



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Summary of Submitted Reports

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Hudson Valley Community College
Date:	4/15/2016
Narrative Compiled by:	Dr. Peter R. Sawyer
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a descriptive narrative regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities.</p> <p>The campus will develop a data collection and reporting system for applied learning</p>

Campus Name:	Hudson Valley Community College
Date:	4/15/2016
	activities by indicating the number of each type of activity that occurs each semester. The information will be collected based on the individual student ID and it will be reported either through the SUNY SIRIS system or other approved transmittal methods. Data would be available on the individual's records, academic departments, academic schools, college-wide, or by specific activity.
Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>During the next year, the college will identify specific activities/sections/courses/programs as having applied learning outcomes in consultation with each department chairperson, academic dean, and the Vice President of Academic Affairs. Some of these learning outcomes may also need to be approved through academic governance before they can be implemented.</p> <p>A spreadsheet would be developed similar to the sample Bruce Szelest (SUNY-Albany) has provided as part of this guidance.</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>The information collected from these applied learning would be incorporated into the department assessment plans, reviewed by various campus groups including the assessment committee, enrollment committee, academic senate, senior staff, and become part of the annual report that is provided to the Board of Trustees each year. In addition, the results and recommended improvements would be incorporated in the annual college-wide institutional effectiveness report and the annual updates to the SUNY Excels report.</p> <p>In some programs, such as CDEP or CIS/ AIM/HIM, student success in an internship is part of their graduation requirements and suggests student readiness for employment.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016



The State University
of New York

SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Hudson Valley Community College
Date:	4/15/2016
Narrative Compiled by:	Dr. Peter R. Sawyer
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>Our faculty are responsible for assessment of applied learning activities. They also find and approve sites that are appropriate for students in their specific programs and/or courses. In some of our health programs, our faculty work with faculty at the Albany Medical College or the Albany College of Pharmacy to help assess specific applied learning outcomes.</p> <p>If faculty find a new site, they work with colleagues and the department chair for</p>

Campus Name:	Hudson Valley Community College
Date:	4/15/2016
	<p>approval. If it represents a change in curriculum, they work through the campus process for approval, including the curriculum committee.</p> <p>Those faculty who use service learning review student submissions of reflection activities, (i.e. papers, presentations) for graded assessments of applied learning activities.</p> <p>Service learning faculty who suggest new community partners/activities provide contact name/number at that site to the Assistant Director for Service Learning, a full-time faculty member who has one course load reduction each semester. The assistant director then contacts/visits the prospective community partner to explain the service learning program, and provide expectations of the site supervisor, faculty member, and students. The new partner is then added to the college service learning web page.</p>
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <p>Within specific programs, the faculty receive support from the department chair. There is no compensation for their work but the Vice President for Academic Affairs provides funding for professional training by request.</p> <p>Faculty who use service learning are supported through regular email contact with the Assistant Director for Service Learning who keeps faculty informed of service learning and civic engagement conferences and workshops. HVCC offers these workshops annually at Faculty Workshop Day and through faculty-led workshops through the HVCC Center for Effective Teaching.</p> <p>The Assistant Director for the Center for Service Learning and Civic Engagement is a full-time faculty member who receives one course load reduction per semester.</p> <p>Community service is also a criterion of the faculty evaluation process and such activities are factored into the promotion process.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>There are no campus methods as all support is through individual departments/programs or through the Center for Service Learning and Civic</p>

Campus Name:	Hudson Valley Community College
Date:	4/15/2016
	Engagement.
Question 4	What is your campus plan for acknowledging engaged faculty? Faculty who provide service to community, college, departments or to students are able to incorporate this work into the promotional process.

