



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Elizabeth Gaudino-Goering, Ph.D., Chair, College Wide Student Activities Committee
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a <b>descriptive narrative</b> regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities. NCC is currently in the process of identifying all of the applied learning activities that are offered. Once we have completed this inventory, we will be able to designate special sections of courses as having an applied learning component. This will be done by adding a special course identifier through the Banner system. As future applied learning opportunities are developed and approved through the College</p>

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	Wide Curriculum Committee, those new courses will also carry a special designation in the Banner system.
<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>Courses with applied learning requirements will be identified in Banner so that students will know that this is a required part of a course when they register for it.</p>
<b>Question 3</b>	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>The Office for Institutional Effectiveness and Research maintains records on persistence, retention and graduation rates. Students who complete applied learning experiences as part of a course or program can be identified through their transcript and can therefore be tracked through their time at NCC. Some of the programs at NCC that have applied learning components have follow-up surveys with their students and local employers to learn more about the long-term outcomes for these students. This effort could be expanded to track more students who have applied learning experiences.</p>

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The State University  
of New York

## SUNY Applied Learning Campus Plan Campus Applied Learning Plan Part III

### Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Elizabeth Gaudino-Goering, Ph.D., Chair, College Wide Student Activities Committee
<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>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/13/2016
<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><u>Oversight:</u> Currently, all applied learning that takes place at Nassau Community College occurs within the context of a course or program. Faculty members are required to ensure that students have the appropriate knowledge, skills, and dispositions prior to engaging in an applied learning experience. Once a student demonstrates readiness to engage in applied learning, faculty members either directly supervise students or students are placed under the direct supervision of approved professionals in the field.</p> <p><u>Assessment:</u> Students are assessed using a combination of techniques. Direct observation of student behavior ensures that students are interacting with the public or with patients (in a clinical setting) in a manner that is professional, courteous, and upholds the standards of the discipline. Assessment includes behavioral rating charts based on direct observation, student reflections or demonstrations and feedback from supervisors. Students are required to provide reflections after the experience in which they demonstrate their understanding of how the experience ties into the course or program learning goals. Here they are also encouraged to provide feedback about the applied learning experience so that faculty members can work to continuously improve the quality of the experience.</p> <p><u>Process for approving new or customized applied learning experiences:</u> New applied learning experiences are approved via the College-Wide Curriculum Committee of the Academic Senate. All new credit-bearing courses and all changes to currently approved courses undergo a rigorous review by our faculty senate to ensure that courses meet the standards for applied learning as well as other requirements of the institution. At this time, NCC does not have a process in place for approving new or</p>

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<b>Question 2</b>	<p>customized applied learning experiences that are extra-curricular. Thus, NCC does not officially recognize applied learning experiences unless they occur within the context of a course or program.</p>
	<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>For applied learning experiences that occur within the Nursing and Allied Health programs, faculty members undergo an orientation program to ensure that they develop the professional skills required to supervise students in a clinical setting. Each department has a Personnel and Budget (P &amp; B) committee, a group of faculty members who are elected by their peers. This committee conducts annual observations of teaching effectiveness and clinical expertise. Faculty members receive direct feedback on these observations, both verbally and in writing, and are provided with additional training and professional development if that is deemed necessary by the P &amp; B committee. Faculty members are also provided with small stipends to compensate the cost of travel and professional conference fees if they choose to avail themselves of these opportunities for professional development.</p> <p>For applied learning experiences within the realm of <i>SUNY Serves</i>, NCC has been a member of the Long Island Higher Education Service Learning Civic Engagement Council since its inception, 6 years ago. Since 2010, we have been hosting annual workshops to help faculty members from NCC and other local colleges and universities learn about developing service-learning experiences and integrate them into their curriculum. Faculty members in all programs, including health-related fields, who are committed to using high-impact learning experiences come to these conferences to hone their professional skills.</p> <p>NCC provides no compensation to faculty members for developing or supervising applied learning experiences. One road block to expanding our applied learning offerings is that faculty members are not compensated for the extra time required to create applied learning experiences or to adequately supervise students who are engaged in this work.</p>
<b>Question 3</b>	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>The Service learning workshops that are held annually provide professional development opportunities for faculty who wish to pursue applied learning. Our College Wide Curriculum Committee developed a manual, "Academic Service-Learning at NCC," that describes the steps faculty members should take to develop their activities. This manual also includes a list of community agencies who have agreed to partner with NCC to provide students with service-learning activities. This manual is currently in the process of being updated and we are considering</p>

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	<p>partnering with “Pleasantville,” a website that maintains a list of community events and projects that faculty members can use to identify service learning opportunities and track their students’ participation in service-learning. Faculty members can also contact Long Island Volunteer Center to help them find appropriate activities to link to their curriculum.</p> <p>In much of the college, when faculty members chose to develop an applied learning activity, this modification to course curriculum is approved within their department. Going forward, as we develop our Applied Learning program, a more formal college-wide mechanism may be utilized. For example, proposed applied learning activities can be reviewed by the College Wide Curriculum Committee of the Academic Senate. The Curriculum Committee could ensure that the activity upholds the SUNY standards of applied learning.</p> <p>At this time, applied learning is promoted, monitored and developed through a collaboration between the Dean of Service Learning and Veterans Affairs and the Student Activities committee of the Academic Senate. In the 2016-2017 academic year, the Academic Senate will consider how to address applied learning through shared governance in order to develop the necessary systems to grow applied learning at NCC.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Faculty who are engaged in applied learning are highlighted in NCC’s bi-annual newsletter <i>Teach, Serve and Learn</i>. This acknowledgement is noted in a faculty member’s application for tenure and promotion. As with all other faculty activities that extend beyond the traditional classroom, faculty members who show this level of commitment to student learning can add this to their applications for advancement in promotion and tenure. Faculty members should be given release time and they should have smaller class sizes to compensate for the additional time required to create and supervise these applied learning experiences, however applied learning is not currently supported in this way.</p>

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The State University  
of New York

SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV

**Student Engagement**

Due April 15, 2016

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/14/2016
<b>Narrative Compiled by:</b>	Elizabeth Gaudino-Goering, Ph.D., Chair College Wide Student Activities Committee

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/14/2016
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an "Article VII" bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>Students are guided to applied learning activities by their professors. In clinical programs such as the Nursing and Allied Health Programs, this is a mandatory part of their course work. As the Applied Learning Program takes shape, sections of courses that meet the standards for applied learning will be designated in the course catalogue so that students can easily find these opportunities. At this time NCC does not have a formal mechanism for helping students develop customized student-initiated activity.</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>As our Applied Learning program is developed, our orientation program and academic advisement, both of which are administered through our Student and Personnel Services department, can make these opportunities known to students.</p>
<b>Question 3</b>	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p>

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	<p>Students are asked for feedback about their applied learning activities as part of their course reflection and assessment. Faculty members strive for continuous improvement in their skills and in the learning experiences for their students. They are encouraged to reflect on student feedback as part of their annual assessment of student learning. Programs and courses vary in their methods for formally incorporating student feedback into their assessment of student learning.</p> <p>The formal mechanism for addressing grievances begins with direct communication between students and their faculty member or applied learning supervisor. Students are encouraged to speak directly to faculty members to address their concerns. When a grievance is not resolved to the student's satisfaction, he or she can go directly to the department chairperson or the dean for their program to discuss their concerns. The department chair is then obligated to work with the student and the faculty member to resolve the issue. If the situation warrants, a complaint can be filed with the area dean and appropriate disciplinary action would then be taken in accord with the law and NCC unions' collective bargaining agreements. That being said, the NCC Administration maintains an open-door policy with respect to student grievances. Students are always welcome to address their concerns to any person who is in the chain of the grievance process. Nassau Community College's (NCC) highest priority is the safety and security of its employees, students, visitors, contractors, and members of the neighboring community. To proactively address the potential for workplace violence, NCC developed a Workplace Violence Prevention Program (WVPP) and adopted a "zero tolerance" policy towards any act of, or threats of, workplace violence. NCC's fully investigates all claims of sexual harassment, violence, and all forms of discrimination and ensures that students are treated with dignity and respect at all phases of the grievance process.</p>
<b>Question 4</b>	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>Students' reflections and course evaluations assist faculty in identifying areas for improvement for applied learning experiences. Faculty members are encouraged to reflect on these assessments and report on them in their annual assessments of student learning. In terms of developing new applied learning activities, a plan will need to be developed with input from faculty members and administrators.</p>

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# GUIDE TO INTERNSHIPS AT NASSAU COMMUNITY COLLEGE

## THE INTERNSHIP PROGRAM

Internships discussed in this guide are defined as academic experiences for which a student earns academic credit in an agreed-upon, short-term, supervised work experience. Participation in this experience may be part-time or full-time, on or off campus, paid or unpaid. **Learning must be the central focus of all internships.**

This Guide identifies the major factors that must be considered for the successful design, implementation, supervision, and assessment of internships.

## INTERNSHIP TERMINOLOGY:

- ⇒ **Internship Site:** The internship site is the pre-approved organization or business providing the internship opportunity.
- ⇒ **Site Supervisor:** The site supervisor is the person directly responsible for overseeing the student's performance at the organization or business and for completing an evaluation of the student's performance and progress throughout the internship. The site supervisor works closely with the faculty/coordinator throughout the semester or length of the internship.
- ⇒ **Faculty/Coordinator:** The faculty/coordinator is the instructor of record and oversees the student throughout the semester or length of the internship. The faculty/coordinator awards a grade and credit for the completed internship based on the student's performance, input from the Site Supervisor, and completion of assignments/learning objectives.

## PART I: PLANNING:

### FACULTY ELIGIBILITY AND PREPARATION:

- The faculty/coordinator must be a member of the department from which the internship is offered and must be qualified to supervise the internship in the respective subject area (i.e. hold special licenses/credentials where applicable).

### SITE SELECTION:

An internship site will provide the student with practical experience in the student's area of academic interest. The site supervisor will provide mentoring and instruction to the student as part of the student's internship. **Faculty/Coordinator will ensure that all internship sites and site supervisors are suitable to the student's goals and to the department's academic criteria.**

There are several ways to locate acceptable internship sites:

1. Faculty may use professional contacts to solicit internships at appropriate sites.
2. Agencies may submit a proposal for review.
3. Students may seek internships through organizations already approved by the College as participating agencies.

### **STUDENT ELIGIBILITY AND PREPARATION:**

- Students must meet all institutional, departmental, and degree requirements.
- Students must have advanced standing as a matriculated student at NCC (e.g. second year status for students earning an Associate degree or second semester status for students earning a certificate).
- Specific course requirements, determined by the supervising academic department as well as by internship sites, may require students to have specific academic and professional skills.
- Students must be in good academic standing and have a minimum GPA of 2.0.
- Prior to registration, potential students must meet with the faculty/coordinator or department advisor to discuss the internship, eligibility, time requirements, expectations, regulations, and site options.
- Students must complete an Internship Learning Agreement Form (*Appendix B contains a sample Internship Learning Agreement*), which details the learning objectives that must be met and academic assignments, which must be completed before a final grade is given.

**Student preparation for internship participation should include the development of such materials as:**

- Cover letters
- Resumés
- Research to acquire advance knowledge of each internship site
- Statement of learning goals
- Statement of proposed internship duties
- Statement of career goals

### **THE INTERNSHIP LEARNING AGREEMENT:**

A learning agreement is an arrangement between the College and the field site to **identify the learning activities/objectives** that are part of the internship. A learning agreement must be completed between the faculty/coordinator and the site supervisor prior to commencement of the internship.

The learning agreement clarifies the roles and responsibilities of the internship site, the student intern, and the faculty/coordinator. (*Appendix B contains a sample Internship Learning Agreement*)

As with more traditional face-to-face methods of classroom instruction, the internship **learning outcomes must be designed, supervised, and evaluated by appropriate and qualified faculty in the discipline.** Faculty design of internship learning outcomes must include internship site selection, reporting of relevant activities during internship, and evaluation of student achievement. During the internship experience, both faculty/coordinator and site supervisor will monitor the internship activities. **Internship activities must be designed to help accomplish learning outcomes/objectives.**

The Internship Learning Agreement details the following elements:

- Necessary course registration information (e.g. course title and number, number of credit hours, name of faculty/coordinator, date and semester of participation)
- The required number of hours in the workplace
- A clear description of both the site requirements and the required academic components (e.g. log, journal, paper, oral presentation)
- **A clear description of the intended learning outcomes and activities**
- A clear description of the responsibilities of the faculty/coordinator, site supervisor, and the student
- Signatures of the appropriate parties, which must include a site supervisor and the appropriate faculty/coordinator. Students' signatures are also required on this form to indicate understanding and acceptance of the course requirements

### **Credit**

Because the academic institution awards the credit, it is important that the learning experiences meet State Education Department and SUNY guidelines for (A) time and (B) achievement of learning objectives.

#### **A: Time**

The New York State Education Department formula for calculating the minimum number of combined instructional (classroom) and internship hours required to award one college credit is as follows:

When work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one credit will be awarded for “**supervised**” field experience as follows:

A: Classroom instruction plus supervised field experience. The formula for this combination is: one 50 minute session of any approved course management system (e.g. Blackboard), face-to-face instruction or combination of the above for 15 weeks plus 30 clock hours of supervised field activity per credit.

B: Supervised field experience. A minimum of 45 clock hours of supervised field experience is required per each additional credit.

The necessary requirements for a 3 credit course are:

- one 50-minute session of any approved course management system (e.g. Blackboard), face-to-face instruction or combination of the above for 15 weeks plus 120 hours of “supervised” field experience

*Formula:*

*1 credit = one 50-minute session of any approved course-management system (e.g. Blackboard), face-to-face instruction or combination of the above for 15 weeks plus 30 hours of supervised field experience.*

*1 credit = a minimum of 45 clock hours of “supervised” field experience*

The number of hours must be sustained even if the academic calendar is modified as in a summer session.

## **B: Learning Objectives, Outcomes, and Activities**

In addition to the minimum amount of time required to earn an hour of credit, the *quality of the learning must be college level*. The instructor of record ensures that credit is awarded for demonstrated learning—not merely for experience.

Learning objectives for internships reflect discipline-specific goals at the departmental level. All departments that have internship programs must have learning objectives outcomes relating to communication, cognitive, and personal skills. (*Appendix A contains Sample Internship Learning Outcomes*)

## **PART II: IMPLEMENTATION**

### **Supervision**

Internships require a combined supervisory effort between the College and the internship site:

- A. Internship supervision is provided by appropriate faculty from the department that offers the internship.
- B. An appropriately qualified individual from the agency supervises the student placed at each site in consultation with the faculty/coordinator from the department. The site supervisor provides training and mentoring that will benefit the student and address learning outcomes.

## **Faculty/Coordinator-Student Communication during the Internship**

The Faculty/Coordinator must work with the student to find internship sites and site supervisors suitable to the student's goals and the sponsoring department's academic criteria. A learning agreement must be completed between the faculty/coordinator, site supervisor, and student prior to commencement of the internship.

The faculty/coordinator and student must maintain regular contact during the entire course of the internship to monitor student progress toward learning goals. Contact may be established through e-mail and other electronic communication, telephone, faculty-student meetings, site visits, and/or hard-copy communications. Required seminars or classroom meetings with interns may be considered in any of the following: prior to the commencement of the internship, during the course of the internship, or at the conclusion of the internship. While the frequency of contact may vary:

- reciprocal communication at least once per week is required.
- seminars or classroom meetings with students are required.
- at least one site visit is required where geographically feasible

*Even when the supervisor knows the site and client very well, on-site visits give the student the opportunity to speak with the faculty/coordinator about issues that may not have been addressed in classroom settings or in e-mail communications during the internship. On-site visits also allow the internship site supervisor to discuss the student's progress toward achieving learning outcomes and to understand the importance the academic institution places on supervised and mentored work experiences. **For those internship programs which select not to require on-site visits, justification must be documented for the sponsoring department and maintained by the department chairperson.***

A student assessment of internship experience must be obtained at midterm and at the conclusion of the internship.

*(Appendix C contains a sample Faculty Site Visitation form.  
Appendix S: Sample Student Assessment of Internship)*

## **Faculty/Coordinator-Site Supervisor Communication during the Internship:**

The Internship Learning Agreement Form is to be completed and signed prior to the student beginning the internship experience. Faculty/Coordinator and site supervisor must ensure that desired learning outcomes can be achieved in accordance with the original learning agreement and that academic standards are being maintained as the internship progresses.

Evaluation reports from the internship site supervisors are required at mid-term. This may require faculty/coordinator and site supervisor to meet to discuss whether mutually agreed upon learning objectives are being met. Communication must include student assessment forms at mid-term and at the conclusion of the internship.

Communication must include written reports from both the site supervisor and the student.

