



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	SUNY Broome Community College
Date:	4/15/2016
Narrative Compiled by:	Academic Affairs Office in partnership with Shared Governance
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>All academic divisions will have approved lists of programs and courses that meet applied learning criteria. With this in place, the Registrar’s office, working with Information Technology Services, will create applied learning designations in Banner for all applied learning courses. We will be developing this plan based on the</p>

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	<p>updates for applied learning SIRIS codes. The students applied learning experiences can be tracked by course(s) and section(s). This information will be pulled per SUNY specifications as measures to determine the number of students involved in applied learning, the count of programs and courses as well as activities undertaken as applied learning. The number of faculty involved can be tallied based on the number of applied learning courses undertaken by students.</p> <p>The Registrar's and Institutional Effectiveness offices will work with the Information Technology Services (ITS) office to pull the data from Banner for submission to SUNY via SIRIS. We receive our support for SIRIS via SICAS Center, and will work with them and SUNY IR on any issues that arise.</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>We will use the list of approved "applied learning courses" that was submitted for Part I of the campus plan. Additional courses will be added based on department review and approval. While there will be some variation, even within a particular course, the department would inform the Registrar's office on how each course/section would be listed in Banner.</p> <p>SUNY Broome's ITS department and the Registrar's office will use the guidance provided by SUNY and the Applied Learning Steering Committee for designating and reporting on courses. We will seek clarification on:</p> <ul style="list-style-type: none"> ● Number of times per year and when the data are submitted ● Modification of crosswalks ● When the data become available to us for use (Spring 2017 becomes available after July 2017?) <p>Some questions that still need to be answered during the coming year are:</p> <ul style="list-style-type: none"> ● How to designate activity per student? We are looking at whether this may be added to the student's co-curricular transcript.
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>Students who participate in applied learning will be tracked each semester for persistence, retention and graduation rates. The data will be examined for evidence of participation in applied learning contributing to retention and timely graduation. Additionally, student participants, as part of their experience, will provide reflection on the impact of applied learning on their academic and professional pursuits. We</p>

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	<p>will be able to track this data by adding fields related to applied learning to reports that Institutional Effectiveness currently compile on retention, graduation rate, etc. Moving forward, we will have a campus discussion about possibly adding an attribute in Banner to the student's record, which would allow us to track their individual applied learning participation.</p> <p>The impact of applied learning on students' careers will also be assessed through the annual graduation and alumni surveys administered at the college. Among the survey questions will be a question on whether or not applied learning activities played any role in the jobs alumni obtained after graduation</p>

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



The State University
of New York

SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	SUNY Broome Community College
Date:	4/15/2016
Narrative Compiled by:	Academic Affairs Office in partnership with Shared Governance
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>We expect the process to look very much like our current course approval process. A faculty member proposes an Applied Learning course (or an Applied Learning addendum to a current course) to their department. The department and division reviews and vets the proposal. Once approved, it is submitted to the Curriculum Committee for presentation by the faculty member/department and review by the committee. The Curriculum Committee votes on all new/revised program and course proposals. If approved, new/revised program and course proposals are submitted to the Executive Vice President/Chief Academic Officer for approval. This</p>

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	<p>process retains control of curriculum within the faculty, departments, divisions and the CAO.</p> <p>Something that we will consider, as a campus, is whether we should have an “Applied Learning Committee” for the purposes of providing technical assistance, support, and consideration to faculty and departments. An Applied Learning Committee would help to determine whether a course fits SUNY and SUNY Broome’s criteria for applied learning activities. Its process would be similar to that of the General Education Committee, which specifically reviews courses and makes recommendations to the Executive Vice President/Chief Academic Officer about whether particular courses fit the criteria.</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>SUNY Broome currently has several activities that support, encourage, and enhance applied learning on campus and within the greater community. These include:</p> <ul style="list-style-type: none"> ● Civic Engagement & Service Learning Fair provides students and faculty with the opportunity to learn about community organizations where students may engage in civic engagement and service learning activities. It also provides the participating organizations with the opportunity to better understand the learning outcomes and goals of students and faculty in particular disciplines and areas of study. ● SUNY Broome’s Civic Engagement Advisory Board (CEAB), which was reactivated in 2006, and our Center for Civic Engagement recognize the need for the community to become re-engaged. As stated its By-Laws the objectives of the Civic Engagement Advisory Board, and by extension the Center, are: “to promote and foster political deliberation and involvement in the public square of the Southern Tier. It collaborates with community partners to foster knowledge, skills, attitudes and dispositions, which contribute to civic discourse and engagement.” ● The annual Martin Luther King Jr. Job Fair is a partnership between SUNY Broome and the New York State Department of Labor. The spring 2016 Job Fair featured 96 employers and had over 600 job seekers from both our student population and the local community. The Job Fair provides students, alumni, faculty, staff, and employers with the opportunity to discuss employment, internship, volunteer, collaboration, and networking opportunities.