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Hudson Valley Community College
Date:	4/15/2016
Narrative Compiled by:	Dr. Peter R. Sawyer
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>In some departments, students are able to access departmental web pages to guide them through the process. They can also get guidance and support from the Center for Careers and Employment as well as the SUNY Internship Program. Almost all programs with applied learning discuss supports during the advisement</p>

Campus Name:	Hudson Valley Community College
Date:	4/15/2016
	<p>process.</p> <p>Students are informed about service learning (SL) opportunities through their professor's explanations of completing service learning as an optional course activity. Students can also learn about service learning on the Hudson Valley Community College web page where explanations of the benefits of SL are described, the application to initiate SL, a log sheet to record hours completed, and the list of approved community partners with site contact info and site descriptions. Students must acquire signatures on the application of the site supervisor/contact person, their course instructor, and include their own. This then is submitted either through student or faculty member to the Assistant Director of Service Learning for record keeping.</p> <p>Students who are interested in athletics are met with one year prior to their attendance at the college. Once at the college, the Department of Athletics offers workshops on key issues to assure student adjustment to the campus.</p> <p>Our Student Activities Office also offers 40 student clubs funded by an activity fee. Student leaders are offered opportunities to make the most of their experiences with these clubs by participating in the LEAD@HVCC Leadership Skills & Critical Concerns Forums. We are working to make these experiences credit bearing.</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>Within programs, students are notified about applied learning requirements or options during advisement or in association with first semester required courses. Opportunities for applied learning are also discussed during orientation.</p> <p>Service learning is promoted by the faculty who offer it as part of their course curriculum. There are posters and flyers posted in areas on the campus that promote SL and list some of the community partners.</p> <p>Applied learning experiences in Student Life are promoted at orientation, college forum classes and by the Student Senate.</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>

Campus Name:	Hudson Valley Community College
Date:	4/15/2016
	<p>Some departments have students complete surveys on the quality of their applied learning experience.</p> <p>There is a campus process involving grade disputes for all courses. Students having problems first go to their professor, then the department chair and then the formal grievance process.</p> <p>Should service learning students have grievances with a community partner, and bring this to the attention of their course faculty member, they will be instructed to personally see the Assistant Director for Service Learning who then will make contact with that community partner to investigate and attempt to resolve the student grievance.</p> <p>Athletes bring grievances to their coaches.</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>There is no campus plan for program experiences as all such activity is done through the department structure or through the Center for Service Learning and Civic Engagement.</p> <p>In regard to student activities, students meet with club advisors and professional staff at the Student Activities Office to plan and coordinate applied learning activities throughout the academic year.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016



Hudson Valley Community College

Introductory Narrative:

While the college is already practicing applied learning in many of its programs – as evidenced by our earlier reports – many of our practices are decentralized. As such, it was felt that the college would be better served by taking more time to collect data and to properly vet the key issues and objectives of this plan. Therefore, we request a delay in our submission until January, 2018.

To date, we have done extensive research in all program areas. We are developing a comprehensive inventory of the many on and off campus collaborators/facilitators who are engaging in Applied Learning. Once this inventory is completed, then we will be able to provide an overview of all activities on the various types of collaborations including business, corporate, non-profit, state, and other organizations. The expected completion date for this activity is August 1, 2017.

We have also identified other information required to adequately address the many topics of this report and will be collecting that additional information this summer. The expected completion data for this activity is August 1, 2017

We expect to complete this research by August will have completed our Feasibility Study and Collaboration Plan by September.

Our plan is to circulate this plan to our campus committee and to the Academic Senate. The Senate can then assign this report in October to the Curriculum Committee to review the findings and to determine if a graduation requirement can be established. We expect the Curriculum Committee to finish their analysis and provide a report to the full Academic Senate in November and the Senate can

then vote on this plan in December. Once completed, we will then forward our final report by January, 2018.

Feasibility Study

Due May 1, 2017

Campus Name:	Hudson Valley Community College
Date:	5/1/2017
Narrative Compiled by:	Dr. Peter R. Sawyer
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 V of VII of campus applied learning plans and asks questions to determine campus capacity to support applied learning. Part V should be submitted as a descriptive narrative regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	Do you currently measure impact of campus-approved applied learning on the local community and workforce? If so, what methods do you employ?
Question 2	How could including approved applied learning activities as a local graduation requirement enhance or hinder student completion?

Campus Name:	Hudson Valley Community College
Date:	5/1/2017
Question 3	Please describe the campus opportunities and challenges of including approved applied learning activities as a local graduation requirement. Please describe implications for student learning outcomes, advising, staff and fiscal implications, and other relevant information.