*(See Appendix C: Sample Faculty Visitation Report  
Appendix E: Sample Site Supervisor Internship Assessment Form)*

### **Site Supervisor-Student Communication during the Internship:**

The Internship Learning Agreement Form is to be completed and signed prior to the student beginning the internship experience.

The site-supervisor assists the student in developing human relations skills, decision-making skills, and office management skills. He/she is directly responsible for the student during the internship while on site.

In addition, the site supervisor is responsible for the connection between the work experience and the student's learning objectives. The site supervisor will:

- Maintain an open channel of communication with the student through regular meetings.
- Introduce the student to the organization and fellow employees and inform the student of any safety and "Right to Know Issues."
- Develop connections between the student's work experience and academic departmental goals.
- Provide student with opportunities for increasing responsibility directed to his/her learning objectives.

The student must complete all work in a professional manner. This includes, but is not limited to, dressing in an acceptable manner, doing all work in a timely and punctual fashion, observing all safety and confidentiality requirements of the company, and performing at the best level possible.

### **International Sites**

International internships involve the same policy decisions and academic rigor as domestic internships. All agencies and educational institutions involved in a student's international internship must reach clear understandings contained in written agreements regarding costs, internship supervision, and credit to be earned for the internship experience. Academic departments, the Office of International Education, academic advisement, and the Registrar are among those that can be especially helpful to ensure that proper internship registration has occurred and that credits or experience earned in an international experience can be applied to a student's graduation requirements at the home campus.

## **Grading Criteria**

The Faculty/Coordinator is responsible for evaluating student work and determining the grade. Grades are based on satisfactory completion of requirements and assignments and the degree to which the learning objectives stated in the learning agreement have been achieved. The requirements for completion of the internship may be a combination of such activities as an internship journal, paper, project, oral presentation, student statement of learning goals, learning outcomes, assessment by the site supervisor, assessment of learning experience, number of hours served, and other appropriate criteria.

In addition, because NCC awards the credit, it is required that the following documents be filed for each student: (*see Appendices*)

- A: Sample Internship Learning Outcomes
- B: Sample Internship Learning Agreement
- C: Sample Faculty Site Visitation Report Form
- D: Sample Student Assessment of Internship Form
- E: Sample Site Supervisor Internship Assessment Form

## **PART III: COURSE ASSESSMENT**

The department and faculty/coordinator must engage in regular or periodic assessment of the internship program according to the Department Assessment Plan (DAP) of the academic department to determine its effectiveness and to find ways to improve the program. Some sources of information for such assessment might include reports from the internship site supervisor, surveys of alumni, or job statistics for graduates, if available. (*Appendix E contains a sample Site Supervisor Assessment form*).

The student must submit regular reports during the internship that reveal the overall value of the internship experience, as well as more specific information about the site, faculty supervision, and accomplishment of learning outcomes. At the conclusion of the internship, the student must submit a comprehensive evaluation of the internship experience. (*Appendix D contains a sample Student Assessment of Internship form*).

All internship courses will be assessed according to the Department Assessment Plan (DAP) of each department.

# APPENDICES

- A. Sample Internship Learning Outcomes
- B. Sample Internship Learning Agreement
- C. Sample Faculty Site Visitation Report Form
- D. Sample Student Assessment of Internship Form
- E. Sample Site Supervisor Internship Assessment Form

## Appendix A: Sample Internship Learning Outcomes

The student must acquire skills in all three areas below over a period of time to demonstrate acquisition and retention of understandings and competencies. Acceptable acquisition of required skills may be shown by successful accomplishment of appropriate learning outcomes stated below and by other measures as identified and assessed by appropriate faculty.

### Learning Outcomes and Internship Course Requirements:

A) Required Academic Component

B) Demonstrate over a period of xxx (internship and field experience) contact hours the following:

- 1) All requirements in Part 1, Communication Skills
- 2) At least eight requirements from Part 2, Cognitive Skills
- 3) At least eight requirements in Part 3, Professional Skills

1. Communication Skills – please give examples of successful student accomplishment of *each* learning outcome in this category

#### Oral Communication

*Students will verbally express ideas clearly and persuasively with clients supervisors and colleagues and will participate effectively in discussion.*

#### Written Communication

*Students will express ideas clearly and persuasively in writing as evidenced by acceptable student accomplishment of two or more of the following:*

- Student daily logs
- Student/faculty email communication
- Student statement of learning goals
- Student statement of learning outcomes
- Student description/rating of internship duties and internship supervisor
- Student summary of hours served
- Student reports and papers

2. Cognitive Skills – please give examples of successful student accomplishment of *at least eight* of the learning outcomes in this category

Using industry-specific terminology appropriately  
Showing understanding of industry customs and practices  
Acquiring and evaluating information  
Organizing and maintaining information  
Interpreting information  
Applying knowledge to the task  
Understanding and complying with legal regulations  
Serving clients and customers  
Negotiating and arriving at a decision  
Working with diversity  
Identifying, understanding and working with systems  
Improving and designing systems  
Working in cross-cultural and/or multi-national systems and projects  
Monitoring and correcting performance  
Selecting technology  
Using computers/technology to process information  
Maintaining and troubleshooting technology

3. Professional Skills - please give examples of successful student accomplishment of *at least eight* learning outcomes in this category

Exercising leadership  
Behaving professionally  
Behaving ethically  
Listening effectively  
Dressing appropriately  
Addressing colleagues and superiors appropriately  
Allocating time effectively  
Teaching others  
Adapting effectively to changing conditions  
Participating as a member of a team  
Developing appropriate workplace attitudes  
Understanding and managing personal behavior and attitudes  
Developing individual responsibility

## Appendix B: Sample Internship Learning Agreement

### INTERNSHIP LEARNING AGREEMENT (ILA)

(This 4-section SAMPLE form may be used in its entirety or as separate components)

**Please return this form to: (name) (fax) (e-mail) prior to start of student's internship.**

1. **INTERNSHIP SITE SUPERVISOR** (This section must be completed and signed by the Site Supervisor or appropriate Site Representative):

Site Supervisor Name \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Title/Dept. \_\_\_\_\_ Email \_\_\_\_\_

Fax (\_\_\_\_) \_\_\_\_\_ Company Name \_\_\_\_\_

Address \_\_\_\_\_

#### SITE SUPERVISOR RESPONSIBILITIES

*Our academic institution greatly appreciates your participation in our internship program. Your role is integral to the student's internship experience and success.*

*As a site supervisor for this internship, I agree to*

- clearly discuss the requirements of the internship with the student intern;
- work with the student to complete on-site goals, duties and learning objectives;
- provide ongoing supervision and feedback to the student on his/her performance;
- talk with the Faculty Internship Supervisor and/or meet with him/her during a site visit;
- complete an evaluation of the student's performance and attitude.

**Site Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Internship Description and List of Duties (Please include at least six specific intern duties or indicate approval of duties already listed below.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Please add additional duties as appropriate:

2. **FACULTY SUPERVISOR** (this section must be completed and signed by the Faculty Internship Coordinator or designated departmental representative):

Faculty Supervisor Name \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Title/Department \_\_\_\_\_ Email \_\_\_\_\_

Department/Office \_\_\_\_\_

Address \_\_\_\_\_

**FACULTY SUPERVISOR RESPONSIBILITIES**

**Academic Criteria:** See the department's Internship Syllabus for specific academic requirements.

*As a Faculty Internship supervisor, I agree to*

- keep in weekly (or more frequent) contact with the student to provide guidance and support;
- visit the internship site or contact the site supervisor at least once during the semester to discuss the student's performance;
- assess the student's learning based upon internship duties listed in the ILA, a daily journal or log, meetings with the faculty internship supervisor, the site supervisor's evaluation, completed activities required by the department including specified hours at the site, final student paper or other assignment.

**Faculty Internship Supervisor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

### 3. STUDENT INTERN

Name \_\_\_\_\_ Major \_\_\_\_\_

Phone ( \_\_\_\_\_ ) \_\_\_\_\_ Cell Phone ( \_\_\_\_\_ ) \_\_\_\_\_

Email \_\_\_\_\_ Term/year in which you are seeking credit: \_\_\_\_

#### Important Reminders:

1. The Faculty Internship Advisor or the faculty member designated to approve internships in the department from which you are seeking credit is the **ONLY** person who can give initial approval of an internship for academic credit.
2. To ensure proper internship credit, the ILA **MUST** be completed and signed by the Student, Site Supervisor and Faculty Internship Advisor, and then returned to the secretary of the Department granting credit.
3. The registrar will drop you from the internship class if this form is not completed and returned to the appropriate academic department by the posted deadlines, listed below.

#### (Sample) Prerequisites

- grade point average of at least 2.0
- advanced standing as a matriculated student in the college, including a minimum number of earned credits at the home campus
- passing grade on the College Writing Exam

### **STUDENT INTERN RESPONSIBILITIES**

*As a student seeking credit for an internship experience, I agree to*

- obtain proper approval from my Faculty Internship supervisor or Coordinator in the academic department granting the credit;
- complete the Internship Learning Agreement and submit it to the Internship Coordinator in a timely fashion;
- perform to the best of my ability those tasks assigned by my Supervisor which are related to my learning objectives and to the responsibilities of this position;
- follow all the rules, regulations and normal requirements of the internship site;
- complete the academic requirements outlined in this ILA under the guidance of my faculty internship advisor;
- notify the Internship Coordinator and my faculty internship advisor of any changes I need to make in this agreement or of any problems that may develop during the on-the-job experience.

**Student Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**4. DEADLINES for SUBMISSION of INTERNSHIP LEARNING AGREEMENT (ILA) to DEPARTMENT OFFERING INTERNSHIP**

<b>Semester in which the internship is completed</b>	<b>Deadline to complete and submit the ILA</b>
Fall	Second Friday of the fall semester
Spring	Second Friday of the fall semester
Summer	Second Friday in June

**If you have any questions, please contact faculty or internship supervisor (number, email)**

## Appendix C: Sample Faculty Visitation Report

*Faculty supervisor: Please complete both pages of this form and give it to the Department Secretary after you have made the internship visit. We may use your assessment of the internship site and supervisor to advise future students.*

Student's Name \_\_\_\_\_

Internship Term Dates \_\_\_\_\_ to \_\_\_\_\_ Visitation Date \_\_\_\_\_ Time \_\_\_\_\_

Agency \_\_\_\_\_ Dept. \_\_\_\_\_

Address \_\_\_\_\_

Agency Telephone ( ) \_\_\_\_\_ Fax ( ) \_\_\_\_\_

Agency Supervisor (Name and Title) \_\_\_\_\_

Faculty Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Summary of Agency Supervisor Comments (Please include a description of the student intern's duties and activities, strengths and need for improvement of the student intern and other comments that may pertain to the internship program. Attach additional sheet for these and other comments if necessary.)

Summary of Student Comments (Please include student's description and assessment of what she/he has learned, description of responsibilities and comments about supervisor.)

Faculty Supervisor Comments on Student Work to Date (grade) \_\_\_\_\_

The student has been reminded of the need to complete internship paperwork in a timely fashion. \_\_\_\_\_

Comments:

**FACULTY VISITATION REPORT**

Date \_\_\_\_\_

Agency \_\_\_\_\_ Dept . \_\_\_\_\_

Address \_\_\_\_\_

Agency Telephone (\_\_\_\_) \_\_\_\_\_

Agency Supervisor (Name and Title) \_\_\_\_\_

**Faculty Supervisor Comments regarding internship site and supervisor**

(Please indicate whether you feel this internship site offers a good internship opportunity and give reasons for your opinion. Also, please give your opinion of the effectiveness, knowledge and helpfulness of the internship site supervisor.)

**Signature of Faculty Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

## Appendix D: Sample Student Assessment of Internship

Student Name \_\_\_\_\_ Date \_\_\_\_\_  
 Organization \_\_\_\_\_ Term/Year \_\_\_\_\_  
 Location \_\_\_\_\_ Supervisor \_\_\_\_\_

**To the Student:** The purpose of the Student Assessment of Internship is to provide the site supervisor and internship or faculty supervisor substantive feedback regarding the student perception of the overall quality and value of the internship experience. This evaluation focuses on the adequacy of the internship site, the quality of the work and learning environment created by the site supervisor and/or co-workers, and the overall value you believe the internship provided for your professional development and learning.

*Please respond to the following questions regarding your internship experience and site.  
 Please be objective and candid in your assessment.*

**Please rate the following aspects of your internship experience, checking the appropriate box based on this scale:**

- 5 - Exceptional**
- 4 - Strong/Good**
- 3 - Average/Adequate**
- 2 - Needs Improvement**
- 1 - Not satisfactory**
- 0 - NA (Not applicable in this internship experience)**

<b>A. INTERNSHIP SITE</b>		<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improvement</i>	<i>Not Satisfactory</i>	<i>NA</i>
1.	The physical environment was clean.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
2.	The physical environment was safe.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
3.	An orientation to the job and organization was provided.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
4.	Necessary training was provided.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
5.	Adequate resources were available to accomplish projects.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
6.	Co-workers were accepting and helpful.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>

<b>B. SUPERVISOR and CO-WORKERS</b>		<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improvement</i>	<i>Not Satisfactory</i>	<i>NA</i>
7.	Provided a clear job description	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
8.	Seemed to value my contributions and opinions	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
9.	Were respectful of differences in myself and others	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
10.	Provided regular constructive feedback on my progress	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
11.	Made the internship a learning experience for me	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
12.	Assigned me levels of responsibility consistent with my abilities	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
13.	Were supportive and helpful in arranging mutually agreed-upon work schedule	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>

	<b>C. LEARNING EXPERIENCE</b>	<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improvement</i>	<i>Not Satisfactory</i>	<i>NA</i>
14.	The internship provided work experience related to my academic discipline and/or career goals.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
15.	The work assigned was meaningful and educational.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
16.	Opportunities were provided to develop my communication skills.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
17.	Opportunities were provided to develop my interpersonal skills.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
18.	Opportunities were provided to develop my creativity.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
19.	Opportunities were provided to develop my problem-solving abilities.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
20.	Opportunities were provided to help me learn teamwork.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
21.	Opportunities were provided that help me better understand organizational structure and behavior.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
22.	Opportunities were provided that help me understand customs, practices, and behavior in this field.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>
23.	This experience has provided me a realistic perspective of my probable workplace.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>

**Feel free to explain any of your responses to the above criteria here. (Attach additional sheet if necessary.)**

	<b>D. OVERALL ASSESSMENT</b>	<b>Yes</b>	<b>Maybe</b>	<b>No</b>
24.	Would you work for this supervisor again?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	Would you work for this organization again?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	Would you recommend this organization to other students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>E. OVERALL RATING OF THIS INTERNSHIP</b>	<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improvement</i>	<i>Not Satisfactory</i>
	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

**Please attach an additional sheet to describe your perception of the overall quality and value of this internship experience.**

# Appendix E: Sample Site Supervisor Internship Assessment Form

**Midterm Assessment**  **Final Assessment**

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_ **Organization** \_\_\_\_\_

The purpose of the Site Supervisor Intern Assessment is to provide the intern and the faculty or internship supervisor substantive feedback regarding the student's performance and growth in the internship experience. This evaluation focuses on both general and specific professional skills and competencies primarily in the areas of Cognitive Skills, Communication Skills, and Personal and Professional Characteristics. You are requested to be objective and candid in your assessment and to make your assessment a growth experience by discussing it with the intern.

