



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	Dutchess Community College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Kristél Kemmerer
<b>Summary</b>	<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 <b>descriptive narrative</b> 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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>At Dutchess Community College, students have the opportunity to participate in seven of the applied learning opportunities defined by SUNY (Internships, Service Learning, Cooperative Education, Community Service, Clinical Preparation/Practicum, Research/Entrepreneurship/Field Study, and Civic Engagement). , In most cases,</p>

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	<p>those applied learning opportunities are managed at the program or department level. Individual faculty, fieldwork supervisors, and/or clinical coordinators maintain data on the number, type, location, assessment, etc.. In the case of Service Learning, however, there is a designated coordinator who collects data on service learning, including number, type, contact, and reflection (assessment) results.</p> <p>In most cases, applied learning opportunities are identified by courses with a title that indicates the type of activity (e.g. ECH121 Infant/Toddler Curriculum Fieldwork or ACC260 Internship in Accounting) or as a lab section of a course (NUR105 Nursing Science I) where the course description indicates the clinical component. The College will develop a mechanism for identifying these courses using a Banner indicator to facilitate data collection and reporting. Due to the fact that Service Learning opportunities are offered at the section level, a separate means of identifying that information will be necessary.</p>
<b>Question 2</b>	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>The process for determining the applicability of applied learning experiences in a course or program may be driven by external standards and/or program requirements. For example, the Emergency Medical Technician - Paramedic certificate requires a clinical experience that meets both New York State and CAAHEP standards. Students in the Art Studies major may select an art internship as a program elective, but it is not required. In the case of the latter, the faculty in the discipline determine the need to enhance</p> <p>In order to add an applied learning component to a course or program, a department head or program chair would follow the college process including completing appropriate internal paperwork and the standard governance process for any such modification.</p> <p>Service Learning has a developed plan for developing and carrying out a service learning project that extends from conceptualizing a project to final assessment. The complete Handbook is attached as Appendix A. Students are not required to participate in Service Learning in the course sections that offer Service Learning as an option. If a student chooses not to participate, an alternate assignment (usually a research paper and reflection) is provided in the syllabus.</p>
<b>Question 3</b>	<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>

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	Courses and programs that include applied learning components utilize course and program assessment data to inform course reviews, annual program reports, institutional learning outcomes, and college goals as appropriate.

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15<sup>th</sup>, 2016



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	Dutchess Community College
<b>Date:</b>	4/16/2016
<b>Narrative Compiled by:</b>	Kristél Kemmerer
<b>Summary</b>	<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 <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>Program chairs, department heads, and course faculty including clinical and fieldwork supervisors are responsible for the oversight and assessment of all applied learning experiences. Depending on the course or program, assessment may include performance evaluations by supervisor, attendance sheets, weekly logs, self-evaluation, and journaling. Assessment for service learning includes a Project Log, Service Time Log, Community Partner Feedback, Student Feedback, and Faculty Feedback.</p>

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<b>Question 2</b>	<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 courses, such as clinicals or field work, may supervised by coordinators or supervisors dedicated to this role. They work under the supervision and with the support of the program chair. In other cases, an applied learning experience is part of a course taught by faculty, in which case the course is part a full-time faculty member's teaching load or taught by an adjunct under the supervision of the department. For service learning, support to faculty is provided by the Coordinator of Service Learning, a full-time staff position who reports directly to the Vice President of Academic Affairs. The coordinator provides Service Learning Workshops, guidance, and support.</p>
<b>Question 3</b>	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>All new faculty are provided with a new faculty orientation at the beginning of their first semester at the college. Orientation, supervision and mentorship for new faculty or staff teaching in applied learning courses is provided at the department and program level. In summer 2015, the college held a three-day Service Learning Institute (SLI) led by Edward Zlotkowski in conjunction with NY Campus Compact to introduce theory and best practices to faculty interested in developing courses with service learning components. SLI will be repeated in Summer 2016.</p>
<b>Question 4</b>	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>In fall 2015, faculty and field supervisors who participated in service learning projects were acknowledged at a reception at the College President's house.</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

<b>Campus Name:</b>	Dutchess Community College
<b>Date:</b>	4/16/2017
<b>Narrative Compiled by:</b>	Kristél Kemmerer
<b>Summary</b>	<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 <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>Information about applied learning courses is provided in catalog course descriptions, in conversations with faculty, and during advising. Some applied learning opportunities provide a field manual to help student navigate the requirements and in all courses where the applied learning is required (such as clinicals), specific requirements are on the syllabus. In addition, information specific to Service Learning is available in the Center for Community-Based</p>

