



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Orange County Community College
Date:	3/21/2016
Narrative Compiled by:	SUNY Orange Applied Learning Committee
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 <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>
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>SUNY Orange will utilize our Phase I index of campus approved applied learning activities to create and affix identifying codes to approved course in the college’s information management system.</p>

<b>Campus Name:</b>	Orange County Community College
<b>Date:</b>	3/21/2016
	<p>Utilizing these codes, the SUNY Orange Office of Institutional Research will produce regular reports that summarize data and report out. These reports will include information from student, course, and program analysis levels and quantify the extent to which these activities are subscribed and student learning objectives are met.</p> <p>SUNY Orange will collect and report data through SIRIS. Data collection and reporting will be guided by the index of approved learning activities. Using Banner, SUNY Orange will create an appropriate code for each approved learning activity with the assistance of the Registrar's Office. The College's Institutional Planning, Assessment, and Research (IPAR) Office will submit the data, as required, through SIRIS.</p> <p>The SUNY Orange Applied Learning Committee, Academic Affairs Leadership Team, and Student Learning Assessment (SLAT) teams will meet regularly to review data, assuring the approved activities list is current, and modify data models to meet current reporting requirements</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>Curriculum design has traditionally been under the auspices of academic departments and will continue to reside in their purview. As an institution we will utilize curriculum planning and governance functions to address opportunities and evaluate policies that may imply curriculum requirements.</p>

<b>Campus Name:</b>	Orange County Community College
<b>Date:</b>	3/21/2016
<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> <p>At SUNY Orange assessment is a priority. This activity is key to make improvements to curriculum and the overall student experience. In Academics, Student Learning Outcomes (SLOs) are measured at the course, program, and institutional levels.</p> <p>Institutional Level: Institutional SLOs are measured via the Assessment Advisory Committee, a shared governance committee whose members are from each academic division, the library, and student services. Every three years, student artifacts are collected and, using a rubric and randomized sampling, members of this committee do the assessment, report results, and make recommendations for improvements.</p> <p>Program Level: Each department has created a curriculum map illustrating how individual course outcomes build to complete program level SLOs. Additionally, for each curriculum map, there is a corresponding Assessment Plan, which indicates how, when, by whom, etc. each SLO is assessed. Further, it provides space to report findings, “next steps,” and ties to budgeting.</p> <p>Course Level: The method is similar to that of program level assessment. For each course, each faculty member will have a curriculum map to show where SLOs are assessed; (i.e. on a specific exam, project, lab book, presentation, etc.). Again, for each map, there is a corresponding assessment plan.</p> <p>The approach to assessing institutional learning outcomes is one that is collaborative, across the curriculum, and direct. The Assessment Advisory Committee, a Governance Committee, and the IPAR Office facilitate the assessment. Every three years, student artifacts are collected and through random sampling scored using an approved rubric. The collaborative group reports results and makes recommendations for improvement.</p> <p>Applied Learning assessment activity will be folded into the SUNY Orange Institutional process and administered to according to the same policies and practices as traditional classroom based learning assessment practices.</p>

<b>Campus Name:</b>	Orange County Community College
<b>Date:</b>	3/21/2016

**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>	Orange County Community College
<b>Date:</b>	3/23/2016
<b>Narrative Compiled by:</b>	
<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>All curriculum based activities, including course management and assessment, associated with credit based programming at SUNY Orange adhere to policies defined by institutional governance. Governance committees responsible for curriculum and academic policy will be responsible for institutional standard setting and evaluation. Individually, faculty will have the opportunity to create and develop new applied learning initiatives at the discretion of academic departmental leadership and/or at the request of the office of the Vice President of Academic Affairs.</p>

