



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Tompkins Cortland Community College
Date:	4/15/2016
Narrative Compiled by:	Carl Penziul, <i>Dean of Instruction and Global Initiatives</i>
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>Since nearly all approved applied learning activities are conducted through credit-bearing courses, the Office of the Dean of Instruction has been and will continue to be the repository for the data collection on numbers and types of activities. The master course schedules for each semester serve as archives for this collection.</p> <p>The Dean of Instruction conducts the final review of all portfolio-based assessments of prior learning activities, and several Program Chairs (e.g. Human Services, Nursing)</p>

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	review individual student credentialing to recommend credit for life experience program credit. Both types of review are denoted on final student audit sheets and official college transcripts.
Question 2	Through the college Curriculum Committee (of which the Provost and Dean of Instruction are <i>ex-officio</i> members), faculty work within their respective departments to review and modify current applied learning activities as well as review and recommend proposals for new initiatives.
Question 3	<p>Each Academic Program Chair is required to submit to the Provost an annual report which reviews program activities and accomplishments, including curricular changes and recommendations as needed. Each Chair must also conduct a comprehensive program review, on a five- to seven-year schedule. Much of the data necessary to measure student success, supplemented by data compiled by the college Institutional Research Department and through annual graduate surveys.</p> <p>The College has adopted four key Strategic Priorities to be addressed over the next several years, one of which includes “enhanced evidenced-informed decision making.” The six opportunity groups that are working with each of the three remaining priorities will specifically address what meaningful evidence of success will tell the college that what we are and will be doing is working. Institutional outcomes related to applied learning activities will certainly be included within the deliberations of those groups.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Tompkins Cortland Community College
Date:	4/15/2016
Narrative Compiled by:	Carl Penziul, <i>Dean of Instruction and Global Initiatives</i>
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>Program Chairs, Department Coordinators, and Course Coordinators (all faculty-held positions) develop master course syllabus objectives for each applied learning course that are reviewed and modified on a biannual basis.</p> <p>These revisions are then approved through the campus Curriculum Committee, which meets four times each semester, and subsequently shared to students and faculty through the college online catalog. Any customized or new program offerings, including applied learning activities, would also be presented to that committee in the form of special topics courses (initially) and/or project-based learning opportunities (via our ALEX 249 course, introduced in Part I of the campus applied learning plan).</p>

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Question 2	<p>Program Chairs, Department Coordinators, and Course Coordinators all receive additional compensation each semester for the services provided in their respective roles.</p> <p>There are professional development monies available through the office of the Dean of Instruction to support individual faculty development of new initiatives via outside workshops, conferences, and programs. Attendance at regional community college successful teaching and learning conferences is strongly suggested and supported.</p> <p>Faculty who complete a portfolio assessment review receive a fixed-sum compensation for such work.</p> <p>The College Teaching Center sponsors various faculty-led workshops and roundtables throughout the academic year; many of the presented topics include those regarding study-abroad, internship, and creative project opportunities.</p>
Question 3	<p>The Global Initiatives Office now conducts several study abroad “open house” and orientation sessions for faculty in a desire to examine new opportunities within that arena. Our college has recently developed a long-term partnership with SUNY Cortland to investigate collaborative study abroad initiatives (both short- and longer-term) for students attending both institutions.</p> <p>Program Advisory Boards meet on a regular basis to review and recommend internship and practicum opportunities.</p>
Question 4	<p>Much of the development and review work outlined here are usually included in full-time faculty tenure and promotion portfolios. Several adjunct faculty colleagues participate fully within our two-week study abroad experiences. It is quite common to have these faculty members nominated for (and receive) the Chancellor’s/Board of Trustees Awards for Excellence in Teaching and Adjunct Teaching.</p> <p>Activities related to student applied learning may also be presented at sessions during the semi-annual college retreat days, and also at presentation/dialogue sessions during the college Board of Trustees meetings.</p>

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The State University
of New York

SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Tompkins Cortland Community College
Date:	4/15/2016
Narrative Compiled by:	Carl Penziul, <i>Dean of Instruction and Global Initiatives</i>
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>Since the majority of all applied learning activities are conducted through credit-bearing courses, students should work with their faculty advisors to investigate program-related opportunities. The online Degree Works audit sheets also inform students as to the nature of these activities and when they are available during the academic year.</p> <p>Students may present knowledge on a topic and have it evaluated by a faculty member through a portfolio assessment. This portfolio must include the following components:</p> <ul style="list-style-type: none"> • <i>Course description and syllabus</i> to serve as a standard by which the student’s knowledge can be measured;