NOTE: Forward all materials to 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

Campus Name:	Hudson Valley Community College
Date:	5/1/2017
Narrative Compiled by:	Dr. Peter R. Sawyer
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	Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. Be sure to list the responsibilities and roles for each. These may include any business/corporate, non-profit, state and other hosts/facilitators.
Question 2	Describe any existing methods used to support intentional and reciprocal relationships on and off campus. List the offices or structures on campus currently supporting these relationships.

Campus Name:	Hudson Valley Community College
Date:	5/1/2017
Question 3	Describe how your campus engages new community partners.
Question 4	What is your campus plan for supporting intentional and reciprocal partnerships?

NOTE: Forward all materials to 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

Campus Name:	Hudson Valley Community College
Date:	5/1/2017
Narrative Compiled by:	Dr. Peter R. Sawyer
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?

Campus Name:	Hudson Valley Community College
Date:	5/1/2017
Question 2	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 .
Question 3	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?
Question 4	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?

NOTE: Forward all materials to AppliedLearning@suny.edu **no later than May 1, 2017**



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Submissions by Departments

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
Narrative Compiled by:	Dr. Peter Sawyer
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a descriptive narrative regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities.</p> <p>School of Engineering and Industrial Technologies MFTS AUTO AUBK AUCP</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>I do not know what the campus plans to do.</p> <p>School of Health Sciences ICVT PSGT RESP N/A since campus wide</p> <p>School of Liberal Arts and Sciences Early Childhood ECCE EDUC The Teacher Preparation Department collects data from the grading rubrics of the students in our applied learning initiatives. As placement sites are assigned by faculty, we have a comprehensive list of all approved sites.</p> <p>Human Services HUSV and Chemical Dependency Counseling CDEP For all of our internship experiences evaluation of learning objectives are done through a mid-term and final evaluation form. Additionally, agency visits are done twice a semester for each student.</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>School of Engineering and Industrial Technologies MFTS AUTO AUBK AUCP N/A</p> <p>School of Health Sciences ICVT PSGT RESP</p> <p>School of Liberal Arts and Sciences Early Childhood ECCE EDUC Students will see a separate field experience section assigned to these courses as they register</p> <p>Human Services HUSV and Chemical Dependency Counseling CDEP The internship experiences in both Human Services and Chemical Dependency Counseling are requirements in both degree programs. Students are aware of the requirements upon admission.</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>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>School of Business CIS AIM HIM We use Internship Site Supervisor evaluations to assess the student’s preparedness for employment and the success and relevancy of our curriculum and instruction.</p> <p>School of Engineering and Industrial Technologies MFTS AUTO AUBK AUCP Success rate of the students will dictate the usefulness of the applied learning segments of the program. A low success rate will lead to changes in the program.</p> <p>School of Health Sciences ICVT PSGT RESP</p> <p>School of Liberal Arts and Sciences Early Childhood ECCE EDUC Data from grading rubrics from the applied learning experiences are currently used for our college outcome assessments and for our NAEYC accreditation reports.</p> <p>Human Services HUSV and Chemical Dependency Counseling CDEP 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)? In Chemical Dependency successful completion of CDEP 251 is required in order to continue in CDEP 256. Review of Mid-Term and Final Evaluations submitted by the agency supervisor and an exit interview with the classroom instructor measure the student’s accomplishment of set learning objectives. In CDC, completion of both internships and the degree count as required clock hours for OASAS (Office of Alcoholism and Substance Abuse Services). 100% of students completing both internships graduate and 80% are offered employment by their internship site. Upon completion student are also eligible to sit for the CASAC-T certification. In Human Services, pre-requisites of HUSV 109 and HUSV 110, has students well prepared for the expectations within in internship setting. Agency visits twice a semester monitor success with Mid-Term and Final Evaluations by the field instructor monitor the student’s growth and accomplishment of assigned learning objectives. 75% of students graduating are offered employment within their assigned agency. Completion of the degree with allows for a smooth transfer to four year undergrad social work programs where internship experiences are often required.</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
Narrative Compiled by:	Dr. Peter Sawyer
