



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting
Due April 15, 2016

Campus Name:	Westchester Community College
Date:	3/1/2016
Narrative Compiled by:	Sandra Ramsay and John Watkins and the Applied Learning Steering 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 descriptive narrative regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities. Westchester Community College (“the College”) collects course registration data through its course registration system (PeopleSoft). As has been mentioned, individual departments currently have a number of required field education, internship, and/or clinical opportunities for students enrolled in certain curricula (paralegal, early childhood, human services, marketing, civil technology, radiological</p>

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	<p>technology, EMT-paramedic, respiratory therapy, nursing, nutrition, and veterinary technology). Curriculum chairs in each department are responsible for coordinating activities around their respective applied learning initiatives.</p> <p>The members of the steering committee plan to work together with the Office of Planning, Assessment and Institutional Effectiveness (OPAIE) and with the Information Technology (IT) department to identify specific methods in our current data aggregation system that can be used to enhance data collection of applied learning components. In the interest of improving data collection, there have been amendments to the tables in PeopleSoft. Effective Fall 2016, the Instructional Mode will drop Field Study (FS) and begin using Applied Learning (AL) for all courses meeting the criteria. This will enhance the ability to electronically gather information about Applied Learning on campus.</p>
Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>The Steering Committee reached out to members of the WCC faculty, who provided detailed information on approved applied learning activities tied to their respective curricula. Individual academic departments will continue to identify and designate activities/sections/courses/programs as approved learning activities, subject to the approval of the vice president of academic affairs. Activities, sections, courses, and programs thus assigned will be flagged in PeopleSoft.</p> <p>The committee will also be providing a guided framework that faculty may use to align their applied learning activities with college and SUNY goals, and to designate activities/sections/courses/programs as having or requiring approved learning activities. The framework will be developed by the steering committee, in conjunction with faculty and other campus personnel. Data from such activities will be stored in a central repository, and will be inputted by faculty supervising such activities.</p>
Question 3	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>Data collected from applied learning courses/activities will be used to measure student and faculty engagement in applied learning initiatives (number and type); the increase/decrease in participation; as well as new annual initiatives on campus. In addition, we will work with the Office of Planning, Assessment and Institutional Effectiveness to collect feedback about engagement from program participants, through written surveys and/or interviews, in order to measure program effectiveness and institutional outcomes. Such participant feedback might include student and faculty experiences with particular applied learning initiatives, student employability,</p>

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	and perceived program benefit. Further, PeopleSoft, OPAIE and IT will be consulted to design programs and queries that track and measure student persistence, retention and graduation.

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Westchester Community College
Date:	3/19/2016
Narrative Compiled by:	Leonore Rodriguez, Mirosława Sakrajda and the Applied Learning Steering 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 III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>Faculty serve as the liaisons between the College, the student and the approved affiliate (hospital, clinic, school, etc.) throughout the applied learning experience. They design practicum objectives that reinforce general course goals, identify appropriate assignments for students, provide orientations for students at the site, conduct regular site visits (including weekends and night shifts) to monitor student engagement, meet with site supervisors regarding the scope of the learning activity, and evaluate student</p>

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	<p>progress both during (journals, weekly assessments, midterms) and at the completion (summative evaluations, finals) of the applied learning experience.</p> <p>If a current contract with the affiliating institution is in place, any new faculty-initiated applied learning activity is voted upon by the Department, and it requires approval by the person in charge of the site (e.g. the Director of Nursing) as well as approval from the appropriate Dean at the College.</p> <p>Several initiatives on campus are working to enhance internship opportunities available to students. The Office of Learning Initiatives and Success, and Office of Career, Counseling & Student Development. The Steering Committee will review the SUNY Guidebook entitled “Internships and Co-ops: A Guide for Planning Implementation and Assessment” to assist in program development.</p>
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, and compensation) will your campus provide?</p> <p>WCC negotiates all affiliation contracts for applied learning programs.</p> <p>While some WCC faculty teaching applied courses with an applied learning component express gratitude for the assistance from their colleagues, department chairs and deans in dealing with “difficult issues,” most report that they receive “no” financial</p>

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	<p>support beyond their basic salary and limited professional development funding available campus-wide.</p> <p>Please see Questions 3 and 4 below for information about upcoming faculty support initiatives at WCC.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>The recently appointed Dean of the School of Health Careers, Technology and Applied Learning as well as the newly formed Applied Learning Steering Committee have already taken steps to promote and support applied learning approaches at WCC.</p> <p>In addition to a presentation on the SUNY Applied Learning Initiative to the WCC Faculty Senate and the ongoing dissemination of information through the Academic Affairs Newsletter, the Steering Committee will conduct a panel seminar session titled “A Framework for Expanding Applied Learning Opportunities” at the WCC/NYSATYC Conference to be hosted on our campus in April.</p> <p>As of Fall 2016, applied learning workshops for faculty will be organized on a regular basis under the auspices of the WCC Center for Teaching and Learning, and hands-on “best practice” approaches will be shared at the informal Brown-Bag-Luncheon Faculty Forums.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>At present, WCC faculty receive acknowledgment for their engagement in applied learning indirectly as part of their overall teaching evaluation during the promotion process and the selection of candidates for the WCC Foundation and SUNY Chancellor’s teaching excellence awards.</p> <p>In Fall 2016, the Applied Learning Steering Committee will work with the College Administration, the Faculty Senate, the WCC Foundation, and the WCCFT to establish more specific ways to recognize, reward and support faculty who make significant contributions to applied learning on our campus.</p> <p>Taking into account the requests from faculty currently teaching courses with an applied learning component, the Committee will advocate for priority funding for lab equipment, designated conference reimbursement funds, mileage refunds for site visits, additional contracts with sites to allow for a lower teacher-student ratio, stipends for collaborating at-site personnel, reaching out to more agencies by offering them compensation commensurate with established standards , and faculty stipends for the development of new applied learning approaches.</p>