<b>Campus Name:</b>	Orange County Community College
<b>Date:</b>	3/23/2016
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>The SUNY Orange Center for Teaching and Learning (CTL) will take an active role in the training, support and celebration needed to enhance and encourage applied learning activities on both the Middletown and Newburgh campuses. The CTL is the venue for college-wide faculty and staff training, presentations and dialogue regarding areas critical to the college's mission to support student learning and welcomes the opportunity to expand our role through topics critical to applied learning initiatives. Presentations highlighting departments and faculty at SUNY Orange who currently offer applied learning activities would be an appropriate introduction to additional dialogue focusing on best practices and collaboration to support future endeavors.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>At this moment, SUNY Orange will utilize Institutional methods currently in place for applied learning activities and has no immediate plans to create new supports.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>SUNY Orange has a proud history of acknowledging faculty excellence including Chancellor awards, special acknowledgement at regularly scheduled campus wide assemblies, and academic presentations. Applied learning activities will be included in this model.</p>

**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 IV

Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	
<b>Date:</b>	
<b>Narrative Compiled by:</b>	
<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>Campus Name:</b>	
<b>Date:</b>	
<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>Students interested in completing an approved applied learning internship first discuss this with their program’s department chair. The department chair determines if the student has met all the prerequisites for the internship class and sends the students to Career Services, where they meet with the Internship Development Specialist who explains the internship process, reviews the internship manual, and helps the student develop a resume. A student who wants to take an internship not-for credit can forgo meeting with the department chair, but has to meet with the Career Services staff member. The process is the same, regardless of whether the student pursues a credit or not-for credit opportunity.</p> <p>The Office of Career &amp; Internship Services maintains a database with approved job and internship openings. Approval for new activities is conducted under the authority of the academic department that most closely fits the opportunity. This database is available online, 24/7. Students interested in internships need to register on the Career Portal and once registered they have access to current postings.</p> <p>Any student-initiated internship needs final approval from the appropriate instructor (if taken for credit) to ensure the experience is a relevant learning activity and allows the student to meet relevant learning</p>

<b>Campus Name:</b>	
<b>Date:</b>	
	<p>objectives. The employer is contacted by the Office of Career &amp; Internship Services to discuss the internship requirements and to ensure that the site is aware of, and will abide by the DOL Fair Labor Standards Act, which governs internships. The employer signs a Memorandum of Understanding which outlines the role and responsibility of the College, the site, and the student. In addition, the employer completes the Internship Program Request Form which provides an internship description, outlines the qualifications and skills required, and provides a company description. If a particular internship request meets the standards necessary to be considered a true applied learning experience it is then approved by the Career Services Internship Developer and the internship faculty member for the discipline.</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>Approved employer-initiated internships are posted on the Career Portal, the online career service management system, which students have access to 24/7. The Career Services Office can also send targeted email messages to students by major letting them know of internship openings. Job tickets, which include vital information, are printed and posted on bulletin boards of the corresponding departments. For example, an accounting internship would be posted on the bulletin board of the business department. The Career Services' staff will reach out to individual instructors within various departments to help promote internships. Internship opportunities are also promoted via the College's Facebook page. The Career Services Office has also created large posters promoting specific internships and has located these posters throughout the campus. TV monitors throughout the campus can be used to advertise internships.</p> <p>During our orientation program for newly accepted students, students are made aware of the services provided by the Office of Career &amp; Internship Services, which includes internships. During the advising process, advisors discuss with students the importance of applied learning activities and faculty advisors keep their second year students abreast of the internship requirements, should they be needed for graduation.</p>