**Based on your observations, interactions, and other feedback, please rate the degree to which the student intern exhibits each of the following work-related skills listed below by checking the appropriate box. Your assessment ratings should range from 5 (high) to 1 (low) as follows:**

- 5 - Exceptional (Always demonstrates this ability/consistently exceeds expectations)**
- 4 - Strong/Good (Frequently demonstrates this ability/occasionally exceeds expectations)**
- 3 - Average/Adequate (Typically demonstrates this ability/meets expectations)**
- 2 - Needs Improvement (Sometimes demonstrates this ability/sometimes meets expectations)**
- 1 - Not Satisfactory (Rarely demonstrates this ability/does not meet expectations)**
- 0 - NA (Not applicable or not observed in this internship experience)**

<b>COGNITIVE SKILLS</b>		<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improving</i>	<i>Not Satisfactory</i>	<i>N A</i>
<b>A. Learning Style</b>							
1.	Observes and/or pays attention to others	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
2.	Asks pertinent and purposeful questions	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
3.	Able to find and utilize appropriate resources	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
4.	Accepts responsibility for mistakes and learns from experiences	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
5.	Open to new challenges and experiences	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
<b>B. Creative Thinking &amp; Problem Solving Skills</b>							
6.	Seeks to comprehend and understand issues in their larger context	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
7.	Breaks down complex tasks or problems into manageable pieces	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
8.	Brainstorms or develops options and ideas	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
9.	Respects input and ideas from other sources and people	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
10.	Demonstrates an analytical capacity	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
<b>C. Application of Knowledge and Skills</b>							
11.	Shows understanding of industry customs and practices	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
12.	Acquires and evaluates information	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
13.	Interprets and communicates information	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
14.	Understands and complies with legal regulations	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
15.	Identifies, understands, and works with systems	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
16.	Monitors and corrects own performance	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
17.	Applies knowledge to the task or solution of the problem at hand	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
18.	Selects and uses appropriate technology	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
19.	Demonstrates computer literacy	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
20.	Manages multiple competing priorities at one time	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>

<b>COMMUNICATION SKILLS</b>		<i>Exceptional</i>	<i>Strong/Good</i>	<i>Average/Adequate</i>	<i>Needs Improving</i>	<i>Not Satisfactory</i>	<i>NA</i>
<b>D. Reading/Writing/Computation Skills</b>							
1.	Reads, comprehends and follows written materials	5 O	4 O	3 O	2 O	1 O	O
2.	Communicates ideas and concepts clearly and accurately in writing	5 O	4 O	3 O	2 O	1 O	O
3.	Works with mathematical procedures appropriate to the job	5 O	4 O	3 O	2 O	1 O	O
<b>E. Oral Communication/Listening Skills</b>							
4.	Listens to others in an active and attentive manner	5 O	4 O	3 O	2 O	1 O	O
5.	Comprehends and follows verbal instructions	5 O	4 O	3 O	2 O	1 O	O
6.	Participates in meetings or group settings effectively	5 O	4 O	3 O	2 O	1 O	O
7.	Communicates effectively & appropriately w/ clients, colleagues, & superiors	5 O	4 O	3 O	2 O	1 O	O
8.	Uses industry specific terminology appropriately	5 O	4 O	3 O	2 O	1 O	O
9.	Teaches or share useful knowledge and expertise with others	5 O	4 O	3 O	2 O	1 O	O
10.	Verbally express ideas accurately, clearly, and persuasively	5 O	4 O	3 O	2 O	1 O	O
<b>PERSONAL AND PROFESSIONAL SKILLS</b>							
<b>F. Personal Characteristics</b>							
1.	Seeks to understand personal strengths and weaknesses	5 O	4 O	3 O	2 O	1 O	O
2.	Exhibits self-motivated approach to work	5 O	4 O	3 O	2 O	1 O	O
3.	Demonstrates ability to set appropriate priorities and goals	5 O	4 O	3 O	2 O	1 O	O
4.	Exhibits professional behavior and attitude	5 O	4 O	3 O	2 O	1 O	O
5.	Works independently with minimal supervision	5 O	4 O	3 O	2 O	1 O	O
6.	Self-motivated but seeks supervisor guidance when appropriate	5 O	4 O	3 O	2 O	1 O	O
<b>G. Interpersonal &amp; Teamwork Skills</b>							
7.	Relates to co-workers effectively	5 O	4 O	3 O	2 O	1 O	O
8.	Manages and resolves conflict in an effective manner	5 O	4 O	3 O	2 O	1 O	O
9.	Supports and contributes to a team atmosphere	5 O	4 O	3 O	2 O	1 O	O
10.	Participates and accepts responsibilities as a member of a team	5 O	4 O	3 O	2 O	1 O	O
11.	Controls emotions in a manner appropriate for work	5 O	4 O	3 O	2 O	1 O	O
<b>H. Organizational Effectiveness Skills</b>							
12.	Seeks to understand and support the organization's mission/goals	5 O	4 O	3 O	2 O	1 O	O
13.	Works within the norms and expectations of the organization	5 O	4 O	3 O	2 O	1 O	O
14.	Works within appropriate authority and decision-making channels	5 O	4 O	3 O	2 O	1 O	O
15.	Interacts effectively and appropriately with supervisor	5 O	4 O	3 O	2 O	1 O	O
16.	Plans and allocates time effectively	5 O	4 O	3 O	2 O	1 O	O
17.	Exercises leadership behaviors	5 O	4 O	3 O	2 O	1 O	O
18.	Works well in cross-cultural or multi-cultural settings and projects	5 O	4 O	3 O	2 O	1 O	O
19.	Demonstrates ethical behavior	5 O	4 O	3 O	2 O	1 O	O
<b>I. Work Ethic, Values, Habits &amp; Style</b>							
20.	Dress and appearance are appropriate for position and setting	5 O	4 O	3 O	2 O	1 O	O
21.	Reports to work as scheduled	5 O	4 O	3 O	2 O	1 O	O
22.	Is prompt in showing up to work and meetings	5 O	4 O	3 O	2 O	1 O	O
23.	Accepts constructive criticism and advice	5 O	4 O	3 O	2 O	1 O	O
<b>J. Character Attributes</b>							
24.	Brings a sense of values and integrity to the job	5 O	4 O	3 O	2 O	1 O	O
25.	Seeks to serve others even at the risk of personal inconvenience	5 O	4 O	3 O	2 O	1 O	O
26.	Respects the privacy of others	5 O	4 O	3 O	2 O	1 O	O
27.	Maintains confidentiality with sensitive information and situations	5 O	4 O	3 O	2 O	1 O	O
28.	Accepts constructive criticism and advice	5 O	4 O	3 O	2 O	1 O	O
29.	Behaves in an ethical manner	5 O	4 O	3 O	2 O	1 O	O
30.	Respects the (religious/cultural/ethnic) diversity of co-workers	5 O	4 O	3 O	2 O	1 O	O

**PROFESSION OR CAREER-SKILLS COMPETENCIES**

Please list below any skills or competencies you feel are important to the profession or career area represented by your organization that have not been previously listed in this evaluation. For each of these skills please evaluate the intern accordingly.

- 5 - Exceptional (Always demonstrates this ability/consistently exceeds expectations)
- 4 - Strong/Good (Frequently demonstrates this ability/occasionally exceeds expectations)
- 3 - Average/Adequate (Typically demonstrates this ability/meets expectations)
- 2 - Needs Improvement (Sometimes demonstrates this ability/sometimes meets expectations)
- 1 - Not Satisfactory (Rarely demonstrates this ability/does not meet expectations)

**K: Skills Specific To The Discipline, Profession, or Industry**

	Rating
31.	
32.	
33.	
34.	

**L. Overall Assessment**

L. Overall Assessment		Yes	Maybe	No
35.	Would you supervise this intern again?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36.	Would your organization host this intern again?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.	Would you recommend this student to other organizations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feel free to explain any of your responses to the above Overall Assessment questions. (Please use additional sheet if necessary.)

M. Overall Performance of This Intern	<i>Exceptional</i>	<i>Strong/Good</i>	<i>Average/Adequate</i>	<i>Needs Improving</i>	<i>Not Satisfactory</i>
	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

N. \_\_\_\_\_ I have \_\_\_\_\_ I have not discussed this assessment with the intern. (Please check one)

Evaluator's Name (Type or Print) \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Title/Position \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail \_\_\_\_\_

Mailing Address \_\_\_\_\_



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Elizabeth Gaudino-Goering, Ph.D., Chair, College Wide Student Activities Committee Evangeline Manjares, Ph.D., Dean - Veterans Services / Applied Learning Center
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a <b>descriptive narrative</b> regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities. NCC is currently in the process of identifying all of the applied learning activities that are offered. Once we have completed this inventory, we will be able to designate special sections of courses as having an applied learning component. This will be</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/15/2016
	done by adding a special course identifier through the Banner system. As future applied learning opportunities are developed and approved through the College Wide Curriculum Committee, those new courses will also carry a special designation in the Banner system.
<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>Courses with applied learning requirements will be identified in Banner so that students will know that this is a required part of a course when they register for it.</p>
<b>Question 3</b>	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>The Office for Institutional Effectiveness and Research maintains records on persistence, retention and graduation rates for all students who attend NCC either full or part-time. At the moment, we are able to track students who graduate from programs that <u>require</u> applied learning experiences. We have several programs that offer options for internships or field work. A special data query can be designed to track persistence, retention and graduation rates for students who take part in these experiences as compared to those who do not.</p> <p>Some of the programs at NCC that have applied learning components have follow-up surveys with their students and local employers to learn more about the long-term outcomes for these students. While response rates on these surveys have been low, this effort will be expanded over the coming years to track more students who have applied learning experiences.</p>

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



The State University of New York

## SUNY Applied Learning Campus Plan Campus Applied Learning Plan Part III

### Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Elizabeth Gaudino-Goering, Ph.D., Chair, College Wide Student Activities Committee Evangeline Manjares, Ph.D., Dean - Veterans Services / Applied Learning Center
<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><u>Oversight:</u> Currently, all applied learning that takes place at Nassau Community</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/13/2016
	<p>College occurs within the context of a course or program as an internship or field experience. Faculty members are required to ensure that students have the appropriate knowledge, skills, and dispositions prior to engaging in an applied learning experience. Once a student demonstrates readiness to engage in applied learning, faculty members either directly supervise students or students are placed under the direct supervision of approved professionals in the field. The oversight for Service-Learning activities has not been formalized at this point. Faculty members take it upon themselves to ensure that the students are trained and supervised before engaging in a service-learning project. In the coming year, we will be asking our College Wide Curriculum Committee of the Academic Senate to consider adopting standards for Service Learning that are similar to our internships and field experiences. A more detailed description of requirements for oversight can be found in <b>APPENDIX A: GUIDE TO INTERNSHIPS AT NCC.</b></p> <p><u>Assessment:</u> Students are assessed using a combination of techniques. Direct observation of student behavior ensures that students are interacting with the public or with patients (in a clinical setting) in a manner that is professional, courteous, and upholds the standards of the discipline. Assessment includes behavioral rating charts based on direct observation, student reflections or demonstrations and feedback from supervisors. Students are required to provide reflections after the experience in which they demonstrate their understanding of how the experience ties into the course or program learning goals. Here they are also encouraged to provide feedback about the applied learning experience so that faculty members can work to continuously improve the quality of the experience. Examples of applied learning assessment tools can be found in <b>APPENDIX A: GUIDE TO INTERNSHIPS AT NCC.</b></p> <p><u>Process for approving new or customized applied learning experiences:</u> New internships and field experiences are approved via the College-Wide Curriculum Committee of the Academic Senate. All new credit-bearing courses and all changes to currently approved courses undergo a rigorous review by our faculty senate to ensure that courses meet the standards for applied learning as well as other requirements of the institution. At this time, NCC does not have a process in place for approving new or customized applied learning experiences that are extra-curricular, nor do we have a process in place for approving service-learning experiences that occur within a course. Thus, NCC does not officially recognize applied learning experiences unless they occur within the context of an internship, clinical experience, field work, or co-operative agreement. In the next academic year, the CWCC will be asked to consider how they will approve service-learning and extra-curricular applied learning experiences.</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/13/2016
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>For applied learning experiences that occur within the Nursing and Allied Health programs, faculty members undergo an orientation program to ensure that they develop the professional skills required to supervise students in a clinical setting. Beyond the clinical placements, each department has a Personnel and Budget (P &amp; B) committee - a group of faculty members who are elected by their peers. This committee conducts annual observations of teaching effectiveness and clinical expertise. Faculty members receive direct feedback on these observations, both verbally and in writing, and are provided with additional training and professional development if that is deemed necessary by the P &amp; B committee. Faculty members are also provided with small stipends to compensate the cost of travel and professional conference fees if they choose to avail themselves of these opportunities for professional development.</p> <p>For applied learning experiences within the realm of <i>SUNY Serves</i>, NCC has been a member of the Long Island Higher Education Service Learning Civic Engagement Council since its inception, 6 years ago. Since 2010, we have been hosting annual workshops to help faculty members from NCC and other local colleges and universities learn about developing service-learning experiences and integrate them into their curriculum. Faculty members in all programs, including health-related fields, who are committed to using high-impact learning experiences come to these conferences to hone their professional skills.</p> <p>NCC provides no compensation to faculty members for developing or supervising applied learning experiences. One road block to expanding our applied learning offerings is that faculty members are not compensated for the extra time required to create applied learning experiences or to adequately supervise students who are engaged in this work.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>The Service learning workshops that are held annually provide professional development opportunities for faculty who wish to pursue applied learning. Our College Wide Curriculum Committee developed a manual, "Academic Service-Learning at NCC," that describes the steps faculty members should take to develop their activities. This manual also includes a list of community agencies who have agreed to partner with NCC to provide students with service-learning activities. This manual is currently in the process of being updated and we are considering partnering with "Pleasantville," a website that maintains a list of community events and projects that faculty members can use to identify service learning opportunities</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/13/2016
	<p>and track their students' participation in service-learning. Faculty members can also contact Long Island Volunteer Center to help them find appropriate activities to link to their curriculum.</p> <p>In much of the college, when faculty members chose to develop an applied learning activity, this modification to course curriculum is approved within their department. Going forward, as we develop our Applied Learning program, a more formal college-wide mechanism may be utilized. For example, proposed applied learning activities may be reviewed by the College Wide Curriculum Committee of the Academic Senate. The Curriculum Committee could ensure that the activity upholds the SUNY standards of applied learning.</p> <p>At this time, applied learning is promoted, monitored and developed through a collaboration between the Dean of Applied Learning and Veterans Affairs and the Student Activities committee of the Academic Senate. In the 2016-2017 academic year, the Academic Senate will consider how to address applied learning through shared governance in order to develop the necessary systems to grow applied learning at NCC.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Faculty who are engaged in applied learning are highlighted in NCC's bi-annual newsletter <i>Teach, Serve and Learn</i>. This acknowledgement is noted in a faculty member's application for tenure and promotion. As with all other faculty activities that extend beyond the traditional classroom, faculty members who show this level of commitment to student learning can add this to their applications for advancement in promotion and tenure. Faculty members should be given reassigned time and they should have smaller class sizes to compensate for the additional time required to create and supervise these applied learning experiences, however applied learning is not currently supported in this way.</p>

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



The State University  
of New York

SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/14/2016
<b>Narrative Compiled by:</b>	Elizabeth Gaudino-Goering, Ph.D., Chair, College Wide Student Activities Committee Evangeline Manjares, Ph.D., Dean - Veterans Services / Applied Learning Center
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an "Article VII" bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>Students are guided to applied learning activities by their professors. In clinical programs such as the Nursing and Allied Health Programs, this is a mandatory part of their course work. As the Applied Learning Program takes shape, sections of courses that meet the standards for applied learning can be designated in the course catalogue and in Banner so that students can easily find these opportunities. At this time NCC does not have a formal mechanism for helping students develop customized student-initiated activity.</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/14/2016
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>As our Applied Learning program is developed, our orientation program and academic advisement, both of which are administered through our Student and Personnel Services department, can make these opportunities known to students.</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>Students are asked for feedback about their applied learning activities as part of their course reflection and assessment. Faculty members strive for continuous improvement in their skills and in the learning experiences for their students. They are encouraged to reflect on student feedback as part of their annual assessment of student learning. Programs and courses vary in their methods for formally incorporating student feedback into their assessment of student learning.</p> <p>The formal mechanism for addressing grievances begins with direct communication between students and their faculty member or applied learning supervisor. Students are encouraged to speak directly to faculty members to address their concerns. When a grievance is not resolved to the student's satisfaction, he or she can go directly to the department chairperson or the dean for their program to discuss their concerns. The department chair is then obligated to work with the student and the faculty member to resolve the issue. If the situation warrants, a complaint can be filed with the area dean and appropriate disciplinary action would then be taken in accord with the law and NCC unions' collective bargaining agreements. That being said, the NCC Administration maintains an open-door policy with respect to student grievances. Students are always welcome to address their concerns to any person who is in the chain of the grievance process. Nassau Community College's (NCC) highest priority is the safety and security of its employees, students, visitors, contractors, and members of the neighboring community. To proactively address the potential for workplace violence, NCC developed a Workplace Violence Prevention Program (WVPP) and adopted a "zero tolerance" policy towards any act of, or threats of, workplace violence. NCC's fully investigates all claims of sexual harassment, violence, and all forms of discrimination and ensures that students are treated with dignity and respect at all phases of the grievance process.</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	4/14/2016
<b>Question 4</b>	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>Students' reflections and course evaluations assist faculty in identifying areas for improvement for applied learning experiences. Faculty members are encouraged to reflect on these assessments and report on them in their annual assessments of student learning. In terms of developing new applied learning activities, a plan will need to be developed with input from faculty members and administrators. Students are members of the Student Activities committee and provide valuable input. Students are also represented on the CWCC committee and are Senators on the Academic Senate. Thus, the mechanism for student input is already in place.</p>

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

**APPENDIX A**

**APPLIED LEARNING  
NASSAU COMMUNITY COLLEGE  
ONE EDUCATION DRIVE  
GARDEN CITY, NY 11530**

# **Applied Learning Committee**

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## Introduction

On May 6<sup>th</sup> 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. SUNY's goal is to make Applied Learning experiences available to all students because of the added value it brings to higher education . Applied learning has been recognized as a "high-impact practice," particularly for disadvantaged students and those at high risk for becoming disengaged with college (Heinrich, et al., 2015, Kuh, 2008). Research has shown that AL can contribute to enhanced cognitive abilities for college and adult learners, and that it increases student engagement and retention.