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	<p>Incorporating applied learning across departments and programs on campus may incentivize the further development of these opportunities. SUNY Broome already has a culture that promotes and encourages applied learning. As we continue to develop our systems, faculty members may be further encouraged to participate in applied learning so they might describe their activities in their Promotion and Appointment packets, which would be viewed positively.</p> <p>We have proposed a new faculty position: Applied Learning and Career Specialist that will be integral in the support and development of applied learning activities for both faculty and students. The position has been approved by the SUNY Broome Board of Trustees and has been submitted to SUNY for approval.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Since we have many applied learning models on campus to date, SUNY Broome has many faculty who assist their colleagues when developing courses and academic opportunities. In addition, department and division faculty often provide resources when a colleague is working on a new offering for students. Other campus resources include: the coordinator for Service Learning (a faculty member with release time) and the Center for Civic Engagement, where a faculty member may be able to receive input, resources, and technical support with a particular civic engagement activity.</p> <p>To further encourage the development of applied learning activities within courses, the Executive Vice President/Chief Academic Officer will propose to the Curriculum Committee that they consider adding a question on their paperwork as to whether the proposer wishes to incorporate applied learning activities into the course. If we establish an Applied Learning Committee, the course proposal would be routed to this body for technical assistance, support, and consideration after being approved by Curriculum Committee.</p> <p>The Teaching Resource Center (TRC) in partnership with the Professional Development Steering Committee (PDSC) will develop an Applied Learning workshop that will be part of their "Teaching Essentials" workshop series. The Applied Learning Committee would work collaboratively with the TRC and the PDSC to identify the campus experts and/or outside experts to create workshops and develop appropriate content/curricula. If SUNY provided opportunities to work with applied learning experts or examples of best practices, we would utilize these resources, as well.</p> <p>We intend to continue to send faculty, administration, and/or staff to the annual Applied Learning Conference that has been offered by SUNY over the past few years.</p>

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Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Incorporating Applied Learning into a program can increase the visibility of programs and experiential courses. Applied Learning courses are often highlighted during outreach activities, community and recruitment presentations, and campus presentations. This information can be used and considered when faculty compile their promotion and appointment packets.</p>

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SUNY Applied Learning Campus Plan Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	SUNY Broome Community College
Date:	4/15/2016
Narrative Compiled by:	Academic Affairs Office in partnership with Shared Governance
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>Faculty help students link with applied learning activities. A student may connect with an applied learning experience in particular programs, courses, departments, and divisions. This may also occur when a student is speaking with an advisor, who would direct the student to an appropriate department or faculty member. The process for getting involved with particular applied learning experiences varies. In some cases, the faculty assists with establishing the student’s placement in an experience. In other cases, the faculty provides an academic</p>

