



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Canton
Date:	4/10/2016
Narrative Compiled by:	Diane Para
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>Beginning in 2017, all applied learning approved courses or courses that offer an applied learning activity that were identify by a faculty survey conducted in Jan. 2016 will be identified in Banner and transmitting to SUNY through the SIRIS reporting process. Moving forward, to ensure an accurate reflection on applied learning opportunities/activities and engagement, an amendment to the course outline template will be submitted for appropriate approval. The amendment will add an applied learning designation section and courses will be identified as an approved applied learning course or containing an applied learning component based on the current definitions. Once approved, all new courses will need to</p>

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	<p>designate in the outline template. Existing courses must go through a review process at which time outlines with the new applied learning amendment will need to be submitted. It will take few review cycles to move all courses into the data collection process. Once courses are designated as an applied learning course, specific data such as number of courses/sections/ and programs having or requiring an approved applied learning activity will be available, as well as, number of students engaged.</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>An amendment to the current course outline template will be submitted for appropriate approval. The amendment will add an applied learning designation section and courses will be identified as an approved applied learning course or containing an applied learning component based on the current definitions. Once approved, all new courses will need to designate in the outline template. Existing courses must go through a review process at which time outlines with the new applied learning amendment will need to be submitted. It will take few review cycles to move all courses into the data collection process. Once courses are designated as an applied learning course, specific data such as number of courses/sections/ and programs having or requiring an approved applied learning activity will be available, as well as, number of students engaged.</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>Currently, persistence, retention, graduation, completion, and student engagement data are reported in aggregate and at the program level to campus faculty, staff, and administration in annual program fact books. This data is used in informing campus and programming planning processes. Once the applied learning attributes have been incorporated into Banner, the campus will explore possible correlations between student engagement in applied learning activities and student success.</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:	Canton
Date:	4/10/2016
Narrative Compiled by:	Click here to enter text.
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>Two types of applied learning activities occur on our campus:</p> <p>1. Internships/fieldwork/clinical affiliations: may be required by a program or an option.</p> <p>Faculty who teach an approved applied learning course (the course is designated as internship course/clinical etc.) as described in #1 above are responsible for oversight and assessment of these courses as per SUNY Internship guidelines. Faculty must approve sites and assist students in securing appropriate</p>

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	<p>paperwork/internship agreement contacts, etc. Faculty must provide a course syllabus outlining the student's responsibilities and evaluation procedures related to the course. Faculty monitor student's progress via a weekly report/journal submitted by the student along with monitoring student's hours. At the mid-term point, faculty have contact with a site supervisor to discuss the student's performance to date and then follow up with the student. When feasible, this is done by a site visit. At the conclusion of the course, faculty request and submit an evaluation form to the site supervisor for final assessment of the student's performance. Students also submit an evaluation on the internship/clinical site along with a final written report/portfolio of their experience and learning outcomes. Some programs must also comply with assessment standards or policies set by accrediting bodies.</p> <p>2. Applied learning/activities are part of a traditional or online classroom or lab.</p> <p>Approval for all courses at SUNY Canton occurs through the faculty governance process, with all course outlines requiring review by Curriculum Committee prior to being brought to Faculty Assembly for a vote. The course outline content is standardized across campus. Currently the presence/absence of applied learning content is not designated on the course outline. The Applied Learning committee plans to present to the Curriculum committee a request for a change to the course outline that would include language by which an instructor could indicate if the course contained applied learning content.</p> <p>The campus uses Taskstream assessment software to facilitate the collection of assessment measures on course, program, institution, and general education student learning outcome achievement. Institutional and general education SLOs are assessed on a three year cycle, and faculty are required each year to assess course SLOs aligned with the program, institutional, and general education SLOs that are included in the current assessment cycle. Beginning with the 2016-17 academic year, faculty will be required to use a standardized institutional rubric for assessment of each ISLO. There is currently no unique assessment process for courses with applied learning content as those courses fit within the current assessment structure.</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>Some faculty might have clinical instructor/supervision as part of their college obligation. Faculty who teach an approved applied learning specific course, such as an internship course, as overload are paid per campus/SUNY guidelines currently at a rate of \$20.00 per credit hour of internship they must supervise or oversee. Faculty who are required to visit and observe students at off campus sites are</p>