Campus Name:	
Date:	
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>Students who take an internship for credit are asked to complete an Internship Site Evaluation form half-way through their internship hours and then again at the end of the internship. These questions allow the student to reflect on their experience and to evaluate the effectiveness of the internship. Questions like, “What did you like most and what did you like least about the internship, what would make this a more valuable experience, and would you recommend this placement to another student” help staff to evaluate the value of an experience and provide the impetus for discussion with the site. Questions like, “Did this experience confirm or challenge your career goals, and did you feel academically prepared for this position” allows the student self-reflection and provides the faculty with information which can help to shape the program and course curriculum.</p>
Question 4	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>The Internship Site Evaluation form is an excellent vehicle for evaluating current internship activities. It points to sites that may not provide valuable learning experiences and need to be removed from our internship list. It also reveals what sites need tweaking to make them better learning opportunities. Student feedback is also solicited during the seminar class and instructors share that information with the Career Services staff who can use the knowledge when considering future placements. Students provide on-going, continuous feedback during their internship through discussion forums in Blackboard, their weekly journal entries to their instructors, and ultimately in their portfolios, which are submitted at the conclusion of their internship.</p>

<b>Campus Name:</b>	
<b>Date:</b>	
	The Career Services staff, during their initial meeting with interested internship students, asks if the student has specific employers in mind with whom they want to complete an internship. This has proven successful in several instances and has resulted in new internship opportunities.

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



Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	Orange County Community College (SUNY Orange)
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Pete Soscia
<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>

<b>Campus Name:</b>	Orange County Community College (SUNY Orange)
<b>Date:</b>	5/1/2017
	<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><i>SUNY Orange does not have a formal, universal method of measuring the benefits that our students' applied learning activities have had on the local community. Using summative methods we can project the number of hours of direct applied learning programming in the Orange County economy and compute an estimated value. More granular measures of these activities as they relate to economic or cultural contributions are beyond the scope of our ability to summarize institutionally. Qualitatively, most departments conduct exit interviews with students, hosts, and service recipients and record results. We also conduct formal surveys and standard learning assessments that are required for individual discipline accreditations.</i></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><i>The largest opportunity we identified was the delivery of information literacy, critical thinking, and utilization of the scientific method as part of an authentic, experiential learning experience. This approach to teaching and learning in key general education areas could require significant modifications of both methods and physical environments. While the investments may be entirely justifiable, they will be significant in terms of both financial and human capital development. In the short term this may limit program availability and existing program capacity, especially in rural and suburban environments where limited options for high quality external placement exists.</i></p> <p><i>The largest challenge to including applied learning opportunities as a graduation requirement will be the cost to the institution. These costs include the necessary investment in professional development to build pedagogical skills in disciplines that</i></p>

<b>Campus Name:</b>	Orange County Community College (SUNY Orange)
<b>Date:</b>	5/1/2017
	<i>do not traditionally deliver content utilizing this teaching and learning style, and the ongoing costs to create, assess, and update the entire catalogue of applied learning courses for the Institution.</i>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than **May 1, 2017**



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	Orange County Community College (SUNY Orange)
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Pete Soscia
<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>Campus Name:</b>	Orange County Community College (SUNY Orange)
<b>Date:</b>	5/1/2017
<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> <p><i>SUNY Orange provides an expansive opportunity set for our students to participate in applied and experiential learning activities. These activities are embedded formally into many professional programs and are strongly represented within the Allied Health and Early Childhood Education disciplines. These student opportunities are made possible with the collaboration of local health services providers, hospitals, and clinical locations in the Mid-Hudson region. SUNY Orange also operates “Lab School” day care centers on both the Middletown and Newburgh campuses for early childhood education students to learn and practice their skills.</i></p> <p><i>With few exceptions, these activities are formally coordinated through The Office of Career &amp; Internship Services. This critical service engages with several academic departments (IT-Networking, Human Services, Business Management, Marketing, Office Technologies, Medical Office Technologies, Accounting, Criminal Justice) to place students in formal academic internships to fulfill program degree requirements. The Office also assists all interested students in finding independent internships and maintains a volunteer opportunity list that is shared with interested students looking to perform community service or volunteer work. SUNY Orange also provides applied learning opportunities in our Concurrent Enrollment program through our P-TECH school. In this program we specifically partner with IBM to</i></p>