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	<p>framework including learning outcomes and the student is responsible for finding an applied learning project or site to suit the criteria.</p> <p>If a student were interested in an applied learning experience that was outside of a particular program, the student could work with a faculty member to establish a project for the CTP 275, Community Internship course. The description of this course is: <i>For qualified students who seek an internship experience in order to explore or validate a career choice, or to render volunteer service to the community. Placements are available in non-profit, government or social service agencies as well as in public education and local hospitals. Prerequisite: 24 credit hours, application, interview, good academic standing. Satisfies the Civic Education requirement; Credits: (1-3); 1 Class Hour, 6-9 hours per week.</i></p> <p>The proposed Applied Learning and Career Specialist position will also provide support to students who are seeking an applied learning experience.</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>Applied learning activities are promoted to students through departments and faculty members. Examples of these courses include: BIO/HST 104, Health for Haiti and BIO 200, Ecology: The Everglades, and LIT 296, Darwin, London and Literature. These courses are publicized and promoted to students within these departments and across campus. In every academic division, there are programs that have required applied learning experiences that are part of the planned student experience.</p> <p>Students are advised about applied learning courses and opportunities, as well as the Center for Civic Engagement during orientation. The orientation features a student panel session where all different types of SUNY Broome opportunities are featured, including applied learning. Though orientation is not mandatory, approximately 525 students participated during the summer of 2015.</p> <p>If we, as a campus, pursue the Applied Learning course designator (AL), a student could search the course offerings and generate a list of all applied learning courses offered in a given semester. This will require additional campus discussion.</p>

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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>Students are asked to provide feedback throughout the applied learning experience. This may occur through reflective writing, journaling, and/or meetings with the faculty member. Each faculty member develops his/her own method for collecting and responding to student feedback.</p> <p>During the semester, many faculty visit the sites where students are placed for clinicals, co-ops, and internships. This step helps to illuminate issues that may occur during a placement. However, there could be an issue that arises that is not addressed in this way. If a student had a grievance with an off-campus site, the student would be advised to speak with the faculty member about the concerns. If possible, the faculty member would work with the site to facilitate a discussion between the student and the staff at the site to address the concerns. The faculty member would determine what the “next steps” would be for the student at the placement. If the student felt that the faculty member did not sufficiently address the situation, the student would make an appointment to speak with the Chair about the grievance. The Chair and the student would follow the Student Academic Appeals Procedure for an academic grievance. Students are apprised of the Student Academic Appeals Procedure during orientation. Faculty are encouraged to inform students about the process as applied learning experiences are being established during a course.</p> <p>We will also look to any best practices provided by SUNY, other SUNY institutions, and/or the Applied Learning Steering Committee.</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>As faculty members review student reflections on their applied learning experiences, they will get feedback about what is working well and what is not working as well. In certain courses and programs, students may meet in cohorts and have discussions during courses about how their placements are going, which also offer insight and input into the process. Departments and academic program areas rely on student feedback for determining solid placements, which are critical for keeping clinicals, co-ops, internships, and other built-in applied learning courses running smoothly.</p> <p>The proposed Applied Learning and Career Specialist position will find methods</p>

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	for engaging and sharing information about applied learning activities with the hopes of continuing to improve the opportunities and campus-wide communications.

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**SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V**


Feasibility Study

Due May 1, 2017

Campus Name:	SUNY Broome Community College
Date:	5/1/17
Narrative Compiled by:	Dani Berchtold, Assistant to the Executive Vice President & Chief Academic Officer
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>

	<p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders. Please refer all questions to AppliedLearning@suny.edu.</p>
<p>Question 1</p>	<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>We do not currently measure the impact, however we have many opportunities that have reached into the community.</p>
<p>Question 2</p>	<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>Opportunities:</p> <ul style="list-style-type: none"> ● An AL experience could be an advantage for 2 year students to make connections to employers. ● Developing AL opportunities enhances community engagement for the college; it also helps us to inform the community of what we do ● Continue the applied learning conversation on campus. This could result in more opportunities for applied learning through a faculty led “grassroots-style” initiative on campus. ● Provides for undergraduate research opportunities ● Allows for a high degree of professional community visibility/marketing opportunities for courses/programs ● Confirms/clarifies career choices ● Provides an opportunity for an andragogic approach ● Permanent job possibilities can develop once an employer has the opportunity to work with a student who demonstrates his/her skills through an applied learning opportunity <p>Challenges:</p> <ul style="list-style-type: none"> ● Student Assembly felt that making AL a graduation requirement would be a hindrance to student completion. The following two comments that were collected after meeting with students (and were heard elsewhere, too): <ul style="list-style-type: none"> ○ Are we going to prevent students from graduating since we presently do not have the infrastructure to assist them to get the internship in place?