### Criteria for Applied Learning Activities (SUNY, 2015)

#### **Definition:**

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course. All manner of experiences including high-impact practices and traditional applied learning education can be considered approved applied learning activities if, and only if, they meet the criteria listed. When applied learning is embedded in a course, these criteria refer to the activity rather than the course as a whole. Regardless of the activity, both the experience and the learning are fundamental.

#### **The Activity is Structured, Intentional and Authentic**

All parties must be clear from the outset why this specific experience was chosen as the approach to the learning, and intentional about defining the knowledge that should result from it. The activity needs to be a structured experience with a formal process, which includes a course syllabus or learning contract between parties (students, faculty, and other supervisors as appropriate) and/or defined assessable learning outcomes. Roles and responsibilities must be clearly defined. Faculty and site supervisors (as appropriate) are expected to take the lead in ensuring both the quality of the learning experience and of the work produced. The applied learning activity should have hands-on and/or real world context and should be designed in concert with those who will be affected by or use it, or in response to a real situation.

#### **The Activity Requires Preparation, Orientation and Training**

Participants and mentors must ensure that students enter the experience with sufficient background and foundational education, as well as a plan to support a successful outcome. The training and plan should include learning expectations and be referred to (and potentially updated) on an ongoing basis by all parties.

### **The Activity Must Include Monitoring and Continuous Improvement**

Applied learning activities are dynamic. Therefore all facilitators in the activity share responsibility for ensuring that the experience, as it is in process, continues to provide a rich learning environment and is meeting learning outcomes. Activities include a defined and flexible method for feedback related to learning outcomes and quality performance for all parties.

### **The Activity Requires Structured Reflection and Acknowledgment**

There must be a structured opportunity for students to self-assess, analyze, and examine constructs/skills/insights from their experience and to evaluate the outcomes. Reflection should demonstrate the relevance of the experience to student learning, including the student's articulation of how the experience draws on and improves this learning and meets defined objectives. Post-experience learning should include a formal debriefing. All facilitators and students engaged in the experience should be included in the recognition of progress and accomplishment.

### **The Activity Must be Assessed and Evaluated**

Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Students must receive appropriate and timely feedback from all facilitators. A sample of a general rubric that can be used to assess applied learning experiences is provided at the end of this Guide.

## Applied learning opportunities at NCC include:



- Cooperative Education
- Co-op & Clinical Placements
- Internships
- Practicum



- Service-learning
- Community service
- Civic Engagement



- Research
- Entrepreneurship
- Field Study
- Experiences Abroad
- Creative Works

## Applied Learning Common Definitions

This document contains the current working definition of Applied Learning as defined by the SUNY Applied Learning Steering Committee, as well as a list of common definitions that are flexible enough to be used system-wide and can encompass the more specific institutional definitions and approaches used by SUNY campuses. The definitions are intended to facilitate use with SIRIS (SUNY Institutional Research Information System) to provide ease of identifying course-related applied learning activities; they are not intended to holistically describe all approved applied/experiential approaches. This document should only be used in conjunction with the SUNY Criteria for Approved Experiential and Applied Learning Activities.

### **Definition of Applied Learning:**

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course.

### **SIRIS Data Dictionary Definitions of Applied Learning Experiences:**

**Cooperative Education:** An applied learning experience that alternates classroom learning and productive paid work experiences in a field related to a student's academic and career goals. Co-ops are formal partnerships between an educational institution, an employer, and one or more students, and typically provide meaningful work experiences for students. Co-ops are off-campus and full time or part time.

**Internship—Credit Bearing/non-credit:** Applied learning experiences for which a student may earn academic credit in an agreed-upon, short-term, supervised workplace activity, which may be related to a student's major field or area of interest. The work can be full or part time, on or off campus, paid or unpaid. Some institutions offer both credit and non-credit bearing internships. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings. This definition does not include internships that are required components of a registered program leading to NYS licensure or certification (e.g., teacher preparation, social work, dental hygiene). An internship is distinct from community service or service learning.

**Clinical Placement:** Students rotate through a variety of health care agencies with faculty supervision focusing on the health care field process, with individual patients or groups reflecting diverse settings, across the lifespan. Emphasis is on mastering theoretical concepts, improving skill competency, and developing clinical reasoning skills with a focus on evidence-based practice..

**Practicum:** A period of practical experience undertaken in academic, professional or community settings/agencies/organizations as part of an academic course. This approach is grounded in application and practice of theoretical/technical concepts/skills and cultural competency relevant to the course or to a profession.

**Service-Learning:** An educational strategy that integrates meaningful community service with learning objectives (curricular or co-curricular) and reflection to enrich the learning experience and strengthen communities.

**Community Service:** Volunteerism and community service performed by students for community benefit. This service can be, but is not necessarily integrated with a particular program of study. This may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism, which is acknowledged by the campus.

**Civic Engagement:** A teaching and learning focus on educating students as global citizens. Classes or programs include meaningful civic education and activities for social good. Classes and projects have components of reflection and engagement.

**Creative Works:** A capstone, senior project, performance, or other creative work that occurs as a culminating experience for a student in an accredited class or program

**Research:** Mentored, self-directed work that enables students to make an original, intellectual or creative contribution to the discipline by exploring an issue of interest to them and communicating the results to others.

**Undergraduate Research:** An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. <http://www.cur.org/>

**Entrepreneurship (program, class, project):** Students in an entrepreneurship program develop a broad-based entrepreneurial skill relevant to any organization – start-up, established, and for and not-for-profit agency, organization, community or industry. Entrepreneurship involves consistently thinking and acting in ways designed to uncover new opportunities that are then applied to provide value.

**Field Study:** Collection of information outside of an experimental or lab setting. This type of data collection is most often conducted in natural settings or environments and can be designed in a variety of ways for various disciplines. May be mentored, self-directed work, or comprise a full course. The projects include inquiry, design, investigation, discovery and application.

**International and Domestic Travel/Exchange:** An instructional program delivered in either an overseas location or domestic location. Often the program is delivered as a semester-long or intercession sequence of courses, the content of which is enhanced by the location of instruction, by distinctive historic or cultural features available in the location, or by a unique approach to the subject matter that is specific to the locale. Exchanges are often conducted by individual students traveling independently to a location that has been pre-approved by their home institution, and where they determine their specific course of study in collaboration with home and host institution faculty.

# The Guide to Internships at NCC

# GUIDE TO INTERNSHIPS AT NASSAU COMMUNITY COLLEGE

## THE INTERNSHIP PROGRAM

Internships discussed in this guide are defined as academic experiences for which a student earns academic credit in an agreed-upon, short-term, supervised work experience. Participation in this experience may be part-time or full-time, on or off campus, paid or unpaid. **Learning must be the central focus of all internships.**

This Guide identifies the major factors that must be considered for the successful design, implementation, supervision, and assessment of internships.

## INTERNSHIP TERMINOLOGY:

- ⇒ **Internship Site:** The internship site is the pre-approved organization or business providing the internship opportunity.
- ⇒ **Site Supervisor:** The site supervisor is the person directly responsible for overseeing the student's performance at the organization or business and for completing an evaluation of the student's performance and progress throughout the internship. The site supervisor works closely with the faculty/coordinator throughout the semester or length of the internship.
- ⇒ **Faculty/Coordinator:** The faculty/coordinator is the instructor of record and oversees the student throughout the semester or length of the internship. The faculty/coordinator awards a grade and credit for the completed internship based on the student's performance, input from the Site Supervisor, and completion of assignments/learning objectives.

## PART I: PLANNING:

### FACULTY ELIGIBILITY AND PREPARATION:

- The faculty/coordinator must be a member of the department from which the internship is offered and must be qualified to supervise the internship in the respective subject area (i.e. hold special licenses/credentials where applicable).

### SITE SELECTION:

An internship site will provide the student with practical experience in the student's area of academic interest. The site supervisor will provide mentoring and instruction to the student as part of the student's internship. **Faculty/Coordinator will ensure that all internship sites and site supervisors are suitable to the student's goals and to the department's academic criteria.**

There are several ways to locate acceptable internship sites:

1. Faculty may use professional contacts to solicit internships at appropriate sites.
2. Agencies may submit a proposal for review.
3. Students may seek internships through organizations already approved by the College as participating agencies.

### **STUDENT ELIGIBILITY AND PREPARATION:**

- Students must meet all institutional, departmental, and degree requirements.
- Students must have advanced standing as a matriculated student at NCC (e.g. second year status for students earning an Associate degree or second semester status for students earning a certificate).
- Specific course requirements, determined by the supervising academic department as well as by internship sites, may require students to have specific academic and professional skills.
- Students must be in good academic standing and have a minimum GPA of 2.0.
- Prior to registration, potential students must meet with the faculty/coordinator or department advisor to discuss the internship, eligibility, time requirements, expectations, regulations, and site options.
- Students must complete an Internship Learning Agreement Form (*Appendix B contains a sample Internship Learning Agreement*), which details the learning objectives that must be met and academic assignments, which must be completed before a final grade is given.

**Student preparation for internship participation should include the development of such materials as:**

- Cover letters
- Resumés
- Research to acquire advance knowledge of each internship site
- Statement of learning goals
- Statement of proposed internship duties
- Statement of career goals

### **THE INTERNSHIP LEARNING AGREEMENT:**

A learning agreement is an arrangement between the College and the field site to **identify the learning activities/objectives** that are part of the internship. A learning agreement must be completed between the faculty/coordinator and the site supervisor prior to commencement of the internship.

The learning agreement clarifies the roles and responsibilities of the internship site, the student intern, and the faculty/coordinator. (*Appendix B contains a sample Internship Learning Agreement*)

As with more traditional face-to-face methods of classroom instruction, the internship **learning outcomes must be designed, supervised, and evaluated by appropriate and qualified faculty in the discipline.** Faculty design of internship learning outcomes must include internship site selection, reporting of relevant activities during internship, and evaluation of student achievement. During the internship experience, both faculty/coordinator and site supervisor will monitor the internship activities. **Internship activities must be designed to help accomplish learning outcomes/objectives.**

The Internship Learning Agreement details the following elements:

- Necessary course registration information (e.g. course title and number, number of credit hours, name of faculty/coordinator, date and semester of participation)
- The required number of hours in the workplace
- A clear description of both the site requirements and the required academic components (e.g. log, journal, paper, oral presentation)
- **A clear description of the intended learning outcomes and activities**
- A clear description of the responsibilities of the faculty/coordinator, site supervisor, and the student
- Signatures of the appropriate parties, which must include a site supervisor and the appropriate faculty/coordinator. Students' signatures are also required on this form to indicate understanding and acceptance of the course requirements

### **Credit**

Because the academic institution awards the credit, it is important that the learning experiences meet State Education Department and SUNY guidelines for (A) time and (B) achievement of learning objectives.

#### **A: Time**

The New York State Education Department formula for calculating the minimum number of combined instructional (classroom) and internship hours required to award one college credit is as follows:

When work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one credit will be awarded for “**supervised**” field experience as follows:

A: Classroom instruction plus supervised field experience. The formula for this combination is: one 50 minute session of any approved course management system (e.g. Blackboard), face-to-face instruction or combination of the above for 15 weeks plus 30 clock hours of supervised field activity per credit.

B: Supervised field experience. A minimum of 45 clock hours of supervised field experience is required per each additional credit.

The necessary requirements for a 3 credit course are:

- one 50-minute session of any approved course management system (e.g. Blackboard), face-to-face instruction or combination of the above for 15 weeks plus 120 hours of “supervised” field experience

Formula:

*1 credit = one 50-minute session of any approved course-management system (e.g. Blackboard), face-to-face instruction or combination of the above for 15 weeks plus 30 hours of supervised field experience.*

*1 credit = a minimum of 45 clock hours of “supervised” field experience*

The number of hours must be sustained even if the academic calendar is modified as in a summer session.

### **B: Learning Objectives, Outcomes, and Activities**

In addition to the minimum amount of time required to earn an hour of credit, the *quality of the learning must be college level*. The instructor of record ensures that credit is awarded for demonstrated learning—not merely for experience.

Learning objectives for internships reflect discipline-specific goals at the departmental level. All departments that have internship programs must have learning objectives outcomes relating to communication, cognitive, and personal skills. (*Appendix A contains Sample Internship Learning Outcomes*)

## **PART II: IMPLEMENTATION**

### **Supervision**

Internships require a combined supervisory effort between the College and the internship site:

- A. Internship supervision is provided by appropriate faculty from the department that offers the internship.
- B. An appropriately qualified individual from the agency supervises the student placed at each site in consultation with the faculty/coordinator from the department. The site supervisor provides training and mentoring that will benefit the student and address learning outcomes.

## **Faculty/Coordinator-Student Communication during the Internship**

The Faculty/Coordinator must work with the student to find internship sites and site supervisors suitable to the student's goals and the sponsoring department's academic criteria. A learning agreement must be completed between the faculty/coordinator, site supervisor, and student prior to commencement of the internship.

The faculty/coordinator and student must maintain regular contact during the entire course of the internship to monitor student progress toward learning goals. Contact may be established through e-mail and other electronic communication, telephone, faculty-student meetings, site visits, and/or hard-copy communications. Required seminars or classroom meetings with interns may be considered in any of the following: prior to the commencement of the internship, during the course of the internship, or at the conclusion of the internship. While the frequency of contact may vary:

- reciprocal communication at least once per week is required.
- seminars or classroom meetings with students are required.
- at least one site visit is required where geographically feasible

*Even when the supervisor knows the site and client very well, on-site visits give the student the opportunity to speak with the faculty/coordinator about issues that may not have been addressed in classroom settings or in e-mail communications during the internship. On-site visits also allow the internship site supervisor to discuss the student's progress toward achieving learning outcomes and to understand the importance the academic institution places on supervised and mentored work experiences. **For those internship programs which select not to require on-site visits, justification must be documented for the sponsoring department and maintained by the department chairperson.***

A student assessment of internship experience must be obtained at midterm and at the conclusion of the internship.

*(Appendix C contains a sample Faculty Site Visitation form.  
Appendix S: Sample Student Assessment of Internship)*

## **Faculty/Coordinator-Site Supervisor Communication during the Internship:**

The Internship Learning Agreement Form is to be completed and signed prior to the student beginning the internship experience. Faculty/Coordinator and site supervisor must ensure that desired learning outcomes can be achieved in accordance with the original learning agreement and that academic standards are being maintained as the internship progresses.

Evaluation reports from the internship site supervisors are required at mid-term. This may require faculty/coordinator and site supervisor to meet to discuss whether mutually agreed upon learning objectives are being met. Communication must include student assessment forms at mid-term and at the conclusion of the internship.

Communication must include written reports from both the site supervisor and the student.

*(See Appendix C: Sample Faculty Visitation Report  
Appendix E: Sample Site Supervisor Internship Assessment Form)*

### **Site Supervisor-Student Communication during the Internship:**

The Internship Learning Agreement Form is to be completed and signed prior to the student beginning the internship experience.

The site-supervisor assists the student in developing human relations skills, decision-making skills, and office management skills. He/she is directly responsible for the student during the internship while on site.

In addition, the site supervisor is responsible for the connection between the work experience and the student's learning objectives. The site supervisor will:

- Maintain an open channel of communication with the student through regular meetings.
- Introduce the student to the organization and fellow employees and inform the student of any safety and "Right to Know Issues."
- Develop connections between the student's work experience and academic departmental goals.
- Provide student with opportunities for increasing responsibility directed to his/her learning objectives.

The student must complete all work in a professional manner. This includes, but is not limited to, dressing in an acceptable manner, doing all work in a timely and punctual fashion, observing all safety and confidentiality requirements of the company, and performing at the best level possible.

### **International Sites**

International internships involve the same policy decisions and academic rigor as domestic internships. All agencies and educational institutions involved in a student's international internship must reach clear understandings contained in written agreements regarding costs, internship supervision, and credit to be earned for the internship experience. Academic departments, the Office of International Education, academic advisement, and the Registrar are among those that can be especially helpful to ensure that proper internship registration has occurred and that credits or experience earned in an international experience can be applied to a student's graduation requirements at the home campus.

## **Grading Criteria**

The Faculty/Coordinator is responsible for evaluating student work and determining the grade. Grades are based on satisfactory completion of requirements and assignments and the degree to which the learning objectives stated in the learning agreement have been achieved. The requirements for completion of the internship may be a combination of such activities as an internship journal, paper, project, oral presentation, student statement of learning goals, learning outcomes, assessment by the site supervisor, assessment of learning experience, number of hours served, and other appropriate criteria.