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>School of Business CIS AIM HIM</p> <p>Faculty develop the preparatory curriculum and the Internship curriculum and this is approved by Academic Governance. Faculty perform site visits prior to approving Internship sites and at various intervals after a site has been approved. Faculty work with the Internship Site Supervisor to assess the students.</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>School of Engineering and Industrial Technologies MFTS AUTO AUBK AUCP Faculty are responsible for grading and developing applied learning activities. Then the grades in these areas are wrapped into the overall grade for a class or a lab.</p> <p>School of Health Sciences ICVT PSGT RESP The EMS, RES, PSG and CVT faculty member that is assigned the course with the applied learning activity is responsible for oversight and assessment of the activities. Since these activities are patient care assessments and treatments, the faculty member directly observes these activities and scores according to a rubric.</p> <p>Dental Hygiene DAST DHYG</p> <p>Faculty are responsible for oversight of all student activities and for setting assessment tools and strategies for determining that all program competencies are met. Our accrediting body asks that students enrolled in our courses show evidence of participating in a variety of applied learning activities. These activities are embedded into the courses listed for Dental Hygiene and Dental Assisting. When students participate in an applied learning activity, where the responsible course faculty is not present at the activity, a specific set of objectives are established and the supervisor at the site will complete the evaluation and sign off as evidence of satisfactory completion. The student submits the signed form to the responsible instructor for grading purposes. Faculty are responsible for providing the sites, or approving sites that are suggested by the student. Our process for approval is based upon a comprehensive needs assessment and site evaluation process with final approval being determined by the course instructor; in some instances, where the sites provide enrichment for extended periods of time, the dental hygiene curriculum committee discusses the value of the site for student learning and makes a final determination regarding site approval. In many instances, where students are assigned for extended periods of time to a particular site, (off-site dental hygiene clinical enrichment or dental assisting clinical preceptor clinicals), formalized affiliation agreements are created and signed by the college administration and the leadership of the site.</p> <p>School of Liberal Arts and Sciences Early Childhood ECCE EDUC In the Teacher Preparation Department, detailed rubrics are used to assess student outcomes in all applied learning activities. Any new faculty initiated activities would be course specific. Faculty would meet to develop the initiatives and the department chair would approve. If it changes the course, it would go to our curriculum committee.</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>Digital Media DART</p> <p>Faculty are wholly responsible for assessment of applied learning activities. Assessments include on-site projects, specific attendance policies/participation, student reports, and final paper.</p> <p>Faculty interested in new activities at the course level consult with the department chair, colleagues, and members of the Arts Advisory Committee.</p> <p>At the department level, faculty wishing to create courses with applied learning must obtain permission of the department chair, develop the course, and move the course through campus governance.</p> <p>Fine Arts ARTS</p> <p>Faculty are wholly responsible for assessment of applied learning activities. Assessments include projects, critiques, final exams, specific attendance policies/participation, student reports, installation and de-installation of exhibits.</p> <p>Faculty interested in new activities at the course level consult with the department chair, colleagues, and members of the Arts Advisory Committee.</p> <p>At the department level, faculty wishing to create courses with applied learning must obtain permission of the department chair, develop the course, and move the course through campus governance.</p> <p>Theater Arts THEA</p> <p>Faculty are wholly responsible for assessment of applied learning activities. Assessments include projects, production assignment responsibilities, specific attendance policies/participation, student learning notebook , reflective reports, and research and analysis reports</p> <p>Faculty interested in new activities at the course level consult with the department chair, colleagues, and members of the Arts Advisory Committee.</p> <p>At the department level, faculty wishing to create courses with applied learning must obtain permission of the department chair, develop the course, and move the course through campus governance.</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>Human Services HUSV and Chemical Dependency Counseling CDEP Faculty member teaching HUSV 250 and CDEP 251 &256 are responsible for finding appropriate agency placements for their students based on their interests and the needs of each specific agency. In our CDC program, sites must be approved by OASAS and core learning objectives are set by this accrediting body. Additionally agencies for both programs must be able to offer students opportunities to meet set learning objectives. Faculty are constantly reaching out to the community to create new partnerships for both programs.</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>School of Business CIS AIM HIM Support constrained within the department</p> <p>School of Engineering and Industrial Technologies MFTS AUTO AUBK AUCP Nothing more is done for these faculty than any other faculty member on the campus.