<b>Campus Name:</b>	Orange County Community College (SUNY Orange)
<b>Date:</b>	5/1/2017
	<i>develop internship, job shadowing, and mentoring opportunities for students and have recently developed a formal external advisory group to oversee this activity.</i>
<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><i>The SUNY Orange Office of Career and Internship Services is the office formally responsible for administering these relationships and managing the contractual terms and conditions required for them to meet the expectations of SUNY Orange Academic Student Learning Outcome metrics. In conjunction with the Office of Career and Internship Services, each academic department utilizes internal practices, advisory board input, and accreditation requirements to help guide these relationships. Formal partnerships between SUNY Orange academic programs and outside institutions/agencies are overseen by the Vice President for Academic Affairs and the Vice President for Administration and Finance.</i></p>
<b>Question 3</b>	<p>Describe how your campus engages new community partners in applied learning.</p> <p><i>SUNY Orange maximizes the utility of all available externally focused assets to seek out and form new community partnerships that may lead to student applied learning activities. Most important in this activity is the Office of Career and Internship Services but we engage with advisory boards, our College Foundation, and faculty relationships in the community to identify new possibilities.</i></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> <p><i>The SUNY Orange applied learning team has built a comprehensive inventory of existing opportunities for applied learning. Using this tool, the institution can assess the breadth and efficacy of these relationships as part of our regular academic program review and student learning outcome assessment activities. We will continue to utilize our existing model described above as it is a highly effective method of cultivating and utilizing external learning partners.</i></p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than **May 1, 2017**.



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	Orange County Community College (SUNY Orange)
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Pete Soscia
<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>Orange County Community College will not make approved applied learning activities a local graduation requirement.</p>
<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>

<b>Campus Name:</b>	Orange County Community College (SUNY Orange)
<b>Date:</b>	5/1/2017
	<p><i>Shared Governance at SUNY Orange has been engaged in the campus Applied Learning plan discussions throughout the academic year. Both our Academic Policy Committee and Executive Committee, have met with Dr. Peter Soscia, Senior Associate Vice President for Academic Affairs, to be briefed on the Feasibility Study the college has undertaken.</i></p> <p><i>Shared Governance has also worked closely with Erika Hackman our Vice President for Academic Affairs who has shared information with us through SUNY sites pertaining to Applied Learning. Governance has forwarded this information to our members on the College Assembly listserv. We have also conducted conversations with our members about Applied Learning in the Governance portion of College Division meetings, and had conversations about it at our College Assembly.</i></p> <p><i>Finally, on April 17, we conducted a vote on the question of Applied Learning activities and whether they ought to be a local graduation requirement in all academic programs at the college. By an <b>official vote of 102 in favor, 7 opposed and 10 abstaining</b>, College Assembly, the principal agency through which faculty, staff, and administration participate in shared governance, voted to approve the motion to not make Applied Learning a graduation requirement in all academic programs at SUNY Orange.</i></p> <p><i>Reasons in opposition to the proposal include: concerns about lack of sufficient placement sites in the HV; frustration with being asked to add credits after trimming curricula to fit the 64-credit limit model; issues of contractual teaching load and moving faculty who currently are loaded by credit to being loaded by contact hours; lack of an infrastructure to support increased applied learning; concern about the impact on course and program requirements; lack of need for this, since we already offer many applied learning opportunities and have GE requirements; lack of appropriateness for all departments; lack of supportive funding; issues of converting life experiences into credits; concern about feasibility; transferability of applied learning credits; lack of a clear understanding of what SUNY considers applied learning; lack of a clear picture of the implications of making applied learning a graduation requirement.</i></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>

<b>Campus Name:</b>	Orange County Community College (SUNY Orange)
<b>Date:</b>	5/1/2017
<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><i>Orange County Community College enjoys an extensive and very active applied learning program. The Institution will continue to manage the inventory of programs and seek new opportunities for students in the form of paid internships, service learning, and practicums. As the college endeavors on development of new certificate programs, we will continue to add partner locations and new student opportunities in applied learning.</i></p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than **May 1, 2017**