- There are not enough local opportunities in particular programs and to support both the SUNY Broome and Binghamton University communities
- May need to conduct an educational campaign on campus to inform students about the meaning of applied learning, how they can get involved, and what a graduation requirement would entail (i.e. the students may have applied learning built into their coursework already, selecting courses that include/offer applied learning, where they can go on campus to learn more)
- Currently most internships are provided through departments in a decentralized model and have oversight by the faculty involved.
 - We currently do not have the infrastructure in place to provide support for internships for both faculty and students; also this decentralized model has worked well in most cases
 - We do not have the financial resources in place to additionally remunerate faculty to set up internships. These are strictly done through their normal loading. If we were to expand our program in this way, we would need funding to support faculty and staff positions to implement applied learning experiences in a much more extensive way.
 - May require a higher faculty to student ratio
 - Could increase cost to the student
- We do not have an office, division, or department who would provide the infrastructure for a wider reaching applied learning program
 - Anything for credit is a faculty decision
 - Contractual issues and academic freedom are critical pieces to consider
 - Faculty should have prerogative over their courses and the method of delivery
 - Academic decisions should be left to faculty and departments
 - Recently had to adjust all program associate degrees to a maximum of 64 credits, so many programs have no “room” to for additional hours and requirements
- At this time, we cannot fully support an academic requirement, therefore it weakens/minimizes the value of having a requirement, especially if this requirement is frequently waived. It also creates a secondary set of expectations.
- We do not know what the impact on students will be
 - Could possibly consider a survey, gather qualitative data from students to continue discussions
 - Could benefit 2 year and 4 year students differently

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- Distance Education and other student populations need to be considered, if we were to make AL a graduation requirement
 - Approach is more expensive than other methods
 - How would faculty be incentivized/acknowledged for the work that they do to develop and teach applied learning courses/programs?

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



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**SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI**

Collaboration Plan

Due May 1, 2017

Campus Name:	SUNY Broome Community College
Date:	5/1/17
Narrative Compiled by:	Dani Berchtold, Assistant to the Executive Vice President & Chief Academic Officer
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>We have a decentralized model for applied learning, therefore the following people collaborate within their departments and with community partners:</p> <p>On campus:</p> <ul style="list-style-type: none"> ● Faculty ● Department Chairs ● Applied Learning and Career Center

	<p>External partners:</p> <ul style="list-style-type: none"> ● Regional colleges and universities <ul style="list-style-type: none"> ○ Ex. Undergraduate research partnership with Binghamton University and partnership with Community College Undergraduate Research Initiative (CCURI) ● Local businesses/advisory councils ● Local school districts/pre-schools/early childhood programs ● Non-profit Community-based organizations ● Clinical sites ● International sites (Haiti, London, etc.) ● National locations for travel courses (Everglades, White Mountains, National Parks)
<p>Question 2</p>	<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>Since we have a decentralized model for applied learning, much of the infrastructure for these opportunities comes from within departments for faculty initiatives related to their courses. New and revised courses are vetted within the Department and the Division, then at the Curriculum Committee. Once a course is approved, it is supported by faculty members within a department. The faculty member is responsible for developing and supporting the relationship with the outside organization.</p> <p>The Applied Learning and Career Center may assist between the classroom and the work world, by providing resources for both faculty and students, including career coaching and readiness.</p>
<p>Question 3</p>	<p>Describe how your campus engages new community partners in applied learning.</p> <p>When a new community partner contacts the Applied Learning and Career Center or someone else on campus, we may refer them directly to faculty members who are working in the area where the opportunity “fits.” We may also refer the community partner to the Applied Learning and Career Center, depending upon the scope of the request.</p> <p>Depending upon what the community partner’s request is, another option would be to refer them to the SUNY Broome Douglas C. Garnar Center for Civic Engagement (CCE). CCE recognizes the need for the community to become re-engaged. As stated in its by-laws the objectives of the Civic Engagement Advisory Board, and by extension the Center, are: “to promote and foster political deliberation and involvement in the public square of the Southern Tier. It collaborates with community partners to foster knowledge, skills, attitudes and dispositions, which contribute to civic discourse and engagement.”</p>

Question 4

Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.