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	<p>Learning; information, a checklist, and handbook are available to students in the college internal website.</p> <p>Students desiring to engage in a new or customized student-initiated activity are encouraged to discuss their options with their academic advisor.</p>
<b>Question 2</b>	<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>Information is available in catalog course descriptions, in conversations with faculty, and during advising. Current applied learning activity is regularly promoted by our public relations office, which distributes a weekly e-newsletter highlighting students' activities in the community.</p>
<b>Question 3</b>	<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>Student feedback is solicited via course reviews, conversations with the instructor and/or field supervisor, and weekly group meetings. For service learning, students are required to complete a Student Feedback of Service Learning survey (Appendix D).</p> <p>Students with a concern about an off-campus site are encouraged to contact their teacher, field supervisor, or the service-learning coordinator who acts as a mediator and advocate with the off-campus community partner. Most serious concerns are addressed with the appropriate senior leadership: Dean, Vice-President, Security, etc.</p>
<b>Question 4</b>	<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>Continued improvement is possible through feedback forms, conversations, weekly meetings, and advising.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	Dutchess Community College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Kristél Kemmerer
<b>Summary</b>	<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 <b>descriptive narrative</b> 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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>In the case of our service learning program, we use assessments given to students, faculty and service learning agencies to measure service experience relevancy, benefit of service learning, community engagement and social justice awareness.</p> <p>In other cases, we obtain feedback from internship supervisors that discusses how the students have benefitted the internship site and/or its clients.</p> <p>The only measurements that addresses impact on the workforce are done in the programs that measure job placement rates as a result of clinical placements or internships.</p>
<b>Question 2</b>	<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>Requiring applied learning activities would expose students to their profession prior to graduation, enable students to develop professional relationships with potential employers, and reinforce work skills thereby increasing marketability. Requiring applied learning may also increase students' confidence in their chosen profession and develop common experiences, which may improve persistence and graduation rates.</p> <p>Community college students often juggle work and family with school responsibilities so a challenge would be to provide applied learning opportunities that are manageable. Also, applied learning often takes place in the third and fourth year at a four-year institution and not all community college students have the skillset or maturity for a meaningful applied learning activity.</p> <p>The availability of applied learning sites would be a challenge in many programs. Additional challenges are logistical and may require an Applied Learning Center. We anticipate a need for staff to find community partners, develop opportunities,</p>

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	maintain connections between programs and affiliates, maintain paperwork, etc. An Applied Learning Center would need to work closely with the Advising Center and Program Chairs to ensure a robust, professional experience.

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	Dutchess Community College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Kristél Kemmerer
<b>Summary</b>	<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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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> <ol style="list-style-type: none"> <li>Paralegal Program: Internship opportunities currently exist at two not-for-profit entities providing legal services to the public - Mid-Hudson Legal Services and Family Services. At each of these entities, internship supervisors work with students to establish their schedules and job duties, and oversee the work performed by the students.</li> <li>Aviation Management Program: Currently have a relationship with a training partner. Where students began as flight followers but were eventually utilized in facets of the business. Students experienced everything from administrative, to financial to logistics.</li> <li>Early Childhood Program: b Elementary Schools (Private and Public), Preschools, Daycare Centers, Nursery Schools (Including Laboratory Nursery Schools), and Family Daycare Centers.</li> </ol>

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	<ul style="list-style-type: none"> <li>d. Clinical Lab Technician Program – students do fieldwork as laboratory personnel in clinical/hospital settings - these laboratorians have the responsibility of completing laboratory testing on clinical specimens.</li> <li>e. Service Learning - The program works with k-12 school districts, nonprofits, faculty and students. Our program focuses on completing projects that look to expose students to social justice issues such as poverty, food insecurity, homelessness, education reform and much more. The faculty introduce service learning to students, assist with project management and communicate with service learning agency and assist service learning coordinator as need be. The agency provides orientation to the faculty and students involved in the project, project management assistance and organizes project with faculty and service learning coordinator. Service learning coordinator manages all aspects of service learning projects between faculty, students and agencies.</li> <li>f. Human Services – Students are completing internship using over 180 community locations. In addition we have approximately 60 students involved in a service learning project using 5 additional agencies. Each student who has an internship is assigned a DCC Field Supervisor as well as an Agency Field Supervisor.</li> <li>g. Paramedic Program – Students complete fieldwork with commercial and volunteer agencies - paramedics on ambulances precept the students and watch and guide them as they perform the steps of an emergency call. DC 911 Center - call staff talk to the students about dispatch and the county communication system. There are also fieldwork opportunities where hospital staff - doctors, nurses and technicians - oversee the students while they are doing their clinical time.</li> <li>h. Business Programs - Currently, there are a number of for-profit and not-for-profit organizations who work with our students in internships. We also have classes that work with outside businesses for applied learning projects. In the marketing class, for example, students have been asked to prepare a marketing project for businesses and not-for-profits. Employer judges come in to review the presentations and have in some cases, gone on to use the ideas presented by students.</li> <li>i. Nursing: Clinicals are conducted in hospitals and long-term care facilities; a contract is signed with each. The contract outlines the schools as well as the site's responsibilities.</li> <li>j. Secondary Teaching – in the capping course of the Liberal Arts Teaching (LAT) program, students in this class do service learning at a local middle school. Students meet with the administration at the school and then create lesson plans to teach the students directly for the semester. Many other courses in the LAT program have service learning but they do not always cover all of the sections so it is not always consistent for all LAT students. For example, in PSY 204-Adolescent psychology students work with adolescents at the Children's Home of Poughkeepsie.</li> </ul>
<b>Question 2</b>	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.</p> <p>The Office of Service Learning creates and maintains service learning relationships, and provides symposiums and learning institutes for our faculty, students and agencies involved in service learning. The office provides orientation to all participants involved in service learning as well and gives continuous support throughout each project.</p> <p>The Health Office oversees the health waivers and clearances for fieldwork students. Additional support for applied learning is provided by student activities, student</p>