In addition, because NCC awards the credit, it is required that the following documents be filed for each student: *(see Appendices)*

- A: Sample Internship Learning Outcomes
- B: Sample Internship Learning Agreement
- C: Sample Faculty Site Visitation Report Form
- D: Sample Student Assessment of Internship Form
- E: Sample Site Supervisor Internship Assessment Form

## **PART III: COURSE ASSESSMENT**

The department and faculty/coordinator must engage in regular or periodic assessment of the internship program according to the Department Assessment Plan (DAP) of the academic department to determine its effectiveness and to find ways to improve the program. Some sources of information for such assessment might include reports from the internship site supervisor, surveys of alumni, or job statistics for graduates, if available. *(Appendix E contains a sample Site Supervisor Assessment form).*

The student must submit regular reports during the internship that reveal the overall value of the internship experience, as well as more specific information about the site, faculty supervision, and accomplishment of learning outcomes. At the conclusion of the internship, the student must submit a comprehensive evaluation of the internship experience. *(Appendix D contains a sample Student Assessment of Internship form).*

All internship courses will be assessed according to the Department Assessment Plan (DAP) of each department.

# APPENDICES

- A. Sample Internship Learning Outcomes
- B. Sample Internship Learning Agreement
- C. Sample Faculty Site Visitation Report Form
- D. Sample Student Assessment of Internship Form
- E. Sample Site Supervisor Internship Assessment Form

## Appendix A: Sample Internship Learning Outcomes

The student must acquire skills in all three areas below over a period of time to demonstrate acquisition and retention of understandings and competencies. Acceptable acquisition of required skills may be shown by successful accomplishment of appropriate learning outcomes stated below and by other measures as identified and assessed by appropriate faculty.

### Learning Outcomes and Internship Course Requirements:

A) Required Academic Component

B) Demonstrate over a period of xxx (internship and field experience) contact hours the following:

- 1) All requirements in Part 1, Communication Skills
- 2) At least eight requirements from Part 2, Cognitive Skills
- 3) At least eight requirements in Part 3, Professional Skills

1. Communication Skills – please give examples of successful student accomplishment of *each* learning outcome in this category

#### Oral Communication

*Students will verbally express ideas clearly and persuasively with clients supervisors and colleagues and will participate effectively in discussion.*

#### Written Communication

*Students will express ideas clearly and persuasively in writing as evidenced by acceptable student accomplishment of two or more of the following:*

- Student daily logs
- Student/faculty email communication
- Student statement of learning goals
- Student statement of learning outcomes
- Student description/rating of internship duties and internship supervisor
- Student summary of hours served
- Student reports and papers

2. Cognitive Skills – please give examples of successful student accomplishment of *at least eight* of the learning outcomes in this category

Using industry-specific terminology appropriately  
Showing understanding of industry customs and practices  
Acquiring and evaluating information  
Organizing and maintaining information  
Interpreting information  
Applying knowledge to the task  
Understanding and complying with legal regulations  
Serving clients and customers  
Negotiating and arriving at a decision  
Working with diversity  
Identifying, understanding and working with systems  
Improving and designing systems  
Working in cross-cultural and/or multi-national systems and projects  
Monitoring and correcting performance  
Selecting technology  
Using computers/technology to process information  
Maintaining and troubleshooting technology

3. Professional Skills - please give examples of successful student accomplishment of *at least eight* learning outcomes in this category

Exercising leadership  
Behaving professionally  
Behaving ethically  
Listening effectively  
Dressing appropriately  
Addressing colleagues and superiors appropriately  
Allocating time effectively  
Teaching others  
Adapting effectively to changing conditions  
Participating as a member of a team  
Developing appropriate workplace attitudes  
Understanding and managing personal behavior and attitudes  
Developing individual responsibility

## Appendix B: Sample Internship Learning Agreement

### INTERNSHIP LEARNING AGREEMENT (ILA)

*(This 4-section SAMPLE form may be used in its entirety or as separate components)*

**Please return this form to: (name) (fax) (e-mail) prior to start of student's internship.**

1. **INTERNSHIP SITE SUPERVISOR** (This section must be completed and signed by the Site Supervisor or appropriate Site Representative):

Site Supervisor Name \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Title/Dept. \_\_\_\_\_ Email \_\_\_\_\_

Fax (\_\_\_\_) \_\_\_\_\_ Company Name \_\_\_\_\_

Address \_\_\_\_\_

#### SITE SUPERVISOR RESPONSIBILITIES

*Our academic institution greatly appreciates your participation in our internship program. Your role is integral to the student's internship experience and success.*

*As a site supervisor for this internship, I agree to*

- clearly discuss the requirements of the internship with the student intern;
- work with the student to complete on-site goals, duties and learning objectives;
- provide ongoing supervision and feedback to the student on his/her performance;
- talk with the Faculty Internship Supervisor and/or meet with him/her during a site visit;
- complete an evaluation of the student's performance and attitude.

**Site Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Internship Description and List of Duties (Please include at least six specific intern duties or indicate approval of duties already listed below.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Please add additional duties as appropriate:

### 3. STUDENT INTERN

Name \_\_\_\_\_ Major \_\_\_\_\_

Phone ( \_\_\_\_\_ ) Cell Phone ( \_\_\_\_\_ )

Email \_\_\_\_\_ Term/year in which you are seeking credit: \_\_\_\_\_

#### Important Reminders:

1. The Faculty Internship Advisor or the faculty member designated to approve internships in the department from which you are seeking credit is the ONLY person who can give initial approval of an internship for academic credit.
2. To ensure proper internship credit, the ILA MUST be completed and signed by the Student, Site Supervisor and Faculty Internship Advisor, and then returned to the secretary of the Department granting credit.
3. The registrar will drop you from the internship class if this form is not completed and returned to the appropriate academic department by the posted deadlines, listed below.

#### (Sample) Prerequisites

- grade point average of at least 2.0
- advanced standing as a matriculated student in the college, including a minimum number of earned credits at the home campus
- passing grade on the College Writing Exam

### STUDENT INTERN RESPONSIBILITIES

*As a student seeking credit for an internship experience, I agree to*

- obtain proper approval from my Faculty Internship supervisor or Coordinator in the academic department granting the credit;
- complete the Internship Learning Agreement and submit it to the Internship Coordinator in a timely fashion;
- perform to the best of my ability those tasks assigned by my Supervisor which are related to my learning objectives and to the responsibilities of this position;
- follow all the rules, regulations and normal requirements of the internship site;
- complete the academic requirements outlined in this ILA under the guidance of my faculty internship advisor;
- notify the Internship Coordinator and my faculty internship advisor of any changes I need to make in this agreement or of any problems that may develop during the on-the-job experience.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

4. **DEADLINES for SUBMISSION of INTERNSHIP LEARNING AGREEMENT (ILA) to DEPARTMENT OFFERING INTERNSHIP**

<b>Semester in which the internship is completed</b>	<b>Deadline to complete and submit the ILA</b>
Fall	Second Friday of the fall semester
Spring	Second Friday of the fall semester
Summer	Second Friday in June

**If you have any questions, please contact faculty or internship supervisor (number, email)**

## Appendix C: Sample Faculty Visitation Report

*Faculty supervisor: Please complete both pages of this form and give it to the Department Secretary after you have made the internship visit. We may use your assessment of the internship site and supervisor to advise future students.*

Student's Name \_\_\_\_\_

Internship Term Dates \_\_\_\_\_ to \_\_\_\_\_ Visitation Date \_\_\_\_\_ Time \_\_\_\_\_

Agency \_\_\_\_\_ Dept. \_\_\_\_\_

Address \_\_\_\_\_

Agency Telephone ( ) \_\_\_\_\_ Fax ( ) \_\_\_\_\_

Agency Supervisor (Name and Title) \_\_\_\_\_

Faculty Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Summary of Agency Supervisor Comments (Please include a description of the student intern's duties and activities, strengths and need for improvement of the student intern and other comments that may pertain to the internship program. Attach additional sheet for these and other comments if necessary.)

Summary of Student Comments (Please include student's description and assessment of what she/he has learned, description of responsibilities and comments about supervisor.)

Faculty Supervisor Comments on Student Work to Date (grade) \_\_\_\_\_  
The student has been reminded of the need to complete internship paperwork in a timely fashion. \_\_\_\_\_

Comments:

**FACULTY VISITATION REPORT**

Date \_\_\_\_\_

Agency \_\_\_\_\_ Dept . \_\_\_\_\_

Address \_\_\_\_\_

Agency Telephone ( \_\_\_\_ ) \_\_\_\_\_

Agency Supervisor (Name and Title) \_\_\_\_\_

Faculty Supervisor Comments regarding internship site and supervisor

(Please indicate whether you feel this internship site offers a good internship opportunity and give reasons for your opinion. Also, please give your opinion of the effectiveness, knowledge and helpfulness of the internship site supervisor.)

Signature of Faculty Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## Appendix D: Sample Student Assessment of Internship

Student Name \_\_\_\_\_ Date \_\_\_\_\_  
 Organization \_\_\_\_\_ Term/Year \_\_\_\_\_  
 Location \_\_\_\_\_ Supervisor \_\_\_\_\_

**To the Student:** The purpose of the Student Assessment of Internship is to provide the site supervisor and internship or faculty supervisor substantive feedback regarding the student perception of the overall quality and value of the internship experience. This evaluation focuses on the adequacy of the internship site, the quality of the work and learning environment created by the site supervisor and/or co-workers, and the overall value you believe the internship provided for your professional development and learning.

*Please respond to the following questions regarding your internship experience and site.  
 Please be objective and candid in your assessment.*

**Please rate the following aspects of your internship experience, checking the appropriate box based on this scale:**

- 5 - Exceptional**
- 4 - Strong/Good**
- 3 - Average/Adequate**
- 2 - Needs Improvement**
- 1 - Not satisfactory**
- 0 - NA (Not applicable in this internship experience)**

<b>A. INTERNSHIP SITE</b>		<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improvement</i>	<i>Not Satisfactory</i>	<i>NA</i>
1.	The physical environment was clean.	5 ○	4 ○	3 ○	2 ○	1 ○	○
2.	The physical environment was safe.	5 ○	4 ○	3 ○	2 ○	1 ○	○
3.	An orientation to the job and organization was provided.	5 ○	4 ○	3 ○	2 ○	1 ○	○
4.	Necessary training was provided.	5 ○	4 ○	3 ○	2 ○	1 ○	○
5.	Adequate resources were available to accomplish projects.	5 ○	4 ○	3 ○	2 ○	1 ○	○
6.	Co-workers were accepting and helpful.	5 ○	4 ○	3 ○	2 ○	1 ○	○

<b>B. SUPERVISOR and CO-WORKERS</b>		<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improvement</i>	<i>Not Satisfactory</i>	<i>NA</i>
7.	Provided a clear job description	5 ○	4 ○	3 ○	2 ○	1 ○	○
8.	Seemed to value my contributions and opinions	5 ○	4 ○	3 ○	2 ○	1 ○	○
9.	Were respectful of differences in myself and others	5 ○	4 ○	3 ○	2 ○	1 ○	○
10.	Provided regular constructive feedback on my progress	5 ○	4 ○	3 ○	2 ○	1 ○	○
11.	Made the internship a learning experience for me	5 ○	4 ○	3 ○	2 ○	1 ○	○
12.	Assigned me levels of responsibility consistent with my abilities	5 ○	4 ○	3 ○	2 ○	1 ○	○
13.	Were supportive and helpful in arranging mutually agreed-upon work schedule	5 ○	4 ○	3 ○	2 ○	1 ○	○

	<b>C. LEARNING EXPERIENCE</b>	<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improvement</i>	<i>Not Satisfactory</i>	<i>NA</i>
14.	The internship provided work experience related to my academic discipline and/or career goals.	5 ○	4 ○	3 ○	2 ○	1 ○	○
15.	The work assigned was meaningful and educational.	5 ○	4 ○	3 ○	2 ○	1 ○	○
16.	Opportunities were provided to develop my communication skills.	5 ○	4 ○	3 ○	2 ○	1 ○	○
17.	Opportunities were provided to develop my interpersonal skills.	5 ○	4 ○	3 ○	2 ○	1 ○	○
18.	Opportunities were provided to develop my creativity.	5 ○	4 ○	3 ○	2 ○	1 ○	○
19.	Opportunities were provided to develop my problem-solving abilities.	5 ○	4 ○	3 ○	2 ○	1 ○	○
20.	Opportunities were provided to help me learn teamwork.	5 ○	4 ○	3 ○	2 ○	1 ○	○
21.	Opportunities were provided that help me better understand organizational structure and behavior.	5 ○	4 ○	3 ○	2 ○	1 ○	○
22.	Opportunities were provided that help me understand customs, practices, and behavior in this field.	5 ○	4 ○	3 ○	2 ○	1 ○	○
23.	This experience has provided me a realistic perspective of my probable workplace.	5 ○	4 ○	3 ○	2 ○	1 ○	○

Feel free to explain any of your responses to the above criteria here. (Attach additional sheet if necessary.)

	<b>D. OVERALL ASSESSMENT</b>	<b>Yes</b>	<b>Maybe</b>	<b>No</b>
24.	Would you work for this supervisor again?	○	○	○
25.	Would you work for this organization again?	○	○	○
26.	Would you recommend this organization to other students?	○	○	○

<b>E. OVERALL RATING OF THIS INTERNSHIP</b>	<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improvement</i>	<i>Not Satisfactory</i>
	5 ○	4 ○	3 ○	2 ○	1 ○

Please attach an additional sheet to describe your perception of the overall quality and value of this internship experience.

# Appendix E: Sample Site Supervisor Internship Assessment Form

Midterm Assessment  Final Assessment

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Organization \_\_\_\_\_

The purpose of the Site Supervisor Intern Assessment is to provide the intern and the faculty or internship supervisor substantive feedback regarding the student’s performance and growth in the internship experience. This evaluation focuses on both general and specific professional skills and competencies primarily in the areas of Cognitive Skills, Communication Skills, and Personal and Professional Characteristics. You are requested to be objective and candid in your assessment and to make your assessment a growth experience by discussing it with the intern.

**Based on your observations, interactions, and other feedback, please rate the degree to which the student intern exhibits each of the following work-related skills listed below by checking the appropriate box. Your assessment ratings should range from 5 (high) to 1 (low) as follows:**

- 5 - Exceptional (Always demonstrates this ability/consistently exceeds expectations)**
- 4 - Strong/Good (Frequently demonstrates this ability/occasionally exceeds expectations)**
- 3 - Average/Adequate (Typically demonstrates this ability/meets expectations)**
- 2 - Needs Improvement (Sometimes demonstrates this ability/sometimes meets expectations)**
- 1 - Not Satisfactory (Rarely demonstrates this ability/does not meet expectations)**
- 0 - NA (Not applicable or not observed in this internship experience)**

COGNITIVE SKILLS		<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improving</i>	<i>Not Satisfactory</i>	<i>N A</i>
<b>A. Learning Style</b>							
1.	Observes and/or pays attention to others	5 ○	4 ○	3 ○	2 ○	1 ○	0
2.	Asks pertinent and purposeful questions	5 ○	4 ○	3 ○	2 ○	1 ○	0
3.	Able to find and utilize appropriate resources	5 ○	4 ○	3 ○	2 ○	1 ○	0
4.	Accepts responsibility for mistakes and learns from experiences	5 ○	4 ○	3 ○	2 ○	1 ○	0
5.	Open to new challenges and experiences	5 ○	4 ○	3 ○	2 ○	1 ○	0
<b>B. Creative Thinking &amp; Problem Solving Skills</b>							
6.	Seeks to comprehend and understand issues in their larger context	5 ○	4 ○	3 ○	2 ○	1 ○	0
7.	Breaks down complex tasks or problems into manageable pieces	5 ○	4 ○	3 ○	2 ○	1 ○	0
8.	Brainstorms or develops options and ideas	5 ○	4 ○	3 ○	2 ○	1 ○	0
9.	Respects input and ideas from other sources and people	5 ○	4 ○	3 ○	2 ○	1 ○	0
10.	Demonstrates an analytical capacity	5 ○	4 ○	3 ○	2 ○	1 ○	0
<b>C. Application of Knowledge and Skills</b>							
11.	Shows understanding of industry customs and practices	5 ○	4 ○	3 ○	2 ○	1 ○	0
12.	Acquires and evaluates information	5 ○	4 ○	3 ○	2 ○	1 ○	0
13.	Interprets and communicates information	5 ○	4 ○	3 ○	2 ○	1 ○	0
14.	Understands and complies with legal regulations	5 ○	4 ○	3 ○	2 ○	1 ○	0
15.	Identifies, understands, and works with systems	5 ○	4 ○	3 ○	2 ○	1 ○	0
16.	Monitors and corrects own performance	5 ○	4 ○	3 ○	2 ○	1 ○	0
17.	Applies knowledge to the task or solution of the problem at hand	5 ○	4 ○	3 ○	2 ○	1 ○	0
18.	Selects and uses appropriate technology	5 ○	4 ○	3 ○	2 ○	1 ○	0
19.	Demonstrates computer literacy	5 ○	4 ○	3 ○	2 ○	1 ○	0
20.	Manages multiple competing priorities at one time	5 ○	4 ○	3 ○	2 ○	1 ○	0