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	<ul style="list-style-type: none"> • <i>Personal narrative</i> to describe what a student has completed, learned from, and applied; • <i>Skill inventory</i> to describe the learning experiences a student has acquired which are equivalent to the relevant course subject matter; and • <i>Documentation</i> to support the student's claim to said knowledge (including verification of employment and training/award certification). <p>Once completed, the Dean of Instruction would review the portfolio for completion. A faculty member who is knowledgeable in the field would then review the portfolio, assess its merit, and forward a recommendation to the Dean of Instruction for final approval.</p>
Question 2	<p>The college web site includes sections on both <u>Internship</u> opportunities (via required course work) and <u>Credit for Experiential Learning</u>. Information regarding the Walt Disney World College Program (our BUAD 261 course) is also available online, through the faculty coordinator of that program, and in the Global Initiatives office.</p> <p>Information regarding all study abroad opportunities are available in the same Global Initiatives office, within a section on the college web site, and through the office of our faculty study abroad liaison.</p> <p>Information packets are shared with students during their orientation process, and faculty advisors also discuss these opportunities with them as needed. Students can also access their program audit via Degree Works at any time.</p>
Question 3	<p>A student reaction/reflection paper or discussion is a required component of each course where applied learning is an integral component. These comments are reviewed and in most cases evaluated by the relevant faculty member, then shared with the appropriate external liaisons each semester. Additional information may be gleaned during the (anonymous and online) end-of-semester student evaluation process.</p> <p>Once final grades are submitted, each participant in a study abroad opportunity is now requested to complete an end-of-experience written evaluation/reaction that is shared with the faculty trip facilitators and (if appropriate) the in-country liaisons.</p> <p>Intrinsic to our grade appeal process, students may discuss their concerns regarding any or all relevant factors pertaining to the applied learning course through either the Program Chair or the Dean of Instruction.</p>

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Question 4	<p>The Dean of Instruction will continue to work with the Curriculum Committee in adapting positive modifications to existing applied learning activity components, along with entertaining any new applied learning course opportunities. It is presumed that Parts V – VII of the campus plan will be developed with support of a subcommittee from this main body.</p> <p>During the next academic year, and in concert with the <u>Dean of Student Life</u>, the <u>Director of Student Activities</u>, and the <u>Director of Strategic Corporate and Community Partnerships</u>, the campus community – including students – will become more involved in both improvement and development of applied learning activities. An open forum will be conducted during the orientation activities prior to the start of 2016 fall semester classes, and monthly meetings of key students, faculty, and staff will be held during the fall semester. A final timeline for ongoing related (and, then, presumably routine) campus activities will be shared with the campus community by early February 2017.</p>

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SUNY Applied Learning Campus Plan
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Feasibility Study

Due May 1, 2017

Campus Name:	Tompkins Cortland Community College
Date:	5/1/2017
Narrative Compiled by:	Carl Penziul, <i>Dean of Instruction and Global Initiatives</i>
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>The relevant part of the language is as follows:</p> <p>“Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, Part V should be submitted as a descriptive narrative regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p>

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	<p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?</p> <p>All internships and field work opportunities include student summary/reflection papers reviewed initially by local workforce representatives whose agencies provide these placement opportunities. Subsequent review by faculty mentors serve to reinforce current liaisons or indicate need for additional/new agency placement sites, and assess the students' readiness to become part of the relevant workforce.</p> <p>Our new Applied Learning Experience course (<i>ALEX 249</i>) utilizes partnerships with community organizations (such as the Tompkins County Historical Society, the Dryden Community Pantry, Rev: Ithaca Startup Works, and our college <i>Farm-to-Table</i> culinary center in downtown Ithaca) to engage students in independent and collaborative problem-solving experiences. Students work with both faculty mentors and external managers to design creative solutions to real-world problems. These solutions are evaluated and assessed using an "essential elements checklist" throughout the semester; based on the solutions presented, additional opportunities for inquiry may manifest themselves.</p> <p><u>Credit for Life Experience</u> and <u>Portfolio</u> evaluations require outcomes assessment by either faculty or equivalent subject matter experts, along with final approval from the Dean of Instruction.</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>The major opportunity that presents itself would be the ability to offer programmatic applied learning opportunities for students in all degree and certificate programs. Currently, out of 53 such programs:</p> <ul style="list-style-type: none"> • 6 of 11 certificate programs; • 13 of 17 A.A.S. degree programs; and