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	<p>services, Office of Accommodative Services, EOP, DCC Counseling, and Program Advisory Committees. The Career Center provides referrals from employers seeking interns. The Emergency Medical Technician Office has a clinical coordinator who is in charge of working with all our partners and making sure we are meeting any requirements set forth by that partner as well as the students getting what they need out of their clinical time.</p> <p>The DCC Daycare Center accepts our fieldwork students for applied learning, and the Laboratory Nursery School provides a model program site for our students to observe and teach.</p> <p>In addition, tuition waivers for DCC credit courses exist for staff that have a direct role in training students. All preceptors who spend 120 hours precepting can earn college credit, can have their conference fee waived at the annual paramedic conference, and can also speak to our medical director for medical control contact hours needed for their certifications.</p>
<b>Question 3</b>	<p>Describe how your campus engages new community partners in applied learning.</p> <p>The service learning coordinator and faculty work together to engage new community partners for service learning opportunities. The service learning coordinator meets with the agencies to pre-screen opportunities. Following screening, agencies meet with faculty, followed by meeting with students on campus to launch projects.</p> <p>For other applied learning opportunities, instructors and program chairs are responsible for engaging new partners. They maintain contact with the industry, join industry groups, and attend meetings and seminars within the field to establish potential opportunities.</p> <p>On campus, our Human Services Club hosts a Lunch and Learn series every semester which helps students connect to professionals in that field, and our Career Center forwards queries from employers seeking students.</p> <p>Prospective partners are also engaged when they are invited to be guest speakers in class. Sharing their knowledge and insight with students helps develop relationships. Alumni and current students may also initiate connections, and members of our program advisory committees often refer us to prospective partners.</p>
<b>Question 4</b>	<p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p>

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	<p>We have applied for a grant that will enable us to create a Center for Applied Learning and Career Services. This Center will connect all of the experiential learning opportunities aimed at enhancing students' academic and personal development and provide a bridge to job readiness and employment.</p> <p>The applied learning staff would organize all learning experiences that are an integral part of the students' experiences such as volunteer opportunities, service-learning placements, alternative break programs, study abroad, fieldwork, clinical and internships. Activities in the area would include developing and maintaining relationships with community partners to develop the range of applied learning opportunities for students. The staff would also interact closely with faculty teaching service learning or internship courses and with program chairs to develop and manage relationships with fieldwork and clinical placement sites. Staff would work with students and community partners to manage and facilitate placement requirements such as background checks, medical requirements, etc. Finally, activities in this area would also include developing opportunities for study abroad and/or service opportunities as part of an alternative break program.</p> <p>Program chairs, faculty, and site-supervisors will still be responsible for the oversight and assessment of all applied learning experiences, and still develop and maintain relationships with potential industry partners.</p>

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The State University  
of New York

SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	Dutchess Community College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Kristél Kemmerer
<b>Summary</b>	<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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>It currently is a requirement in some programs, and that will continue. Any discussions of expanding this requirement would be done on a program-by-program basis. At the current time, the campus does not have the resources to expand the applied learning as a college-wide requirement.</p>

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<b>Question 2</b>	<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>Applied-learning is required in some programs because they are required for specific accreditation. For example, nursing requires clinical experience for ACEN.</p> <p>For other programs that want to require or offer an applied learning experience, faculty initiate those discussions in Department meetings as recorded in Department minutes and posted internally. Proposals are written by the Program Chair in consultation with the Office of Academic Affairs, then distributed to all Program Chairs for discussion and Department vote. If approved, proposals are sent to Curriculum Committee. Proposals approved by the Curriculum Committee are presented to the Professional Staff Organization (PSO) for action. Upon approval by PSO, proposals are sent to the College President. A student representative is a member of the Curriculum Committee, and students are invited to attend PSO meetings but do not have voting privileges.</p> <p>At this time, the campus does not have the resources to expand the applied learning as a college-wide requirement. This realization was the result of an analysis of existing resources by senior leadership and the Community-Based Learning Coordinator, and discussed with Department and Program Chairs. However at regular Academic Master Plan meetings, we have had discussion about expanding applied learning opportunities in the future. One result of the discussions was the submission of a Title III grant proposal to develop a Center for Applied Learning and Career Services. All members of the campus committee are invited to attend the Academic Master Plan meetings.</p>
<b>Question 3</b>	<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>n/a</p>
<b>Question 4</b>	<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>DCC has applied for a Title III grant to help us fund a Center for Applied Learning and Career Services. If that grant is funded, the college will be able to revisit the idea of a broader campus requirement.</p>

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