<b>COMMUNICATION SKILLS</b>		<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improving</i>	<i>Not Satisfactory</i>	<i>NA</i>
<b>D. Reading/Writing/Computation Skills</b>							
1.	Reads, comprehends and follows written materials	5 0	4 0	3 0	2 0	1 0	0
2.	Communicates ideas and concepts clearly and accurately in writing	5 0	4 0	3 0	2 0	1 0	0
3.	Works with mathematical procedures appropriate to the job	5 0	4 0	3 0	2 0	1 0	0
<b>E. Oral Communication/Listening Skills</b>							
4.	Listens to others in an active and attentive manner	5 0	4 0	3 0	2 0	1 0	0
5.	Comprehends and follows verbal instructions	5 0	4 0	3 0	2 0	1 0	0
6.	Participates in meetings or group settings effectively	5 0	4 0	3 0	2 0	1 0	0
7.	Communicates effectively & appropriately w/ clients, colleagues, & superiors	5 0	4 0	3 0	2 0	1 0	0
8.	Uses industry specific terminology appropriately	5 0	4 0	3 0	2 0	1 0	0
9.	Teaches or share useful knowledge and expertise with others	5 0	4 0	3 0	2 0	1 0	0
10.	Verbally express ideas accurately, clearly, and persuasively	5 0	4 0	3 0	2 0	1 0	0
<b>PERSONAL AND PROFESSIONAL SKILLS</b>		<i>Exceptional</i>	<i>Strong/ Good</i>	<i>Average/ Adequate</i>	<i>Needs Improving</i>	<i>Not Satisfactory</i>	<i>NA</i>
<b>F. Personal Characteristics</b>							
1.	Seeks to understand personal strengths and weaknesses	5 0	4 0	3 0	2 0	1 0	0
2.	Exhibits self-motivated approach to work	5 0	4 0	3 0	2 0	1 0	0
3.	Demonstrates ability to set appropriate priorities and goals	5 0	4 0	3 0	2 0	1 0	0
4.	Exhibits professional behavior and attitude	5 0	4 0	3 0	2 0	1 0	0
5.	Works independently with minimal supervision	5 0	4 0	3 0	2 0	1 0	0
6.	Self-motivated but seeks supervisor guidance when appropriate	5 0	4 0	3 0	2 0	1 0	0
<b>G. Interpersonal &amp; Teamwork Skills</b>							
7.	Relates to co-workers effectively	5 0	4 0	3 0	2 0	1 0	0
8.	Manages and resolves conflict in an effective manner	5 0	4 0	3 0	2 0	1 0	0
9.	Supports and contributes to a team atmosphere	5 0	4 0	3 0	2 0	1 0	0
10.	Participates and accepts responsibilities as a member of a team	5 0	4 0	3 0	2 0	1 0	0
11.	Controls emotions in a manner appropriate for work	5 0	4 0	3 0	2 0	1 0	0
<b>H. Organizational Effectiveness Skills</b>							
12.	Seeks to understand and support the organization's mission/goals	5 0	4 0	3 0	2 0	1 0	0
13.	Works within the norms and expectations of the organization	5 0	4 0	3 0	2 0	1 0	0
14.	Works within appropriate authority and decision-making channels	5 0	4 0	3 0	2 0	1 0	0
15.	Interacts effectively and appropriately with supervisor	5 0	4 0	3 0	2 0	1 0	0
16.	Plans and allocates time effectively	5 0	4 0	3 0	2 0	1 0	0
17.	Exercises leadership behaviors	5 0	4 0	3 0	2 0	1 0	0
18.	Works well in cross-cultural or multi-cultural settings and projects	5 0	4 0	3 0	2 0	1 0	0
19.	Demonstrates ethical behavior	5 0	4 0	3 0	2 0	1 0	0
<b>I. Work Ethic, Values, Habits &amp; Style</b>							
20.	Dress and appearance are appropriate for position and setting	5 0	4 0	3 0	2 0	1 0	0
21.	Reports to work as scheduled	5 0	4 0	3 0	2 0	1 0	0
22.	Is prompt in showing up to work and meetings	5 0	4 0	3 0	2 0	1 0	0
23.	Accepts constructive criticism and advice	5 0	4 0	3 0	2 0	1 0	0
<b>J. Character Attributes</b>							
24.	Brings a sense of values and integrity to the job	5 0	4 0	3 0	2 0	1 0	0
25.	Seeks to serve others even at the risk of personal inconvenience	5 0	4 0	3 0	2 0	1 0	0
26.	Respects the privacy of others	5 0	4 0	3 0	2 0	1 0	0
27.	Maintains confidentiality with sensitive information and situations	5 0	4 0	3 0	2 0	1 0	0
28.	Accepts constructive criticism and advice	5 0	4 0	3 0	2 0	1 0	0
29.	Behaves in an ethical manner	5 0	4 0	3 0	2 0	1 0	0
30.	Respects the (religious/cultural/ethnic) diversity of co-workers	5 0	4 0	3 0	2 0	1 0	0

**PROFESSION OR CAREER-SKILLS COMPETENCIES**

Please list below any skills or competencies you feel are important to the profession or career area represented by your organization that have not been previously listed in this evaluation. For each of these skills please evaluate the intern accordingly.

- 5 - Exceptional (Always demonstrates this ability/consistently exceeds expectations)
- 4 - Strong/Good (Frequently demonstrates this ability/occasionally exceeds expectations)
- 3 - Average/Adequate (Typically demonstrates this ability/meets expectations)
- 2 - Needs Improvement (Sometimes demonstrates this ability/sometimes meets expectations)
- 1 - Not Satisfactory (Rarely demonstrates this ability/does not meet expectations)

**K: Skills Specific To The Discipline, Profession, or Industry**

	Rating
31.	
32.	
33.	
34.	

**L. Overall Assessment**

L. Overall Assessment		Yes	Maybe	No
35.	Would you supervise this intern again?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36.	Would your organization host this intern again?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.	Would you recommend this student to other organizations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feel free to explain any of your responses to the above Overall Assessment questions. (Please use additional sheet if necessary.)

M. Overall Performance of This Intern	<i>Exceptional</i>	<i>Strong/Good</i>	<i>Average/Adequate</i>	<i>Needs Improving</i>	<i>Not Satisfactory</i>
	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

N. \_\_\_\_\_ I have \_\_\_\_\_ I have not discussed this assessment with the intern. (Please check one)

Evaluator's Name (Type or Print) \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Title/Position \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail \_\_\_\_\_

Mailing Address \_\_\_\_\_

# Clinical Placements at NCC

## Clinical Placement Affiliation

Affiliation agreements are made with hospitals and other facilities, so that students in Nursing and Allied Health programs are permitted to receive their clinical training experience at such facilities. Those agreements basically describe that a facility is agreeing to permit NCC students to come onto their premises as part of a clinical internship, require the College to have in place a professional liability insurance policy that would cover the actions of NCC students while they are on premises, require the College to indemnify the facility from any legal liability

Examples of the clinical placements and health related service-learning projects are provided here. The reader is referred to the Nursing Department and Allied Health Sciences Department for further information.

### Nassau Community College Department of Nursing Applied Learning Report 2016 -2017

<b><u>Collaborator</u></b>	<b><u>Responsibilities of Collaborators on and off campus site hosts and facilitators.</u></b>	<b><u>Descriptions of responsibilities of business / corporate, non-profit and other host facilitators</u></b>	<b><u>Methods that support intentional and reciprocal relationships on and off campus.</u></b>	<b><u>Offices at NCC that support these relationships.</u></b>	<b><u>Policies that ensure student support and safety in all applied learning activities.</u></b>
<b><u>Facility Sites:</u></b> Winthrop, Northwell Health, SNCH, Saint Catherine's, Hundreds of health care facilities throughout Nassau County and Queens	To provide appropriate clinical experience on units that enable students and faculty to interact during clinical experiences.	Facilities provide clinical experiences that allow the students to implement what they have learned in theory in real life situations.	Legal Contracts between NCC and the health care facilities.	Nursing Department Allied Health Sciences area Chairs and Deans <b>Secretary</b>	Faculty and students follow all policies of the attending facilities and all standards of Nassau Community College.
<b><u>Saint Brigid's Health Fair</u></b> Westbury, NY 11590- Fidelis Health Care	Community liaison and Fidelis provided topics specific to the needs of the community.	Presentations in English /Spanish regarding family health topics.	Service Learning Contracts required by NCC Nursing Department, faculty and facilitator.	Campus departments and student body.	Faculty and students follow all policies of the attending facilities and all standards of Nassau Community College.

<b><u>Collaborator</u></b>	<b><u>Responsibilities of Collaborators on and off campus site hosts and facilitators.</u></b>	<b><u>Descriptions of responsibilities of business / corporate, non-profit and other host facilitators</u></b>	<b><u>Methods that support intentional and reciprocal relationships on and off campus.</u></b>	<b><u>Offices at NCC that support these relationships.</u></b>	<b><u>Policies that ensure student support and safety in all applied learning activities.</u></b>
<b><u>SUNY - COIL Initiatives</u></b> NCC/ UASLP	Universities in both countries must collaborate within a course, meeting the same SLOs within a shared course. It must be incorporated within the syllabus with clearly defined expectations for students in both courses. All policies from both campuses must be followed.	Faculty jointly teach the course that has been used for the collaborative experience. The students were able to identify similarities and differences in the two cultures.	Through SUNY COIL...DE on both Campuses are available for support both academically and with technology.	*Distance Education department of NCC/UASLP. *SUNY COIL	Faculty and students follow all policies and all standards of Nassau Community College and UASLP, Including waivers for pictures on social media platform that was used.
<b><u>Disaster Drill -</u></b> Queens Hospital Center, Queens, NY	To provide appropriate Hospital experience on units that enable students and faculty to interact during clinical experiences.	The students have an opportunity to help the hospital and the community on a disaster drill It is a chance for students to learn about an infectious disease and see how healthcare professionals handle a disaster.	Service Learning Contracts required by NCC Nursing Department, faculty and facilitator	Campus departments and student body	Faculty and students follow all policies of the attending facilities and all standards of Nassau Community College.
<b><u>Flu Shot clinic</u></b> St. Catherine's of Siena Hospital, Smithtown, NY.	To have students participate in a hospital based flu shot clinic provided for the community. The students	St. Catherine's provided a community experience that allowed the students to implement what they have	<u>Legal</u> Contracts between NCC and the health care facilities	Nursing Department / Allied Health area Chairs and Deans	Faculty and students follow all policies of the attending facilities and all standards of Nassau Community College.

<b><u>Collaborator</u></b>	<b><u>Responsibilities of Collaborators on and off campus site hosts and facilitators.</u></b>	<b><u>Descriptions of responsibilities of business / corporate, non-profit and other host facilitators</u></b>	<b><u>Methods that support intentional and reciprocal relationships on and off campus.</u></b>	<b><u>Offices at NCC that support these relationships.</u></b>	<b><u>Policies that ensure student support and safety in all applied learning activities.</u></b>
	administered 180 flu shots during the day to the community at no charge to patients.	learned in theory in real life situations.			
<b><u>NCC Blood Drive</u></b> NUMC East Meadow, NY	On NCC Campus	Allows student to provide Service Learning through hands-on assistance with teaching re: blood donation.	Service Learning Contracts required by NCC Nursing Department, faculty and facilitator	Campus departments and student body	Faculty and students follow all policies of the attending facilities and all standards of Nassau Community College.
<b><u>Making Strides Against Breast Cancer</u></b>	Off Campus	Allows student to provide Service Learning through participation in hydration, vital sign assessments, communication, nursing content related	Service Learning Contracts required by NCC Nursing Department, faculty and facilitator	American Cancer Society, Community-based	Faculty and students follow policies and guidelines of Nassau Community College.
<b><u>JDRF Walk,</u></b> JDRF, Melville, NY.	Off campus at Eisenhower Park, Westbury, NY. 11590	Students were incorporated into the set-up and take down of the 'Walk' and shared responsibilities with their community volunteers throughout.	Service Learning Contracts required by NCC Nursing Department, faculty and facilitator	Juvenile Diabetes Foundation. Community based.	Faculty and students follow all policies and guidelines of Nassau Community College.
<b><u>AHA Walk</u></b> Jones Beach, NY	Off campus at Jones Beach, Wantagh, NY, 11793	Provides students with a service learning opportunity to educate the community about heart	Service Learning contracts required by NCC Nursing Department, faculty and facilitator.	Campus departments and student body	Faculty and students follow all policies and guidelines of Nassau Community College.

<b><u>Collaborator</u></b>	<b><u>Responsibilities of Collaborators on and off campus site hosts and facilitators.</u></b>	<b><u>Descriptions of responsibilities of business / corporate, non-profit and other host facilitators</u></b>	<b><u>Methods that support intentional and reciprocal relationships on and off campus.</u></b>	<b><u>Offices at NCC that support these relationships.</u></b>	<b><u>Policies that ensure student support and safety in all applied learning activities.</u></b>
		disease and stroke prevention.			
<b><u>NCCFT/Nursing Healthfair</u></b>	On Campus hosted by Full Time Faculty Union and Nursing Department	Allows students to provide service learning through hands on techniques acquired in lab classes and teach the college community about various health related topics	Service Learning contracts required by NCC Nursing Department, faculty and facilitator	NCCFT Union campus departments and student body	Faculty and students follow all policies and guidelines of Nassau Community College and NCCFT Union
<b><u>St. Paul's Field House</u></b> Garden City, New York 11530	The senior flu program allows students to implement skills learned in the classroom/labs	Faculty supervises students as they administered Flu vaccines, taught seniors about the vaccine and post-vaccination care	Faculty/students providing Voluntary services to seniors in the community	Nursing Department / Allied Health area Chairs and Deans	Faculty and students follow all policies of St. Paul's Field House: gathering of person's personal and health information before administration of vaccine, biology safety procedures.

The manual below is provided to our students as a way to support their investigation of appropriate internships, volunteer opportunities, and jobs that can help them develop a better vision of their career plans.

## Job Placement Readiness

by Prof. Laurie Joseph  
Student Personnel Services Department,  
Nassau Community College

### Introduction

Do you need to work due to your financial needs? Do you have a current job that you are interested in leaving, due to monetary or other kinds of issues? Are you ready to gain some hands-on experience in your chosen career? Or, are you ready to try out several realistic career options that you are hoping to decide between? If you answered yes to any of these questions, you need to learn about job placement readiness.

Certainly, having a job will help to pay for your bills while you are in college. Many students can manage a part-time, summer, temporary, internship, volunteer or on-campus position while completing their academic program at the same time. However, others are unable to do both successfully at the same time, and need to work (or gain career related experience) when they are not enrolled in any coursework.

Gaining any type of work experience can be looked at as excellent preparation for full-time work, and also for life. Working in part-time, summer, temporary, internship, volunteer or on-campus positions can provide numerous career benefits and opportunities for college students. These benefits may include:

- Acquiring new information and making discoveries about yourself
- Developing or perfecting transferable, job-specific skills and/or technical skills
- Defining your career goals by trying out different career areas and industries
- Making professional contacts and references
- Building your resume, thus allowing you to become more competitive
- Increasing your confidence level and self-esteem
- Getting to know yourself and your capabilities better
- Receiving mentoring and training
- Gaining respect and admiration from colleagues

Exercise #1: Job Placement Readiness Assessment

Which factors determine your job placement readiness? Answering these questions will help you find out.

1. Have you completed a self-assessment and career research?
2. How much money do you need to earn each week (or month) to cover your expenses?
3. Are you working in a job right now that you are able to manage with your current class schedule? If not, how many hours a week do you think that you can devote to work?
4. Is your current academic program full-time?  
If so, how many credits are you taking?
5. How would you describe the difficulty of your current classes?
6. What is your current method of transportation? Which geographic locations can you easily get to?

What is the difference between interning and volunteering?

Volunteers perform some type of work or service that benefits others, for no financial or material gain. In other words, volunteer positions are unpaid. Volunteers typically work for not-for-profit organizations (such as charities, religious institutions, schools, hospitals, government offices and arts and science initiatives). Some people may choose to volunteer informally, by assisting a neighbor with an illness, for example.

All volunteers enjoy giving of their time and sharing their experiences. Employers from many different fields and industries value and recognize dedication. Job candidates who have volunteer experience on their resumes appear to be dedicated individuals. Volunteers are greatly needed; they are relied upon and truly appreciated. Volunteers enable many different types of nonprofit organizations to survive and successfully reach all of their goals.