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	<p>supported with travel funding from their program/school budgets. All faculty are provided with continuing education opportunities through the Associated Colleges of St. Lawrence Valley (an independent not-for-profit educational consortium with four members: Clarkson University, SUNY Canton, SUNY Potsdam and St. Lawrence University). In addition, funding from on-campus sources, such as Off-Term Incentive Funds, Campus Enhancement grants, IDAP professional awards, and Campus Foundation Grants is available.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>An instructor wishing to include applied learning activities into a curriculum or course would recommend those changes through the standard campus approval process. Any costs related to the activities would be requested as a part of the program's annual budget, or from one of the sources listed in Question 2 above. As a tech sector institution, applied learning is embedded in most of our programs and a large number of our courses. Applied learning activities are encouraged and supported in a number of ways – financial support if needed, recognition, and colleague support to name some. In addition, enrollment caps may be granted for courses when applied learning activities need a smaller class size to be most effective.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>It has been approved at the Dean's level for Faculty Information Forms and Portfolio guidelines to include engagement in applied learning activities in the teaching section to allow for demonstration of and recognition and acknowledgment of applied learning activities.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Canton
Date:	4/10/2016
Narrative Compiled by:	Click here to enter text.
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>SUNY Canton Website / Student Interface Banner: Prospective and current student can view applied learning course offerings.</p> <p>Open House and Admitted Student Day: SUNY Canton’s academic programs and student services are showcased at the Academic and Student Services Fair.</p> <p>Students are also given the opportunity to learn more about their curriculum during breakout sessions led by faculty.</p>

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	<p>Student Orientation: All new and transfers students are required to meet with their deans and academic advisors to familiarize themselves with the curriculum requirements and opportunities for applied learning.</p> <p>Academic Advisors: All matriculated students are appointed an academic advisor within their major. The advisor serves as a mentor by assisting students in exploring their field of study through discussion, recommendation of courses, activities or work experience appropriate to the student's interests.</p> <p>Advising Center: Functions as a supplement and a complement to faculty advisors. Advisors at the center give students general explanations about different majors and curriculums and course offerings and then direct the student back to their faculty advisor for specific degree requirements.</p> <p>Honors Program: The SUNY Canton Honors Program identifies the most academically promising students and provides them with both challenging and rigorous academic opportunities to stimulate and support the leadership potential and a sustaining community that recognizes the unique intellectual and emotional needs of gifted students. Honors contracted courses delve more deeply into the subject matter for the course addressing more sophisticated questions and methods.</p> <p>Independent Study: A planned learning experience accomplished independent of formal classroom and/or laboratory sessions through written contract between a student and a member of the college's faculty.</p> <p>Internship/ Clinical/Field Placement: There are program specific requirements for students securing sites to complete the requirements. In certain programs, students secure placement by submitting resume, meeting with site, confirming that contracts are in place, and ensure that program/curriculum director/coordinator has approved.</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>Approval for all courses at SUNY Canton occurs through the faculty governance process, with all course outlines requiring review by Curriculum Committee prior to being brought to Faculty Assembly for a vote. The course outline content is standardized across campus. Currently the presence/absence of applied learning content is not designated on the course outline. The Applied Learning committee plans to present to the Curriculum committee a request for a change to the course outline that would include language by which an instructor could indicate if the course contained applied learning content.</p>

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	<p>Once courses are approved they are listed in the Course Catalog, on the Student Interface Banner, and programs showcase these courses via their website, program brochure, open house, admitted student day, orientation, and other outreach events.</p> <p>Open House and Admitted Student Day: SUNY Canton’s academic programs and student services are showcased at the Academic and Student Services Fair. Students are also given the opportunity to learn more about their curriculum during breakout sessions lead by faculty.</p> <p>Student Orientation: All new and transfers students are required to meet with their deans and academic advisors to familiarize themselves with the curriculum requirements and opportunities for applied learning.</p> <p>Academic Advisors: All matriculated students are appointed an academic advisor within their major. The advisor serves as a mentor by assisting students in exploring their field of study through discussion, recommendation of courses, activities or work experience appropriate to the student’s interests.</p> <p>Advising Center: The Advising Center functions as a supplement and a complement to faculty advisors. Advisors at the center give students general explanations about different majors and curriculums and course offerings and then direct the student back to their faculty advisor for specific degree requirements.</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>Formal and informal student feedback occurs throughout the semester. Students have at minimum weekly contact with a faculty member. This contact varies in delivery depending on program. Many programs require that students complete specific site evaluations at the completion of their experience. Students have the opportunity to provide course feedback at the end of the semester through the SUNY Canton Course Comments.</p> <p>Faculty members incorporate the feedback to make decisions on future offerings.</p> <p>Currently there is not a specific process in place for students to follow if they have a grievance with an off-campus site. The Academic Grievance Procedure can be found in the SUNY Canton Policies and Procedures Manual.</p>