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	<ul style="list-style-type: none"> • 20 of 25 A.S. or A.A. degree programs <p><i>already</i> offer either required applied learning course experiences or recommended and/or unrestricted electives for that purpose (as provided in Part I of the SUNY Applied Learning Campus Plan submitted in February, 2016).</p> <p>One major challenge for the campus community would be the exposure to credit creep within those existing programs. In certain programs (such as Accounting, A.S and Engineering Science, A.S.) there is no ability to include or augment applied learning activities without compromising the synergy within the current course requirements to remain within credit hour limitations.</p> <p>Implementation of such a requirement would also entail strong coordination of applied learning activities across the campus community; this would likely require the need for some additional administrative support and oversight that could not be implemented into (at least) the next budget cycle.</p> <p>Finally, many students continue to struggle here with transportation issues and unfortunately are quite “campus bound” for a major portion of each semester. Local transportation options are limited with restricted routes and uncommon travel times. From this practical perspective, participation in many applied learning opportunities becomes more difficult than expected.</p>

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Collaboration Plan

Due May 1, 2017

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Narrative Compiled by:	Carl Penziul, <i>Dean of Instruction and Global Initiatives</i>
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>

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	<p>Internships, <u>clinical placements</u>, <u>practicums</u>, and <u>field work</u> opportunities are provided by the following general providers (including, but not limited to):</p> <ul style="list-style-type: none"> • health care facilities • counseling service agencies • day treatment centers • assisted living facilities • addiction recovery service providers • youth ministries • local day care providers and pre-schools • contract computer service providers • local legal firms • various wineries/distilleries in the immediate Finger Lakes region <p>The Southern Tier Startup Alliance is a member organization of business incubators whose purpose is to provide support to people starting and growing companies in the region. One particular partner, <i>Rev: Ithaca Startup Works</i>, is designed to be a physical hub and meeting point for the flourishing entrepreneurial community in Ithaca. Students at Tompkins Cortland have engaged with several leaders of that hub over the past several semesters in <u>independent and creative problem-solving experiences</u> that are specific to new business ventures.</p> <p>.BIZ at Tompkins Cortland Community College fosters a variety of corporate and community partnerships with employers, including Borg Warner, The CBORD Group, Byrne Dairy, and Pyrotek, to provide valuable input into program/curriculum development and nurture connections with both college alumni and current degree-seeking students.</p> <p>Finally, the faculty chairperson of each A.A.S. degree program must convene an Advisory Board comprised of representatives from both institutions of higher learning and local and regional employers/service providers on a regular basis (usually within 3 to 5 years, and prior to the submission of a program review portfolio). These representatives assist in providing the structure, guidance, and future planning to maintain currency of our curriculum and the applied learning opportunities within.</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>

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	<p><u>Community service</u>, <u>internship</u>, and <u>practicum</u> experiences are available to students in related credit-bearing programs through the Tompkins Cortland Child Care Center; at the TC3 Farm; within the Coltivare Culinary Center; and during events held at the Athletic Facility.</p> <p>The <i>Phi Theta Kappa Honor Society</i> program, Honors in Action, provides opportunities to apply research and practice real-world problem solving by developing an in-depth, action-oriented project; past projects have led to student presentations on the role of social media in democracy and the role of competition in education and the lives of students. The program is also committed to many <u>service learning projects</u>, such as organizing road side clean-ups, donating to Books for Africa, and working with the Make-A-Wish Foundation.</p> <p>The <i>Office of Global Initiatives</i> coordinates opportunities for faculty-led study abroad experiences (including Cambodia, Columbia, Ireland, Italy, Spain, and Nicaragua. Also through this office, domestic and international student participants are selected by Walt Disney World representatives to participate in our semester-long BUAD 261 College Program. Our college has recently developed long-term partnership with both SUNY Cortland and SUNY Morrisville to investigate collaborative short- and longer-term study abroad initiatives for students attending all three institutions.</p> <p>The <i>Office of Diversity Education and Support Services</i> conducts programs such as a student diversity leadership retreat, a social justice peer educator program, an annual identity development summit, and a peer mentor program. Each experience provides participants opportunities for both service learning and community service experiences (albeit non-credit bearing) throughout the campus community.</p> <p>Finally, the <i>Office of Student Activities</i> provides leadership opportunities and leadership training for all students, oversees the Panther Passport Program and coordinate Panther Pride events, and provides and encourages participation in volunteer and civic engagement programs. Typical Passport programs include “How to Get Connected,” “How to Change the World,” and “How to Take the Next Step.”</p>
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <ol style="list-style-type: none"> (1) Program Chairpersons, Department Coordinators, and Course Coordinators (all faculty-held positions) develop learning outcomes for each applied learning course; these are reviewed and modified on a regular basis, then presented formally for approval to the campus Curriculum Committee. (2) A student reaction/reflection paper is a required component of each course where applied learning is an integral component. These comments are reviewed