Many companies and organizations hire students with volunteer experience on their resumes over students without it. Volunteers usually care deeply about the work that they're doing and find their daily living more interesting and rewarding. By lending a helping hand, college students can also gain that competitive edge.

#### Exercise #2: Volunteer Questionnaire

Are you interested in becoming a volunteer? Take this Volunteer Questionnaire to find out.

1. Do you derive personal satisfaction from helping others and/or dedicating yourself to a cause?
2. Do you want to help make the world a better place to live in?
3. Do you want to try to improve the quality of life for fellow human beings?

4. Do you want to feel like you are giving back to your community?
5. Do you want to feel good inside by giving help and/or hope to others?
6. Do you want to find a greater purpose and/or a deeper meaning in your own life by helping people in need or people who struggle with special challenges?

Interns gain experience in work environments that relate to their career goals or academic programs. Internships can be either paid or unpaid. They can be completed at either for-profit corporations or not-for-profit organizations. Internships allow college students to apply their academic training to a real-world experience. They may also enable college students to receive college credit for the work that they do. To receive college credit, a student would have to enroll in an internship (or practicum) class and pay additional college tuition. An internship (or practicum) class requires students to put in a certain amount of hours every week and involves mandatory academic assignments. An internship is a meaningful, well-supervised experience.

Typically, college students are not advised to begin their internships during the fall or spring semesters of their freshman year. This is because beginning college students are making an important transition from high school to college and usually need to adjust to their new schedules and new academic curriculums. Also, many employers require their interns to have completed a few foundation (or theory) courses in college, prior to starting their internships. During the fall and spring semesters, student interns usually work approximately 15 hours per week. Over the summer, students typically work more, between 20- 40 hours a week. At the internship site, students get to learn the technical jargon of their prospective career fields, and get to utilize it first-hand.

Internships in certain fields can be quite competitive and may require specific training and/or skills to qualify. For example, accounting internships usually require that candidates are accounting or business majors. They often require candidates to have completed at least one or two accounting courses, and may also require proficiency in Quick Books and Microsoft Excel.

Internship Readiness Summary:

- Interns feel like they have already fully adjusted to the academic demands of college.
- Interns have identified at least one career area and are ready to gain hands-on experience in that area. (They also may be trying to decide between several realistic career options.)
- Interns have already completed introductory-level and/or foundation classes in a chosen career area before applying for their internship.
- Interns have found out if they can receive college credit for their internship experience, or not.
- Interns have the time and the time management skills to handle a demanding academic schedule, an internship work schedule and all of the demands in their personal life.

Preparing a Resume

Preparing a resume will be necessary if you are going to be searching for a job or any other career-related position. Entry-level candidates should have a one-page resume. A resume summarizes your qualifications for a job or a career-related position. It presents your qualifications in a professional manner and should therefore be neat, organized, concise and free of any typos or grammatical errors.

Always proofread it carefully. Once you have written and typed your first draft, get it reviewed. Your college Job Placement Office or Career Center can provide you with individualized resume assistance, group workshops and resume samples. College counselors, professors and/or advisors often assist you with this process. Resumes can be submitted via E-mail, through the regular mail, and when conducting an online search you may be able to post your resume online. When sending out a resume with a cover letter through the regular mail, use a heavy stock paper that also matches the envelope.

### Exercise #3: Resume-Writing Checklist

Complete this checklist. It will assist you with the resume writing process.

1. I have an E-mail address that sounds professional. \_\_\_Yes \_\_\_No
2. The message that I recorded for my answering machine sounds professional. \_\_\_Yes \_\_\_No
3. I have identified my education, related coursework, skills, activities and experience which may be appropriate to include on my resume. \_\_\_Yes \_\_\_No
4. I will utilize my college campus resources to assist me. \_\_\_Yes \_\_\_No

Another type of business correspondence that you will need to develop is the cover letter.

### The Cover Letter

A cover letter serves as an introduction to your resume. There are two types. The first, a letter of application, is sent when there is an actual vacancy. The second, a letter of inquiry, is sent when you are inquiring about possible vacancies in your field. Cover letters should be individualized for each position that you are applying for or inquiring about. They should be brief (one-page only) and they should be proofread carefully. You can send the cover letter along with your resume via E-mail or through the regular mail.

What does the cover letter include?

- Your return address, the date, the name of the person you are writing to, the organization's name and the address.
- For a letter of application, a reference to the position to which you are applying to and how you heard of it.
- For a letter of inquiry, a reference to the type of work that you are seeking.

- Your unique qualifications that relate to the job and how the employer can benefit by them.
- Your name (and your signature if the letter is sent through the regular mail).

Where can you look for a job or an appropriate career-related experience?

It is recommended that you utilize a variety of resources to assist you when you begin to apply for your job or another career-related position. Although you may face a lot of competition, being prepared, well-organized and thorough in your search will help you to succeed. Here are some places for you to look:

- Your college Job Placement Office or Career Center
- Job Fairs
- Your State Department of Labor job search centers
- Websites of companies and organizations
- Applying in person to companies and organizations
- Local, state and federal government websites
- Employment websites and employment agencies
- Use all networking opportunities (through family, friends, professors, professional and/or community organizations)

#### Interview Preparation

- Practice your interviewing skills. (Schedule a mock interview session with your Job Placement Office or Career Center and receive feedback on your performance.)
- Conduct research on the positions, the companies or organizations and the industries that you are considering.
- Get the directions to the interview location in advance. You may need to practice the commute if the area is unfamiliar to you.
- Prepare your interview wardrobe in advance. Make sure that it is professional and appropriate.
- You may need to have your suit dry cleaned and polish your shoes.
- Dress to impress and understand that campus fashions and work fashions are two different worlds.
- Have a well-groomed hairstyle and make sure that your fingernails are clean and trimmed.

- If you must use cologne or perfume, it should be applied minimally.
- Put extra copies of your resume and your reference sheet in your professional folder or briefcase that you plan to use at the interview.

### During the Interview

The interview is a formal conversation, in which the interviewer and interviewee get to know each other. Try to make it seem conversational in nature. The goal of interviewer is to find the best possible candidate for position. The interviewer therefore has to make the opportunity seem interesting and attractive to the candidate. The interviewee's goal is to find the best career opportunity for that point in time, and therefore must highlight appropriate/positive accomplishments.

All employers look for fit, competence, and commitment and communication skills in candidates.

Try to demonstrate that you have all of these.

### Interview Questions Often Asked by Interviewers:

- Can you tell me about yourself?
- How would a friend describe you?
- What is your major weakness?
- Why should we hire you for this job?
- What are your major accomplishments?
- What is most important to you in a job?
- Behavioral questions are often asked of applicants, in which they are expected to answer by demonstrating past behavior or how they would perform in the future. (To respond, give an example describing the SITUATION, TASK, ACTIONS and RESULTS.)

### Interview questions that can be asked by job candidates:

- What are the major job responsibilities?
- Can you describe the departmental structure?
- How does your company develop its employees?
- What are the company's main priorities for the next few years?
- Who would my supervisor be?

- How long has this position been in existence?
- Ask questions that you have prepared beforehand, which are based on the research that you conducted.
- You can also ask questions about what the interviewer discussed during the interview, to gain further information.

#### Interview Tips

- Plan on arriving 10-15 minutes early.
- Do not drink or eat, chew gum, smoke, use vulgar language or engage in any other impolite behavior.
- Use a firm handshake when greeting and thanking the interviewer.
- Be enthusiastic, keep a positive attitude and smile when appropriate.
- Maintain strong eye contact, watch your posture and avoid vocalized pauses (i.e., ums and ahs).
- Try not to answer with simply yes or no responses. Include why the answer is yes or no, which may require your providing examples and/or illustrations.
- Practice answers to expected questions such as, “What make you the best candidate for this position?”
- Don’t volunteer information about your private life.
- Have a reference sheet prepared in advance and provide a copy upon request.

(Professional and/or academic references should be given, not friends or family.)

- Ask for the interviewer’s business card upon leaving the interview.

#### After the Interview

Always write and send a brief thank-you letter within 24 hours after an interview. You can send this via E-mail or in the regular mail. This letter serves as a reminder of the interview and lets the interviewer know that you are interested in the position. The thank-you letter may include:

- Your return address, the date, the name of the person you are writing to, the organization’s name and address
- An expression of thanks for the interview and a restatement of your major qualifications for the job
- Anything about your candidacy that you may have forgotten to discuss during the interview

- Your name (and signature if sent through the regular mail)

Pay close attention to the interviewer's directions regarding follow-up. In some cases, a follow-up phone call or E-mail, to inquire about your status, may be appropriate. In other cases, it may not be. Keep track of all of your job search activities. Contact information for every job that you applied to should be kept, as well as copies of job announcements, cover letters and thank-you letter.

Tips for succeeding at your job or career-related experience:

Look neat, clean and appropriate for the work environment each and every day. Maintain a positive attitude. Ask for instructions or clarifications if you are unsure about a work assignment, from your supervisor. Try to utilize feedback that you receive from your supervisor (about your on-the-job performance) as an opportunity to improve yourself. Before you leave the position, ask your supervisor if you can use him/her as a reference and make sure that you keep in touch.

Any of your work, volunteer and/or intern experience could possibly lead to future career opportunities. Many employers hire directly from their pool of dedicated and well-trained internal candidates when new positions open up. Candidates who have completed their time commitments and are interested in staying on with a company or organization (in another capacity) should let supervisors and co-workers know of their interest and also visit the organization's Human Resources Department. They should also ask for help to try to find different ways to stay on.

## Conclusion

Job placement readiness depends on a combination of factors. These factors can include career-readiness, financial needs, skill development, maturity level and of course timing. There is no substitute for hands-on experience. Getting a job or another hands-on career experience, at the appropriate time, will enable you to become a better worker and lead to greater life satisfaction.

# The Service Learning Guidebook: How to Introduce Service-Learning into Your Curriculum

## How to introduce Service-Learning into your curriculum

The goal of this guide is to help you make service learning an integral part of your courses and, ultimately, to make it part of our institutional course of study and not just an add-on assignment. The information in this booklet is based on SUNY criteria for service learning. SUNY uses the definition of the National Commission on Service Learning which states that service learning is “a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.” (Fiske, 2002)

### **What is service-learning?**

Service-learning is a modality of instruction which has proven to be effective in increasing student engagement and commitment to achieve their learning goals. From a student perspective, service-learning coursework focuses on the intellectual, personal, social, cultural and economic needs of our citizens and communities. This style of instruction can be offered at any point in students’ academic careers: as the endpoint of an academic program of study or as a pedagogic strategy for educating students as they move through of the college experience. Students apply knowledge and skills gained from traditional classroom learning to hand-on and/or real –world setting and then apply what is gained from the service-learning experience to academic learning. As long as the service-learning experience **directly** relates to the course curriculum, it will enhance the learning experience and help students to derive far more from the course than they otherwise would. A true service-learning course is structured, intentional and authentic. It requires preparation, student orientation and training, with very clear learning expectation. The service-learning activity must be continuously monitored to ensure that it provides a rich learning environment. Students must have structured opportunity to self-assess, analyze and reflect on their service-learning experience. And lastly, the activity must be assessed and evaluated, with documentation of the outcome, compared with the initial intention of the activity. Students must receive appropriate and timely feedback on their participation in the service-learning activity, and should be recognized for their accomplishment in the activity.

### **Why include service-learning in your course offering?**

Civic engagement is an important component of living in a democratic society. Our role as educators is to find ways to renew and strengthen the commitment of students to civic life. Service-learning offers the greatest potential for fostering civic responsibility as it provides opportunities for students to engage directly in their community and community needs while enhancing the learning in their coursework. In addition, the extension of learning beyond the classroom to address community needs becomes “public scholarship” for faculty as they advance their research, publication, pedagogy and creative activity to extra-campus projects.

The purpose of service-learning is to integrate pedagogy and community with a particular field or discipline. It links course content with experience. Students are involved in community service as a way of better understanding academic course material. The service-learning activity must be beneficial to the community as well as be part of a civic/community engagement for students. The ultimate goal is to have students form lifelong habits of service and community involvement as they develop skills and passion for the materials at hand.

### **What are the Myths about Service-Learning?**

- Myth #1: Academic service-learning is the same as community service: while sharing the word “service”, community service, unlike academic service-learning, does not involve an academic goal and student learning objectives (SLO). Community service may engage student and raise the students’ consciousness and familiarity with issues related to the community, but does not focus on course-based learning goals and SLOs.
- Myth #2: Experience is synonymous with learning. While experience is a necessary condition of learning, it is not in itself sufficient for learning. Harvesting academic learning from a community service experience requires purposeful and intentional efforts evoked through channeled classroom assignments.
- Myth #3: Academic service-learning is the addition of community service to a traditional course. Only when the experience of community service is a fully integrated part of the course does it fulfill the condition required to be called service-learning.

### **How does service-learning differ from a standard internship or work study course?**

Service-learning differs from an internship or work study course as these activities comprise the course content. They are highly structured and students work alone under the direct supervision of an individual who is versed in the discipline at the site. Students are required to model their supervisor’s professional behavior and there is an on-site evaluation process that results in grades for students. In contrast, service-learning brings the course content to the site where the service is performed and puts theory into practice. Service learning does not assume a ladder of prior courses or developed skills. Students at any level can engage in this learning experience. During a service learning experience students can work together in groups and work directly with community members in accomplishing a task that is needed by the locality. However, they are NOT performing an activity that would be performed by an employee (unlike in an internship or a work-study course). Students accomplish their learning goals and the learning objective set up in the classroom and monitor their progress throughout the semester by doing reflective activities. The reflective activities/assignments link the service learning activity practiced on site with the theories learned inside the classroom.

### **What are examples of Reflective Assignments to supplement the service-learning experience?**

The integration of reflective assignments can be achieved through some of the following activities:

- Journals- Linking academic content and service learning experience

- Art work as a product- For example, community murals
- Theatre- Creation of skits or role plays
- Poetry/essay- Personal reflection on what was learned
- Electronic- Chatroom conversation, online surveys
- Class Presentations- with display

## SUNY DEFINITION OF SERVICE-LEARNING

- An educational experience in which students participate in an organized service activity that meets a community need by engaging in direct application of skills, theories and models.
- A process whereby students learn and develop through active participation in organized service experiences that actually meet community needs AND relates to the academic content of a course or an educational goal.

### Key Characteristics of Service-Learning

- Promotes learning through active participation in service experiences
- Provides structured time for students to reflect by thinking, discussing and/or writing about their service experience
- Provides an opportunity for students to use skills and knowledge in real life situations
- Extends learning beyond the classroom and into the community
- Fosters a sense of caring for others
- Links academic content and standards
- Involves students in helping to determine and meet defined community needs
- Is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience
- Can be used in any discipline

### What is the role of the Faculty member?

Faculty members direct student-reflection on experiences. They direct discussions in class; assign papers; reflective journals; orchestrate peer interactions; and target interviews with staff at the student's placement; evaluate student work; give student feedback and are responsible for grading. Faculty also constantly monitor the activity involving the students to ensure that it continues to provide a rich learning environment and it is meeting the course goal and student learning outcomes. The Faculty must systematically document the outcomes and processes so that the service learning course can be properly assessed and evaluated.

### What is the role of the student?

The student engages in action in the local community that addresses an identified need; reflects on participation; links experience with course-relevant content and discusses observations with faculty and with peers.

## **What are the benefits to ALL parties?**

**Students:** students show that student learning enhances writing skills, critical thinking, and active involvement in the course content. Student maintain higher GPA's; are less likely to transfer or dropout (increases retention); show higher psychosocial maturity; declare career focus earlier (exposes them to a wider variety of job possibilities and career paths); have greater participation in both college and community activities; demonstrate leadership skills and an overall aura of confidence and desire for higher degree attainment; are more competitive in the job market; and are exposed to diversity.