</p> <p>School of Health Sciences Dental Hygiene DAST DHYG</p> <p>Currently there is no financial compensation provided for the faculty member who serves as our Community Service Coordinator. This is an unofficial title which is used for accreditation purposes to show who is responsible for the coordination of DHY Service Learning and Applied Learning initiatives. Our accrediting body mandates that the Community Service coordinator has participated in professional development activities within two years of the accreditation site visit and remains current in teaching methodologies related to Service Learning/Applied Learning. The College supports this by paying for expenses to attend a conference which supports this requirement. This faculty member is also supported when he/she attends additional events and coursework related to Service Learning/Applied learning, especially when these courses are related to the practice of dental hygiene.</p> <p>ICVT PSGT RESP</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>Faculty that oversee and assess are paid for their time to assess.</p> <p>School of Liberal Arts and Sciences Early Childhood ECCE EDUC In the Teacher Preparation Department, applied learning activities are part of our courses</p> <p>Digital Media DART Faculty are supported with opportunities for travel and conferences by permission of the department chair and Vice President of Academic Affairs.</p> <p>Fine Arts ARTS Faculty are supported with opportunities for travel and conferences by permission of the department chair and Vice President of Academic Affairs. Faculty are also provided with a budget line for gallery activities and student workers and are provided with a gallery space on campus.</p> <p>Theater Arts THEA Faculty are supported with opportunities for travel and conferences by permission of the department chair and Vice President of Academic Affairs. Faculty are also provided with a budget line for theatrical productions, supplies and equipment, student workers, and are also provided with a theatre space on campus.</p> <p>Human Services HUSV and Chemical Dependency Counseling CDEP In our department, teaching internship based courses are part of required courses. Faculty are eager to teach these courses.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities</p> <p>School of Business CIS AIM HIM None</p> <p>School of Engineering and Industrial Technologies MFTS AUTO AUBK AUCP New Faculty Orientation?</p> <p>School of Health Sciences Dental Hygiene DAST DHYG</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>ICVT PSGT RESP Unknown</p> <p>School of Liberal Arts and Sciences Early Childhood ECCE EDUC</p> <p>Digital Media DART Faculty are supported with opportunities for travel and conferences by permission of the department chair and Vice President of Academic Affairs.</p> <p>Fine Arts ARTS Faculty are supported with opportunities for travel and conferences by permission of the department chair and Vice President of Academic Affairs. Faculty are also provided with a budget line for gallery activities and student workers and are provided with a gallery space on campus.</p> <p>Theater Arts THEA Faculty are supported with opportunities for travel and conferences by permission of the department chair and Vice President of Academic Affairs. Faculty are also provided with a budget line for theatrical productions, supplies and equipment, student workers, and are also provided with a theatre space on campus.</p> <p>Human Services HUSV and Chemical Dependency Counseling CDEP</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>School of Business CIS AIM HIM There is a discrepancy among Internship courses at the College in terms of class enrollment caps. Presently CISS 260 has the maximum cap size and the VPAA has chosen to keep this cap at 27 despite other lower Internship class caps. This discrepancy in class caps includes ENGL 134 capped at 5 and even AITC 166 within the Computing and Information Sciences department which is capped at 24.</p> <p>School of Engineering and Industrial Technologies MFTS AUTO AUBK AUCP I am unaware of any plan</p> <p>School of Health Sciences</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>Dental Hygiene DAST DHYG</p> <p>ICVT PSGT RESP My faculty are paid to do this.</p> <p>School of Liberal Arts and Sciences Early Childhood ECCE EDUC</p> <p>Digital Media DART Faculty are acknowledged through Faculty Awards Night, articles in the Campus Chronicle and Academic News Update, faculty art shows on campus.</p> <p>Fine Arts ARTS Faculty are acknowledged through Faculty Awards Night, articles in the Campus Chronicle and Academic News Update, faculty art shows on campus.</p> <p>Theater Arts THEA Faculty are acknowledged through Faculty Awards Night, articles in the Campus Chronicle and Academic News Update, faculty art shows on campus.</p> <p>Human Services HUSV and Chemical Dependency Counseling CDEP</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
Narrative Compiled by:	Dr. Peter Sawyer