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Student Engagement

Due April 15, 2016

Campus Name:	Westchester Community College
Date:	3/1/2016
Narrative Compiled by:	Gelaine Williams, Susan Hacker and the Applied Learning Steering Committee

Campus Name:	Westchester Community College
Date:	3/1/2016
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>Support comes from three basic areas: Career Services, the Office of Learning Initiatives and Success, and the specific Academic Curricula.</p> <p>Career Services assists students with preparing for an applied learning experience in the following ways:</p> <p>Resume development, interview preparation, and resource listings of applied learning opportunities. Specific resources include the Career Services on-line job search tool (CollegeCentral Network), Westchester Putnam Internship Connex, SUNY Internshop as well as additional/general web resources.</p> <p>Because Career Services is often the first point of contact for employers, we assist employers in creating potential applied learning opportunities by sharing legal and professional guidelines.</p> <p>In academic curricula where applied learning is required, faculty disseminate approved applied learning opportunities directly to the students. The academic departments provide specific guidelines necessary to support program</p>

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	<p>accreditation requirements. Additionally, employers also make direct contact with curriculum program chairs.</p> <p>Students currently navigate applied learning offerings through Career Services as well as their academic curricula. Career Services collaborates with the academic departments, but final approval for credit bearing applied learning opportunities resides with the academic curricula.</p> <p>The Office of Learning Initiatives and Success is also seeking to help link internships with specific curriculum. The School of Health Careers, Technology and Applied Learning is also developing a program with an applied learning component.</p> <p>Going forward new or customized student initiated activities will be vetted through a formal governance structure developed by the campus, in conjunction with the SUNY applied learning guidelines.</p>
Question 2	<p>Describe how approved applied learning activities are promoted to and shared with students. How is information about applied learning activities built into the orientation or advising process?</p> <p>Students learn of applied learning opportunities through the colleges' website, promotional materials, curriculum brochures, student newspaper and directly from teaching and counseling faculty.</p> <p>Applied Learning activities are promoted through campus outreach events to include Admissions Open House, Student Involvement Fairs and New Student Parent Orientations. Other promotional activities include presentations to specific classes, student clubs and student groups such as TRIO and EOP.</p>
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>The applied learning steering committee will develop/update student feedback material to be submitted by every student completing an applied learning opportunity each semester. The evaluation will reflect the goals intended for the applied learning experience.</p>

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	A grievance process will be developed by the Applied Learning governing body in collaboration with the Associate Dean for Student Life (campus grievance and judicial affairs officer) and academic curricula.
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 Applied Learning Steering committee will formalize a process to improve and expand applied learning opportunities that will include input from exiting student government organizations.</p>

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SUNY Applied Learning Campus Plan
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Feasibility Study

Due May 1, 2017

Campus Name:	Westchester Community College
Date:	4/14/2017
Narrative Compiled by:	Ronald L. Bloom and Gelaine Williams
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>To accurately measure impact, the campus plan at WCC will initially limit the scope of Applied Learning to the internship experience. Based on the success of our programs in health and human services and the strength of the Career Services Center at WCC, the campus plan focuses on expanding internship opportunities for students across academic disciplines. Measures of impact have been adapted from the existing internship opportunities on campus and expanded to apply to business and industry settings.</p> <p>The applied learning experience will be said to have an impact when it improves the student’s academic performance, provides an employment opportunity, enhances the resume, and/or provides the student with clarity on educational and career goals. Qualitative measures will include anecdotal narratives from students, including comments and recommendations for improvements of the process and work experience. Quantitative measures will include the number of Applied Learning credits earned and the number of opportunities added across different employment sectors. Surveys will be administered to students, faculty and mentors to measure changes in “soft” skills and the ability to connect theory to practice based on the discipline of study.</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>Faculty focus groups indicated that requiring an internship as a graduation requirement could help attract and retain students to WCC. There was widespread recognition that many Community College students are seeking immediate training and employment. Other opportunities included building institutional capacity, enhancing partnerships with businesses, and increasing student engagement in their plan of study.</p>