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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>SUNY Canton will continue to include students in the improvement of existing applied learning activities and development of new applied learning activities through the following program and processes:</p> <p>Honors Program: The SUNY Canton Honors Program identifies the most academically promising students and provides them with both challenging and rigorous academic opportunities to stimulate and support the leadership potential and a sustaining community that recognizes the unique intellectual and emotional needs of gifted students. Honors contracted courses delve more deeply into the subject matter for the course addressing more sophisticated questions and methods.</p> <p>Independent Study: A planned learning experience accomplished independent of formal classroom and/or laboratory sessions through written contract between a student and a member of the college's faculty.</p> <p>Internship/ Clinical/Field Placement: There are program specific requirements for students securing sites to complete the requirements. In certain programs, students secure placement by submitting resume, meeting with site, confirming that contracts are in place, and ensure that program/curriculum director/coordinator has approved.</p> <p>Formal and informal student feedback occurs throughout the semester. Students have at minimum weekly contact with a faculty member. This contact varies in delivery depending on program. Many programs require that students complete specific site evaluations at the completion of their experience. Students have the opportunity to provide course feedback at the end of the semester through the SUNY Canton Course Comments. Faculty members incorporate the feedback to make decisions on future offerings.</p> <p>Approval for all courses at SUNY Canton occurs through the faculty governance process, with all course outlines requiring review by Curriculum Committee prior to being brought to Faculty Assembly for a vote. Student interest may drive faculty to develop courses.</p>

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Feasibility Study

Due May 1, 2017

Campus Name:	SUNY CANTON
Date:	Click here to enter a date.
Narrative Compiled by:	Click here to enter text.
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.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>

Campus Name:	SUNY CANTON
Date:	Click here to enter a date.
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>There is not a campus wide measure of impacts of campus approved applied learning on the local community and workforce. However, individual programs may measure such as part of regular program assessment. In addition, members of local communities and local workforce are represented on a number of advisory boards across campus and provide informal assessment of the impact of applied learning.</p>
Question 2	<p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>OPPORTUNITIES: Since the majority of our students engage in applied learning through required program courses or capstone opportunities/requirements, a local graduation requirement would present limited new opportunities. With a commitment to an applied learning graduation requirement more faculty may be inspired to create/embed applied learning opportunities in more courses across a curriculum. There could be potential also for marketing opportunities both in concert with SUNY and as an individual institution.</p> <p>CHALLENGES: As noted above, the majority of our students engage in applied learning through required program courses or capstone opportunities/requirements, however, there are a few two year/four year general programs and certificate programs from which students could conceivably graduate without an applied learning experience that fits one of the definitions. If these programs are at the maximum credits for degree level it would make adding a course to meet the applied learning requirement problematic.</p> <p>In addition, SUNY Canton offers programs which are or could be completed fully online. There would be a number of questions and/or concerns with online feasibility. It could be difficult to manage/monitor/supervise the requirement for students who are completing all or most of their program requirements online.</p> <p>The work involved to ensure every student meets the requirement will put greater demand on either faculty or advisors or staff or all. The requirement could necessitate a dedicated administrative hire.</p>

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Collaboration Plan

Due May 1, 2017

Campus Name:	Click here to enter text.
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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>SUNY Canton has numerous programs which are by their very nature hands-on and applied learning. In addition, there are numerous SUNY Canton faculty across academic programs that have embedded applied learning opportunities within courses that provide students hands on learning within their chosen program. Therefore, the majority of faculty are significant collaborators/facilitators of applied learning through course methods and special student projects that they facilitate.</p> <p>SUNY Canton programs have developed partnerships and affiliation agreements with a wide spectrum of off-campus agencies: police agencies; medical examiner’s offices; veterinary hospitals and animal shelters; licensed child care centers and Head Start Programs; community hospitals, mental health agencies and Hospice</p>