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	<p>and/or evaluated by the relevant faculty member, then shared with the appropriate external liaisons at the conclusion of that experience each semester.</p> <p>(3) Program Advisory Boards meet on a regular basis to review existing practicum and internship experiences, and may recommend new opportunities or partnerships as appropriate (or as membership to those Boards change over time).</p> <p>Information gleaned during the academic year from any and all activities listed here will provide the initiative to engage in new community partnerships.</p>
Question 4	<p>Based on your answers to questions 1 – 3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p> <p>Tompkins Cortland is proud to afford students the opportunity to participate in applied learning experiences that focus and challenge them to connect academic learning to what really interests them, both locally and globally. Applied learning, and the broad range of opportunities it encompasses, is supported here by academic departments and various constituencies across the campus, including the Offices of the Provost and Dean of Instruction; the Offices of Student Life and Student Activities; the Office of Student Success; and the Office of Global Initiatives.</p> <p>Activities and processes (described in this document) related to applied learning initiatives at the college are expected to continue over the foreseeable future. The Provost will continue to work with the Curriculum Committee in adapting positive modifications to existing applied learning activity components, along with entertaining new applied learning opportunities. Several faculty have already begun to investigate the development of a generic internship course, and additional learning communities involving the use of the Applied Learning Experience course with new external entrepreneurial partners will continue to be discussed.</p> <p>In concert with program faculty, the Dean of Student Life, the Director of Student Activities, and the Director of Strategic Corporate and Community Partnerships, the campus community – including students – will meet in forums and co-curricular councils on a regular basis to coordinate discussions surrounding the improvement of existing and development of innovative applied learning activities.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

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

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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>At the present time, over half of our certificates and degree-bearing programs include an applied learning experience within the required curricula, and another third have elective options for students to consider. Credit for Life Experience and Portfolio evaluations continue to be utilized by many non-traditional matriculating students, particularly in degree programs such as Nursing and Chemical Dependency Counseling.</p> <p>Several existing programs cannot afford addition credits included into the curriculum to include an applied learning opportunity, and many students presently can't devote additional time or resources to complete their degree.</p> <p>Many matriculated students still do not possess reliable means of transportation that would afford them the opportunity to participate in applied learning experiences.</p> <p>Through conversations involving our Curriculum Committee (representing all academic departments and the faculty within), the Provost Council (including all Deans that serve the college), and our Student Government Association, it was recognized that the college does indeed provide sufficient opportunities for students to avail themselves of applied learning opportunities, if and when possible.</p> <p>As such, and in consideration of the additional need for administrative oversight and resources during an extremely difficult fiscal situation, particularly within departments currently have no opportunities to include or consider applied learning courses, the feasibility of adding experiential or applied learning activities as a graduation requirement will not be entertained further during the next academic year. However, the possibility for ongoing discussion on this matter remains strong.</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>Not applicable.</p>

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Question 4	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>As indicated earlier, Tompkins Cortland is proud to afford students the opportunity to participate in applied learning experiences. As such, applied learning work is widely supported here by various constituencies across the campus. A strong appreciation certainly exists for the applied learning opportunities that are presently available to students, and recent campus-wide discussion has not provided any reason to believe that this sentiment will not continue over the coming years.</p> <p>Through the processes currently in place, and with the ongoing discussions regarding a cross-discipline internship course and additional learning community development surrounding the ALEX course, we are confident here at Tompkins Cortland that we will steadily increase the number of opportunities for ALL students to appreciate the benefits of an applied learning experience.</p>

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