We will continue to support the development of community partnerships through peer-led support for faculty who would like to incorporate applied learning into their courses. This will include faculty resources on the applied learning and Careers website, connecting faculty members with peers who have successful models/tools for their courses, and increasing knowledge on campus of applied learning opportunities for faculty such as the COIL initiative, service learning models, applied learning course criteria, and increased awareness of efforts that are currently happening on campus. The Teaching Resource Center (TRC) will provide training opportunities for faculty and staff with regard to applied learning, which could include campus “best practices”, sharing forms and tools for an applied learning experience, and how to initiate an applied learning course.

The Applied Learning and Career Center is a great resource for pairing faculty members with businesses and organizations who may have similar or complementary goals. The ALCC works with businesses and organizations who want to recruit our students for jobs and/or internships. Faculty members may wish to partner with the ALCC to develop and/or enhance relationships with employers.

Academic Advising will assist students who are seeking applied learning courses. Applied learning courses have been designated in Banner, so if a student is seeking a particular type of course or experience, the advisor may be able to assist the student in finding it. In addition, students can find applied learning courses/opportunities in Banner as they are building their schedules since courses have an applied learning attribute.

The Student Success Squad, the Educational Opportunity Program, as well as a position funded under our Perkins Grant will encourage students to take advantage of applied learning opportunities to enhance their educational experience.

Career Counselors, as they work with students may suggest or locate an applied learning course for a student who may wish to explore an area of interest. Having an updated inventory of courses and programs, in addition to the coding in Banner will assist with this process.

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**SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII**

Graduation Requirement

Due May 1, 2017

Campus Name:	SUNY Broome Community College
Date:	5/1/2017
Narrative Compiled by:	Dani Berchtold, Assistant to the Executive Vice President & Chief Academic Officer
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement? No. We will encourage and promote applied learning, but it will not be a graduation requirement.
Question 2	Describe the specific reasons for this decision. Please note which governance

	<p>bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>This matter was referred to College Assembly, where it was referred to the Council for Academic Issues and Student Assembly. It was discussed at several meetings and voted on. CAI motioned and passed a recommendation to NOT to adopt it as a graduation requirement. Student Assembly also voted to NOT adopt applied learning as a graduation requirement.</p> <p>In addition, each of our four academic divisions put this item on their agenda and each voted to NOT adopt applied learning as a graduation requirement. Finally, we offered two town hall-type meetings on applied learning that were open to the whole campus. At each meeting, people stated that they felt applied learning is important, however the infrastructure and capacity does not exist on campus or in the larger community for us to make this a graduation requirement.</p> <p>SUNY Broome decided NOT to adopt an applied learning graduation requirement because:</p> <ol style="list-style-type: none"> 1. Having a working decentralized model preserves faculty’s purview and academic control of the courses. 2. We do not have the infrastructure to support applied learning as a graduation requirement for all students. It would be difficult to provide the required number of opportunities. 3. We have had other local academic requirements in the past that have become challenging to monitor, maintain, and “enforce”. Ex. Would we prevent a student from graduating because he/she did not have an applied learning experience? 4. Binghamton University and Davis College are located in the same community as we are, which creates an additional challenge, since these institutions, in addition to SUNY Broome, place students in the community for applied learning experiences. 5. There are academic programs that do not have applied learning opportunities for all students in the local region within a given semester/year, especially with the 64 credit maximum in place.
<p>Question 3</p>	<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? n/a</p>
<p>Question 4</p>	<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>

We will continue to promote and develop applied learning opportunities among students and faculty at SUNY Broome using our decentralized model. We will continue to use campus and community resources to build relationships with businesses and organizations. We are doing an education campaign for students regarding what the term applied learning is and how they can find an opportunity within their academic program and/or area of interest.

The Applied Learning and Career Center will continue to work with the campus and local businesses and organizations to connect faculty and students with opportunities for applied learning.

The Alumni Affairs Office, when reaching out to alum, frequently connects with businesses and organizations who want to partner with SUNY Broome, so we are working on ways to enhance those opportunities.

The campus will also look at enhancements for faculty and applied learning development opportunities.

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