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	<p>programs; dental hygiene clinics; physical therapy clinics and acute care hospitals; sports and fitness organizations, other colleges and universities (both public and private); banks, law firms, government and non-profit agencies; emergency management organizations and numerous businesses and industrial sites. These agencies serve as internship, fieldwork, preceptorship, and clinical placement hosts with specific employees serving as placement supervisors/mentors. The role of these agencies is to provide practical experience, mentorship, and evaluation of students placed at their work site.</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>Currently, support is provided to programs through a number of offices on campus. The VP for Administration's office works with programs in the development of internship/clinical affiliation agreements, and provision of appropriate Certificates of Insurance to off campus sites to ensure that all legalities are met when students participate in off campus experiences. The Student Health Center supports programs and students in ensuring that all health requirements are met prior to students starting off campus experiences. The Office of Accommodative Services works to support students who may need accommodations during off-campus experiences.</p> <p>With collaboration with SUNY's Study Abroad Consortium, SUNY Canton's International Programs Office provides information, support and guidance for students who wish to study aboard while fostering relationships with international agencies and/or educational institutions.</p> <p>In addition, various departments, organizations, and/or clubs under the Division of Student Affairs foster, develop, and support numerous opportunities for community service and engagement through outreach initiatives cultivating relationships within the surrounding community and beyond. There are many academic programs and faculty that also nurture relationships and opportunities for community service for their students.</p>
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>SUNY Canton has 2-year and 4-year degree programs which require a clinical placement, a preceptorship, or an internship (internships may be optional or required depending on the program. Certain program requirements, such as preceptorships and clinical placements are program driven for engaging new community partnerships and other program requirements, such as internships are student driven but faculty assisted for engaging new community partnerships.</p> <p>Department faculty members also engage new community partners based on discussions with agency/organization directors based on the interest level and location needs for students. In addition, faculty cultivate new partnerships through professional networking, established or new professional relationships,</p>

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Question 4	<p>personal contacts, participation in various community programs and civic engagements and through alumni support.</p> <p>In order to continue existing partnerships and cultivate new sites, some programs at SUNY Canton offer credit reimbursement for site mentors and others offer course audit vouchers.</p> <p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p>

To sustain this commitment, proper resources for applied learning initiatives, training opportunities, support, and recognition of successful applied learning models will be afforded to campus faculty, staff and students from all levels of the institutional hierarchy. Applied learning will continue to be paramount to curriculum decisions both internally and externally and campus level decisions will consider implications to the commitment of maximizing the effectiveness of applied learning opportunities. In addition, the campus will continue to build and nurture important relationships with outside businesses, agencies, employers, and other stakeholders to create mutually beneficial applied learning partnerships with our students.

Continues below

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Graduation Requirement

Due May 1, 2017

Campus Name:	Click here to enter text.
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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? YES
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>After sharing information with campus constituents throughout this process and after making three presentations to the Faculty Assembly, a vote was conducted at the April 27, 2017 faculty Assembly meeting in which the motion to institute an applied learning graduation requirement was approved</p>

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	<p>unanimously.</p> <p>Reason for approval is most likely due to the fact that a large number of students (and programs) already have courses denoted as applied learning courses as part of the required curriculum. As a body, faculty agreed that this requirement is in line with what our college values and what we have been successfully doing throughout our history. The requirement is in-line with the college mission of being dedicated to providing a progression of accessible, affordable, high-quality applied programs.</p> <p>In addition, faculty also recognized the marketing/promotion opportunities the requirement may provide helping to further strengthen our place in the higher education market as an institution committed to the belief that deep learning and growth are best achieved with strategies that encompass learning by doing, and that hands-on, interactive learning environments offer greater opportunities for understanding and comprehension of critical knowledge, for challenging assumptions, and for developing personal and professional competencies than strategies restricted to the traditional classroom setting.</p>
Question 3	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>All programs will be required to indicate via an applied learning course submission link which courses by their very nature meet the applied learning criteria or have an activity or component that meets the criteria (Is structured, intentional, and authentic • Requires preparation, orientation, and training • Must include monitoring and continuous improvement • Requires structured reflection and acknowledgment • Must be assessed and evaluated.)</p> <p>Once all courses are indicated, they will be cross-referenced with program check sheets to ensure all students within a specific program will meet the graduation requirement either by means of a required course that is a designated applied learning course or through selection of an elective through advisement that is designated applied learning course. Since courses will be coded in Banner, compliance monitoring to ensure students have met the requirement will happen at the advisor level and will also be integrated into Degreeworks.</p> <p>The requirement will become effective beginning with the Fall 2017 cohort.</p>