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?</p> <p>School of Business CIS AIM HIM</p> <p>Please see College Catalog and the following: http://www.ciss100.com/ciss-260-general-information/ http://www.ciss100.com/ciss-260-general-information/ciss-260-internship/</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>What is your process for approval of new or customized student-initiated activity? No new student-initiated activity outside of CISS 260</p> <p>School of Engineering and Industrial Technologies MFTS AUTO AUBK AUCP All students completing these programs are required to take the applied learning components of the programs. Faculty support the students through instruction in the lecture part of the classes.</p> <p>School of Health Sciences Dental Hygiene DAST DHYG</p> <p>ICVT PSGT RESP Students in my programs are mandated so courses and schedules are pre-determined.</p> <p>School of Liberal Arts and Sciences Athletics Each head coach in the respective sport begins recruiting student athletes the year prior to their entry into college. The head and assistant coaches, as assigned, disseminate information about what the college may offer to support students during their participation in intercollegiate athletics at Hudson Valley Community College. The athletic department offers workshops on topics including, but not limited to, Violence Against Women Act (VAWA), nutrition, public safety, traumatic brain injury, and social media etiquette.</p> <p>Early Childhood ECCE EDUC In the Teacher Preparation Department, most of the applied learning experiences are set up by faculty so that students are in appropriate placements. For some of the courses where students are observers in the classroom, the students initiate the placement set up, with a letter of support from the Chair. All students complete log of hours documenting their time.</p> <p>Digital Media DART Through advisement with the department chair and program advisor, students are offered options for internship sites. Approval for and continuation of internship sites initiated by students is facilitated by site visitations by faculty and department chair and by continuous communication between site supervisors and the faculty and department chair.</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>Fine Arts ARTS Through advisement with the department chair and program advisor, students are offered options for internship sites, opportunities for registering for advisement track in Gallery Management, and opportunities to travel abroad.</p> <p>Approval for and continuation of internship sites initiated by students is facilitated by site visitations by faculty and department chair and by continuous communication between site supervisors and the faculty and department chair.</p> <p>Theater Arts THEA Through advisement with the department chair and program advisor, students are offered options for internship sites. Students pair with the Theatre Club to become involved in theatrical productions.</p> <p>Approval for and continuation of internship sites initiated by students is facilitated by site visitations by faculty and department chair and by continuous communication between site supervisors and the faculty and department chair</p> <p>Human Services HUSV and Chemical Dependency Counseling CDEP Students are made aware of requirements at the point of admission and during each advisement session moving forward in the curriculum. There is also a mandatory meeting prior to enrollment in an internship which presents the standards and expectations. Professional readiness is stressed, along with the demands of the course. In both programs, the Practicum course is an 8 credit course for students. 168 hours of field work with 4 hours of classroom seminar.</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>School of Business CIS AIM HIM Every CISS 100 student sees and is informed about the opportunity of the culminating CISS 260 Internship in the introductory CISS 100 Introduction to Computing and Information Sciences that uses the www.ciss100.com Website (See top panel menu item)</p> <p>School of Engineering and Industrial Technologies</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>MFTS AUTO AUBK AUCP See above</p> <p>School of Health Sciences Dental Hygiene DAST DHYG</p> <p>ICVT PSGT RESP Program Technical standards provided inform students that they will be doing applied learning activities and advisement meetings discuss requirements of each of my programs.</p> <p>School of Liberal Arts and Sciences Athletics All students are made aware of the intercollegiate athletic offerings during the presentation session of orientation. Students are made aware as to when tryouts may begin and how they may contact a head coach if interested.</p> <p>Early Childhood ECCE EDUC Students are introduced to applied learning requirements during the initial advisement process. Students are made aware of medical (physical exam and TB) requirements, fingerprinting, and background search requirements by the schools where they will intern. Special seminars are held the first three weeks of the semester to orient students to their placement experience.</p> <p>Digital Media DART Applied learning is promoted through individual and group advising, the yearly open house, yearly Campus Visit Day Faculty Panels, and by distributing literature at campus functions for outside constituencies.</p> <p>Fine Arts ARTS Applied learning is promoted through individual and group advising, the yearly open house, yearly Campus Visit Day Faculty Panels, and by distributing literature at campus functions for outside constituencies.</p> <p>Theater Arts THEA Applied learning is promoted through individual and group advising, the yearly open house, yearly Campus Visit Day Faculty Panels, and by distributing literature at campus functions for outside constituencies.