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	<p>Challenges included anticipated pushback from varied constituents on campus because the initiative requires a cultural shift. Other challenges included the possibility of delaying graduation for students with unyielding schedules, adding a financial burden for students, adding credits to a program, and concern about resources, funding, space and personnel.</p> <p>Student Learning Outcomes will be managed on a syllabus template, but faculty would play the key role in designing the goals of the experience. The creation of a Center of Applied Learning to share administrative responsibilities with faculty and coordinate the experience is essential to the plan. This would enable the campus to centralize the process with respect to advising, data collection, assessment and recruiting appropriate mentors. The Center would serve as the clearinghouse for bringing faculty, students and community mentors together.</p>

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SUNY Applied Learning Campus Plan
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Collaboration Plan

Due May 1, 2017

Campus Name:	Westchester Community College
Date:	4/14/2017
Narrative Compiled by:	Ronald L. Bloom and Gelaine Williams
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</p> <p>Collaborators on campus would include Chairs and Curriculum Chairs who would play a significant part in course approval and promotion of the Center. Engagement with Workforce Development and Continuing Education and Career Services would be necessary to identify resources and increase the supply of business/ corporate, non-profit, and government partnerships. Expanding</p>

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	<p>partnerships by occupational category (e.g., business, education, science, technology, manufacturing, health, and government) and type of facility (e.g., corporations, schools, professional organizations, and fitness, assisted living) would ensure a broad range of internship settings.</p> <p>Career Services has a multitude of resources including Westchester Connects, InternShop -SUNY and College Central. There are over 75 clinical affiliation agreements, in the School of Health Careers, Technology and Applied Learning. Many of these partners have expressed interest in developing non-clinical internship opportunities. Numerous human service agencies have approached WCC to develop internships. These resources must include a contact person to be invited to campus to become acquainted with the policies and procedures designed to facilitate internships that emerge from the academic curriculum.</p> <p>Campus resources to expand community partnerships include WDCE, the Foundation, Student Services, Alumni Relations, and Career Services. Leadership from these areas will be consulted to help define additional resources that may assist the Center for Applied Learning.</p>
Question 2	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.</p> <p>The School of Health Careers Technology and Applied Learning at WCC maintains over 75 affiliation agreements to serve our programs in health. Affiliation agreements are vetted through the College’s legal counsel and approved by the County. The Division of Workforce Development and Community Education at WCC has gained national prominence for its regional work in workforce development and middle skills curricula alignment. Through this Division, WCC is privileged to have partnerships with business, technology and various regional agencies focused on data-driven approaches to education and workforce strategies. In addition, the Division of External Affairs is positioned to identify community partners across the business, health care, technology, government, and industry sectors.</p>

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Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Community partners are largely engaged through advisory boards. The programs in health typically meet twice a year to review curriculum, job opportunities and practice trends with their advisory boards. To expand opportunities for networking, efforts are made to include a broad array of active professional leaders on each board.</p>
Question 4	<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>The campus, through External Affairs is now engaged in a discussion to create an Applied Learning/ Internship Advisory Board. We plan to develop an on-line mentoring/ preceptor site to serve as a resource for our partners. The site will include a discussion board and serve as a repository for policies, procedures and assessment materials. In the future, External Affairs will be consulted to create a luncheon and special award ceremony to recognize the contribution of internship mentors. A faculty focus group pointed out that having a letter signed by the President of WCC, acknowledging their work as mentor, could be of great value to a business or industry partner.</p>

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Graduation Requirement

Due May 1, 2017

Campus Name:	Westchester Community College
Date:	4/14/2017
Narrative Compiled by:	Ronald L. Bloom and Gelaine Williams
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>

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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>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>Consensus on campus was to delay the decision to include approved applied learning activities as a graduation requirement. Faculty felt strongly that programs should be given autonomy in deciding if internships should be required. Concern about adding credits was voiced. Following implementation of the Center for applied Learning, and with data studying its impact, the plan is to revisit the issue.</p>
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>The campus plan was presented to the Curriculum Committee of the Senate and approved. The campus plan was then presented to the Faculty Senate on April 12, 2017 and approved. Student representation was solicited through Office of Student Involvement. Students were invited, along with faculty, to participate in three focus groups that overviewed the campus plan and examined collaboration, feasibility and the idea of making Applied Learning a graduation requirement. Four students participated in these groups which helped shape the proposal.</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>N/A</p>

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Question 4	<p data-bbox="475 310 1453 422">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 data-bbox="475 506 1453 1150">The proposal calls for a position to develop and implement the program. A part-time temporary position, as program specialist, has been funded. The program specialist will monitor student outcomes over a period of two years to examine the direct internship to employment rate and study the impact of the internship experience on graduation, retention, career choice and employability. In the Summer 2017, the program specialist will reorganize the electronic inventory of current Applied Learning courses, increase the number of external partners, and conduct workshops through the School Structure to enhance faculty participation. In the Fall 2017, a pilot of 20 students will be conducted. In Spring 2018, the pilot will be scaled to accommodate 50 students. At this time, program policies and procedures will be assessed. By Fall 2018, the program will be scaled to accommodate 220 students per academic year. While the initial proposal focuses on the internship experience, it also creates a framework to record service-learning experiences, study abroad and research/ entrepreneurial endeavors between faculty and students. As the Center grows, opportunities for research (like independent study) and for service learning will be enhanced and added to the tracking and outcome system.</p>

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