic Technician Programs have site visits and learning activities at care facilities where they are mentored by site coordinators and preceptors. The sites for these activities include a wide range of facilities including, Chenango County WIC, Madison County Office of the Aging, Morrisville-Eaton Central Schools Food Service, Onondaga Nation Health Service, CNY Food Bank and Clearpath for Veterans. The responsibilities for the collaborators at these facilities include, providing student orientation to the site's policies and procedures, allowing the students to work with the facility staff, assist with development of the student rotation schedule, allow for student access to clients and sources of information needed complete basic nutritional assessments and serve as the facility preceptor or facility liaison with the course instructor.
- Many of the programs, especially the bachelor level programs have a required internship that the students must take. The internship locations include businesses, non-profits and state and government agencies. The internship mentors are expected to provide many different aspects of teaching and supervisory leadership to the students. Many of the internship mentors are involved with the programs before the students go to their sites for their internships, being involved with the faculty members in the interviews and applications for the students. For all of the internship mentors, they are to provide supervision and assessment to the students and also be in contact with the faculty member who is the mentor for that student.

Q 2) Describe any existing methods used to support intentional and reciprocal relationships on and off campus. List the offices or structures on campus currently supporting these relationships.

ANS: Because the approved applied learning experiences at MSC are within the courses of the programs, the faculty members in the programs have the responsibility to support these relationships. Active individual relationships with faculty members are important to keep the relationships functioning within the programs. Generally the students are either involved in applied learning activities within a class activity that happens on campus, or the students are involved individually with outside companies through an internship. For the class activities on

campus, the activities are funded and supported through the same process that supports all academic activities for the students. The materials for these activities are part of an academic course, so are funded through the departmental funds as the costs for all courses are funded. For the internships, these also are required courses that the students must take. So the costs for the mentor and the travel for the faculty member to visit their work sites as part of the mentoring activity are again covered in the academic departmental budgets.

The Office of Career Planning and Development offers support to the students and faculty members to help the students find internship positions to fulfill the applied learning component in the academic programs. This support includes advising students on developing appropriate resumes and cover letters; finding, applying to, and following up on internship applications; preparing for interviews; and connecting with networking contacts within the target industry or employer. Additionally, the Office of Career Planning and Development provides students direct connection to employers through the annual Job & Internship fair and Networking & Recruitment Series employer guest speakers program, through the SUNY Virtual Career Fair, and the on-line jobs and internships platform of opportunities specifically seeking Morrisville talent.

Q 3) Describes how your campus engages new community partners

ANS: MSC engages new community partners for approved applied learning activities individually through faculty members and administrators. As most of the applied learning activities are activities within courses in the program, the initiation towards the potential partners from the community and local industry are generally from the faculty members of the courses. Within some of the program areas, the individual faculty members will develop the relationships with the partners, and in other program areas, there is a faculty member who has engagement with community partners as part of their responsibilities, such as in the Nursing Department, there is a Clinical Coordinator assigned to engage new community partners and to manage continuing relationships. The Office of Career Planning and Development also serves as a channel for connecting community partners to faculty for development of applied learning opportunities.

Q 4) What is your campus plan for supporting intentional and reciprocal partnerships?

ANS: Presently, the plan at MSC is to continue on the present process. The local development of the partnerships through the faculty members is a process that has worked in the past and so as long as MSC continues to support this process, it should continue to be effective and successful. As the partnerships are an integral part of the program curriculum, it continues to make the most sense that the relationships are developed and nurtured by the faculty members within those departments.

Graduation Requirement – Due May 1st, 2017

Q 1) Based on the data reported to SUNY System Administration in Parts I – VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?

ANS: At the beginning of the 2016/17 academic year there were 81 bachelor and associate degree programs at Morrisville State College. Most of the bachelor programs at MSC, 21/23, have a required approved applied learning course within the program. All of the AA programs, 6/6, and AOS programs, 3/3, and most of the AAS programs, 26/36, also contain an approved applied learning course within the program. A small portion of the AS programs, 3/13, have a required approved applied learning course within the program. So presently, MSC will continue to have a requirement of an approved applied learning activity on a programmatic basis. The goal, with a timeframe of over the next five years, with support from the highest levels of leadership at the college, is to do the development work needed to have all programs require an approved applied learning course within the program as a graduation requirement.

Q 2) 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.

ANS: The reason for this decision, is that applied learning has been at the heart of the mission of MSC since its inception, with the College already heavily invested in applied learning through its academic programs before SUNY took up the Applied Learning Initiative. The Applied Learning Committee at MSC, is primarily composed of faculty members, who recognize that having applied learning graduation requirements through the requirements of the programs was the natural way for MSC to support approved applied learning for all of its graduates.

In late 2015, the MSC College Senate discussed the information from the Final Applied Learning Guidance and Plan Deadline provided by Dr. Alexander Cartwright. In early 2016 the College Senate voted to endorse the five criteria provided from SUNY as the criteria that MSC will use in defining an approved applied learning activity. With the endorsement of the Morrisville College Senate, the faculty members from each department were asked to submit which courses in their programs they thought fit the applied learning criteria and were required in the curriculum. Having required approved applied learning courses in the curriculum defined which programs became approved applied learning programs. Also if a course had an applied learning activity, but did not fit all of the criteria for an approved applied learning activity, then the faculty had a chance to edit the course to contain the criteria, if they wanted to do so. During the spring semester of 2016, courses were submitted to the Applied Learning Committee for review to determine which courses were approved applied learning courses.

During the present academic year, the process for approval for the development of a new course at MSC has been revised. Along with other attributes of a course, when a new course is developed, it can be designated as a course that could potentially be an approved applied learning course. Information about the applied learning activities in the course must be

described and the verification of meeting the five applied learning criteria is also reviewed. New courses must be approved by the Academic Council, before it goes to the Curriculum Committee within the College Senate for approval. Upon approval from both committees, the new course and its attributes are voted upon by the Faculty Senate and the sent to the Provost for final approval.

Through this process, development of the courses from the faculty in the department, the approval of the governance body of the faculty along with the approval of the chief academic officer of the college, the shared governance process of the college is followed to approve the applied learning courses, which in turn determine the graduation requirement of applied learning activities for the program.

Q 3) If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?

ANS: At this time, the conversations at MSC have been to define the approved applied learning courses that have approved applied learning activities. This defined which of the programs already have a requirement of an approved applied learning course, so therefore, already requires applied learning as a graduation requirement for the program. The applied learning activities at MSC that will determine the graduation requirement will be approved applied learning courses. As has been described, there is a new process in place at MSC for new courses to be determined if the course is an approved applied learning course. The shared governance process involving the faculty members, the College Senate and the Provost will verify the approved courses. As with all curriculum requirements of the courses, the faculty members of that department will oversee the requirements.

For now each program that has a required approved applied learning course within the curriculum, is a program that has a graduation requirement of applied learning. Over the next four to five years, the other programs will be reviewed to determine how an approved applied learning course can be incorporated into the curriculum, or a course now required in the program can be modified into an approved applied learning course. The plan is to work individually with each of these programs, with the end result of a generalized graduation requirement for applied learning across the college, because all programs individually have a program requirement for applied learning

Q 4) If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?

ANS: For now the plan is to develop each program individually to reach a generalized college graduation requirement for applied learning. If it proves not possible to integrate an approved applied learning course into each program, then each program will sustain applied learning work through their curriculum at the program level.