</p> <p>Human Services HUSV and Chemical Dependency Counseling CDEP See question 1</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a 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>School of Business CIS AIM HIM To date we have not had a grievance in my 15 year tenure. Students have chosen to not participate through poor attendance and they have failed to meet the 100 hour requirement and they have failed the course (1-2 students in 15 years)</p> <p>School of Engineering and Industrial Technologies MFTS AUTO AUBK AUCP Students surveys Judicial process as laid out in the college catalog.</p> <p>School of Health Sciences Dental Hygiene DAST DHYG</p> <p>ICVT PSGT RESP We have students complete course surveys for the applied learning courses that evaluate the site, preceptors, experience, evaluation fairness etc. Students follow chain of command by grieving to instructor first, then Department Chair and then formal college grievance process if related to grading.</p> <p>School of Liberal Arts and Sciences Athletics The intercollegiate athletic department utilizes a survey, annual reporting and 3-5 year comparisons of data to monitor this. All student athletes are made aware that any grievances should be brought to the attention of their respective head coach. If he or she needs to, the coach will refer the issue to athletic administration who will then follow college protocol.</p> <p>Early Childhood ECCE EDUC Students are surveyed at the end of the year regarding their interning experiences. Students first work with their field supervisor to resolve any grievances. If this cannot be worked out, it goes to the Department Chair. In such cases, a student may be moved to a different placement.</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>Digital Media DART Students assess their learning by participating in self critiques, participating in faculty and course evaluations, and participating in and initiating informal discussions with faculty and on-site supervisors.</p> <p>Students who have a grievance with an off-campus site immediately contact the on-campus instructor and department chair. The department chair will arrange for a meeting with all parties to resolve the issue.</p> <p>Fine Arts ARTS Students assess their learning by participating in self and group critiques, participating in faculty and course evaluations, and participating in and initiating informal discussions with faculty.</p> <p>Students who have a grievance with an off-campus site immediately contact the on-campus instructor and department chair. The department chair will arrange for a meeting with all parties to resolve the issue.</p> <p>Theater Arts Thea Students assess their learning by participating in self and group critiques, participating in faculty and course evaluations, and participating in and initiating informal discussions with faculty.</p> <p>Students who have a grievance with an off-campus site immediately contact the on-campus instructor and department chair. The department chair will arrange for a meeting with all parties to resolve the issue.</p> <p>Human Services HUSV and Chemical Dependency Counseling CDEP Students with placement concerns are told to bring those concerns to their classroom instructor. A course of action is decided upon which encourages the student to advocate for themselves with their field instructor. If there is no resolution, a three way meeting is scheduled and the classroom instructor will make the final decision as to whether or not a change in settings is required.</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
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>School of Business CIS AIM HIM We solicit student feedback in their journals and in an exit interview survey.</p> <p>School of Engineering and Industrial Technologies MFTS AUTO AUBK AUCP Student survey results will be monitored.</p> <p>School of Health Sciences Dental Hygiene DAST DHYG</p> <p>ICVT PSGT RESP Programmatically we make changes based upon student feedback or student performance on final practical skills assessments and licensure exams. If students display weaknesses on these exit exams, we look to improve the experience in the applied learning activities to improve student performance.</p> <p>School of Liberal Arts and Sciences Athletics The intercollegiate athletic department reviews the results, comments and data obtained from the surveys to obtain student feedback</p> <p>Early Childhood ECCE EDUC Students are surveyed at the end of courses.</p> <p>Digital Media DART Students contribute to improvement of existing and future applied learning activities by participating in self, participating in faculty and course evaluations, and participating in and initiating informal discussions with faculty and on-site supervisors.</p> <p>Fine Arts ARTS Students contribute to improvement of existing and future applied learning activities by participating in self and group critiques, participating in faculty and course evaluations, and participating in and initiating informal discussions with faculty.</p>

Campus Name:	Hudson Valley Community College
Date:	Click here to enter a date.
	<p>Theater Arts THEA Students contribute to improvement of existing and future applied learning activities by participating in self and group critiques, participating in faculty and course evaluations, and participating in and initiating informal discussions with faculty.</p> <p>Human Services HUSV and Chemical Dependency Counseling CDEP At the end of the semester students are asked to evaluate their experience and whether or not they believe the setting is appropriate for future students. This occurs within the classroom and during an exit interview at the end of the semester.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016