**Faculty:** livelier class; increased student interest; more enthusiasm, enhanced student learning through the interactive experience; improved teacher-student relationships

**Community:** support of projects difficult to sustain; help to staff programs that are in need of extra assistance; way to focus on special projects; enhance community sense of value of the institution as a resource

**Institution:** gains respect of community as a valuable resource; positive way of documenting the impact of the institution; is another model pedagogy offered to students to maximize learning; provides a vehicle for faculty development and potential for scholarship and grant opportunities

## Examples of Service learning projects: Getting started

There are many ways that community colleges can offer service learning to their students as a means of enhancing their education, giving them the opportunity to serve in their chosen field of study, and increasing their sense of civic responsibility. Service-learning can be integrated into a course in order to achieve specific learning outcomes. It can also occur in co-curricular activities undertaken by student organizations such as clubs, club officers, student government, the Programming Board, or the school newspaper. There are no hard and fast rules about how to create a service learning project. However SUNY identifies five basic criteria that all applied learning experiences must meet. Detail on these criteria are provided in the introduction of this guide:

1. The Activity is Structured, Intentional and Authentic
2. The Activity Requires Preparation, Orientation and Training
3. The Activity Must Include Monitoring and Continuous Improvement
4. The Activity Requires Structured Reflection and Acknowledgment
5. The Activity Must be Assessed and Evaluated

In addition, service-learning projects should aspire to:

- Be positive, meaningful and real to the participants
- Be cooperative rather than competitive experiences; promoting teamwork and citizenship
- Address complex problems in a complex setting rather than simplified problems in isolation
- Engage problem-solving in the specific context of service activities and community challenges, rather than generalized or abstract concepts from a textbook
- Identify the most important issues within a real-world situation through critical thinking
- Promote deeper learning; there are no “right answers” in the back of the book
- Generate emotional consequences, which challenge values and ideas
- Support social, emotional, and cognitive learning and development

## What is and what is NOT a service learning project?

<b>THIS IS NOT SERVICE-LEARNING</b>	<b>THIS IS SERVICE-LEARNING</b>
Students remove trash from a streambed and provide a service to the community by volunteering to remove the trash.	Students remove trash from a streambed, analyze what they found, share the results of their study and offer suggestions for the neighborhood to reduce pollution, and then reflect on their experience.
Students join a walk to raise awareness about cancer.	Students research leading causes of cancer, develop educational brochures or posters and staff a table at a Cancer Awareness Walk to educate participants
Students read to the children at the NCC Children’s Greenhouse Child Care Center	Students conduct research on how to encourage early literacy skills, develop reading materials that will appeal to children based on their research, and share these with the children at the NCC Children’s Greenhouse Child Care Center.
Students donate food to the NCC Nest food pantry.	Students do a nutritional analysis of the foods that are typically donated to food pantries and then create food donation shopping lists for the NCC Nest that include foods that are more nutritionally dense.

## Integrating Service Learning into your syllabus

Examples of service learning activities in different disciplines:

### **Anthropology**

- Collect and document what life was like during major recent historical periods by visiting nursing homes, rehabs, and veterans’ hospitals

### **Accounting**

- Work with neighborhood leadership or advisory boards to put on workshops for residents of low-income areas on household finances (budgeting)
- Assist non-profit with fund raising efforts (grant writing or investments)
- Assist in the running and staffing of a cooperative food store or credit union

### **Art**

- Conduct mini art history lectures for K-12 grade or the local community
- Art show: fundraiser for AIDS- students create remembrances of artists who have died of AIDS related causes and include readings, performances and exhibitions.
- Develop “how-to” videos for community members on topics such as planting and harvesting food for distribution to low-income families
- Prepare and conduct tours of a museum or art gallery
- Photograph outfits for “clothing swap” and Prom boutique

## **Biology**

- Conduct a series of workshops at elderly resident homes on “What’s happening to my body?”
- Policy research projects on national, international and local environmental issues
- Work with non-profit nature study centers that provide education programs for inner-city youth
- Mentor local high school students taking AP Biology classes.
- Work with our on-campus Hempstead Plains nature center on environmental restoration
- Work in the NCC Organic Garden to grow and harvest organic fruits and vegetables for the NCC Greenhouse Child Care Center and the NCC Nest food pantry.

## **Business**

- Prepare business plans for small profit-making businesses and nonprofit agencies
- Create and conduct workshops for homeowners of low-income areas to brush up on budgeting and personal finance skills
- Survey food and drug stores in the community to establish the relative prices and quality of essential items and issue a monthly listing of this information to prevent stores in low-income areas from raising their prices above those found in surrounding areas
- Work in the NCC Student Activities Center to study and improve work flow and the office environment.

## **Liberal Studies**

- Identify a needs-based project in own community that coincides with the course-based content
- Use the annual First Year Experience theme to develop projects that tie into your curriculum
- Use the Day of Service as an opportunity to identify a service project that is related to your curriculum and have students research and then staff a service project for attendees.
- Create a learning community with another course where a service project ties your curriculum together.
- Create a project based on your curriculum that will educate other students on campus or the NCC Children’s Greenhouse Child Care Center.

## **Computers**

- Design personalized software for local non-profits to better manage volunteers, resources, finances, inventories, etc.
- Assist with managing the Day of Service by developing software that can track projects and participants.

## **Dance**

- Mentor local children in participating in a creative dance program
- Create a dance program for the Children’s Greenhouse Child Care Center.

## **Education**

- Develop lesson plans and tutor in local elementary schools and local libraries, preferably at-risk students
- Provide literacy programs for children and adults such as learning to read or reading enrichment, particularly for children in child care, such as those in the NCC Children’s Greenhouse child care center.
- Research the kinds of educational surveys available to a certain population or area
- Create and staff a STEM lab at NCC or a travelling STEM lab on the STEM bus to bring STEM education to children in economically depressed neighborhoods.
- Become a peer note-taker for students with physical disabilities

- Work as a conversation partner with our Multicultural Club members or our Language Immersion at NCC (LINCC) students.
- Be a peer mentor for NCC student in the Achilles (twice exceptional) Program.

### **English**

- Research folklore of an area and present to community for general information
- Tutor in any setting that offers educational programs
- Work with nonprofits to develop brochures for use in recruitment and information
- Write copy for non-commercial radio and television programs or public service announcements
- Help in writing grant proposals
- Read books to children and to senior citizens

### **Environmental Studies**

- Conduct energy survey; make recommendations for energy saving in business, homes, university, and schools
- Create workshops for students or community on “greening” their rooms, homes, apartments, etc.
- Create a touch and feel zoo for the disabled or blind persons
- Conduct presentations on the state of the environment to local schools and present an action plan on how they get involved in bringing about a resolution
- Class research projects on ecological or management aspects of public parts. Create educational pamphlets for distribution to the public
- Work at the Hempstead Plains Conservation Center, guiding tours of our nature preserve or developing educational materials for the center
- Work at the NCC Organic Garden to improve soil quality, garden output or to expand the garden.

### **History**

- Research the history of the nonprofit sector and compare to counterparts in other industrialized countries
- Study philanthropy in America and share with philanthropic organizations
- Research an agency and develop a history of that agency
- Collect information and data from people who are activities and plot historical trends for local government
- Study homelessness in the surrounding areas and develop public policy as resolutions
- Document the history of the Mitchell Field Military Base, on which NCC was built and create a walking tour of the all military buildings that still stand on our campus.

### **Philosophy**

- Research methods to improve critical thinking in K-12 or college students and create presentations for clubs, schools, or other classes
- Use argumentation and writing skills to guide campus-wide discussions on important philosophical issues of our time, using the Philosophy Club and the Vignette, the student newspaper, as venues for these discussions.

### **Political Science**

- Explore relationships between voluntary activities and development
- Study the legislative process and affect a legislative issue

- Research mediation skills and deal with dispute issues in local government
- Assist voter registration issues
- Provide immigration legal services for low income aliens through nonprofits and consultation

### **Psychology**

- Research effective ways to encourage and reinforce positive behaviors on campus, including recycling, civil communication among groups with differing opinions, engaging in effective study skills, preventing suicide, sexual assault, drug abuse, or domestic violence. Create brochures, posters, hold Psychology Club meetings or staff a table at Day of Service, Student Activities, or Multi-cultural fair to raise awareness.
- Staff hotlines for victims of sexual assault, or assisting troubled families
- Use psychology research methods to survey students on campus about their experiences with Day of Service, the First Year Experience, public safety, or other issues and use the data that is collected to improve these experiences for students to come.
- Research how friendships, self-esteem, healthy behaviors, or early cognitive skills develop and create educational programs for children at the NCC Greenhouse Child Care Center or other child care centers.
- Research effective work relationships and environments in Industrial/Organizational Psychology and work with campus offices or Business majors to improve their work flow and work environment.
- Help students in the Career Center or attendees at Psychology Club to identify career opportunities for different personality types.

### **Sociology**

- Review Human Services activities
- Explore social inequities through a variety of help agencies
- Work with tutoring and mentoring agencies to determine their effectiveness
- Study homelessness in America and make recommendations for social change

### **Examples of Service Learning with a civic engagement component**

There are many ways to incorporate service learning activities, particularly those that have a civil engagement component, into any syllabus of any course. Here are some examples:

- Organizing and mobilizing supporters for a particular issue
- Waging public education campaigns
- Communicating with administrations and agencies connected to an issues to influence decisions
- Grassroots lobbying that mobilizes people to contact their elected representatives to seek a specific policy intervention
- Helping to develop an interest in STEM taking place in educational settings of the US. As the country is losing its edge in this area to overseas competitors in the fields of science, math and technology
- Exploring industries who may serve as “incubators for innovation,” companies that may be willing to invest in areas of research and provide funding for the creation of new programs that are community-based
- Participating in coalitions and advocacy groups on a local or state/federal levels to learn first-hand about key issues that affect the community
- Dealing with any issue that pertains to environment, energy sources, energy technology, and water quality

- Addressing issues of neighborhood: i.e. neglect or decline in the physical composition of quality of life in any given community or affordable housing. This can be done through focus groups, research projects, etc.
- Bringing new jobs/ industries to the communities-what would work
- Examining the services available in a community or in different communities (e.g. services for the disabled)
- Conducting needs assessments in a given community and making contacts
- Investigating high school graduation rates on Long Island and the effect on enrollments in local colleges
- Measuring public sentiment about certain communities and reporting to local lawmakers to improve or modify these
- Exploring an area's redevelopment plans
- Exploring anything that pertains to wildlife or plant life
- Exploring any issues that are related to human health and the management of factors that are relevant (i.e. waste disposals/ garbage sites)

In other words, any topic can be used to engage and inform public policy while using a collaborative, community-based issues. Results can be presented to a public group, lawmakers, documented in a film/video, or written as a paper.

# Service-Learning Sample Forms

Nassau Community College Service Learning Waiver Form

Agency : \_\_\_\_\_  
Address: \_\_\_\_\_  
Contact: \_\_\_\_\_ Phone: \_\_\_\_\_  
Professor: \_\_\_\_\_ Phone: \_\_\_\_\_  
Course: \_\_\_\_\_ Project: \_\_\_\_\_  
Semester: \_\_\_\_\_ Site Schedule: \_\_\_\_\_

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**Learning Goals**

1. \_\_\_\_\_  
\_\_\_\_\_.
2. \_\_\_\_\_  
\_\_\_\_\_.
3. \_\_\_\_\_  
\_\_\_\_\_.
4. \_\_\_\_\_  
\_\_\_\_\_.

**Terms & Conditions:**

1. To abide by the regulations and directions of the sponsoring agency and its administration including laws of confidentiality and honoring all other rules
2. Be properly attired for work on the site
3. Adhere to the Nassau Community College Code Of Conduct at all times when on the site
4. Keep an accurate record of time done at the site
5. Be reliable and prompt for all service learning assignments

**Duties & Responsibilities:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Waiver: it is fully understood that during the time of this service, you will be considered neither an employee nor an agent of NCC. furthermore, in return for your experience, you agree to indemnify and hold harmless of Nassau County, Nassau Community College, its board of Trustees, officers, agents, and employees from any and all claims, demands and actions or causes of action on account of damage to personal property, personal injury or during the aforementioned service period.**

Agency Representative: \_\_\_\_\_ Date: \_\_\_\_\_  
Faculty: \_\_\_\_\_ Date: \_\_\_\_\_  
Student: \_\_\_\_\_ Date: \_\_\_\_\_

## **Integrating Service Learning Into your Syllabus**

### **Integrating Service Learning into your course is simple and relatively painless**

What preparation is involved for the faculty member?

1. Identify target competencies (learning objectives)
2. Set student learning expectations: clearly define, assess regularly and be realistic
3. Determine reflective strategies: Which method fits the learning objectives? See below for some examples.
4. Write the course syllabus: clearly define roles of service to reinforce content and include assessment

The syllabus of a course with service-learning must include the following information

- Course description from the NCC Catalog
- Student Learning outcomes for the entire course as well as what the student should learn as a result of this experience
- Assignments: What preparation must the student have prior to engaging in the project? What product or behavior is required of the student?
- Grading: A grading rubric should be provided to the student. Reflection is a mandatory part of every applied learning experience and should be clearly embedded in the grading policy. The *Campus Compact* ([www.compact.org](http://www.compact.org)) and other organizations have several good examples of applied-learning grading rubrics. The Hawai'i Campus Compact rubric is provided at the end of this Guide as an example.

What else should students know?

- Is service learning an option (extra credit) or a requirement (a part of grades)?
- How many hours of service will be required inside and outside the classroom?
- What method of reflection will be utilized?
- Are the expectations of service learning realistic?
- Provide a grading rubric for students to use as a guide for successful completion of the project.

Examples of Assignments: What will the student be doing to “show what they know”?

- 1) Writing and Reflective assignments
  - Journals- Linking academic content and service learning experience
  - Poetry/essay- Personal reflection on what was learned
  - Electronic- Chatroom conversation, online surveys
  - Short essays
  - Research papers
  - Critiques
- 2) Class Presentations- with display
- 3) Discussions
- 4) Laboratory Work
- 5) Art work as a product- For example, community murals
- 6) Theatre- Creation of skits or role plays

Reference:

Fiske, Edward B. 2002 *Learning in Deed: The Power of Service-Learning for American Schools*. Report of the National Commission on Service Learning.

## Sample of a Service-Learning Assessment Rubric

### Civic Responsibility and Engagement

Rubric to Assess Service Learning Reflection Papers  
Developed by Hawai'i Campus Compact

#### AWARENESS OF PURPOSE OF SERVICE

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student demonstrates limited awareness of the purpose of obtaining SL credit.	Student expresses awareness of issues pertaining to one-on-one connection on the project but these are not applied.	Student expresses empathy and awareness of personal role in the solution and makes a connection to the bigger picture.	Student expresses and acts out personal role in solution.

#### APPLY THEORY TO SERVICE LEARNING

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student does not apply theory, or there is a limited, unclear connection of theory to service.	Student expresses some connection between theory and service.	Student develops a perspective based on both theory and service.	Student takes own perspective based on both theory and service and applies it beyond the curriculum.

#### RESPONSIBILITY TO COMMUNITY

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student demonstrates a limited awareness of personal responsibility to community.	Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge.	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solution(s).	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards a specific solutions. In addition, student gets others involved.

#### IMPACT ON STUDENT'S PERSONAL LIFE

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student expresses very limited or no connection between service and self.	Student expresses a connection between service and self. (For example, "I feel good about having done this good deed.")	Student expresses how she/he could change as a result of the service.	Student expresses change(s) in self because of the service.

#### CRITICAL THINKING

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student accepts things at face value, as if all opinions were created equal. Opinions are stated without argument.	Student begins to ask questions and tries to see different perspectives.	Student begins to argue for conclusions based on evidence but arguments remain concrete.	Student expresses abstract level of responding: requires objective evidence, demonstrates awareness of different perspectives, and weighs evidence to successfully argue for a conclusion/opinion.

Used to assess a reflection completed according to the instructions in the Service-learning reflection Guide (Kapi'olani Community College): see [www.starlinktraining.org/packets2005/packet23.pdf](http://www.starlinktraining.org/packets2005/packet23.pdf), page 22. The whole packet focuses on service learning: why and how.

# Applied Research and other Opportunities for Discovery

The spirit of discovery is alive and well at NCC. Opportunities for applied research are provided through a variety of courses in science, psychology and independent research. Our students in the Honors Program in science are heavily involved in Astronomy Night, which is a community outreach event that is hosted annually by the Physical Sciences department. The annual Honors Colloquium also provides a venue for students to research topics related to their courses and then give presentations to the college community. In addition, students can contact the Office for Distance Education about enrolling for one of our Cooperative Online International Learning Community (COIL) courses, which give students at NCC an opportunity to collaborate with college students all over the world. There are also a variety of opportunities for field experience and study abroad that students can find out about by speaking to department Chairpersons.

## Courses with Applied Learning as a central focus

### BIO 219 - Field Biology

Prerequisites: BIO 101 - BIO 102 or BIO 109 - BIO 110 or permission of the Department.

Description: A habitat approach involving field trips is used for the investigation of the interactions of living organisms with their physical and biological environments. Emphasis is given to population dynamics and the interactions among organisms that determine the structure, function, and evolutionary development of biological communities. Studies are carried out in specific habitats such as bog, marsh, forest, field, and estuary. Specially marked sections of this course may be run at offsite locations or abroad. Students are responsible for their own transportation to, from and around field sites. (3 lecture, 3 laboratory hours). Laboratory fee applies. SUNY GEN ED-n/a; NCC GEN ED-LSCI,.

Offered: On Occasion, Credit Hours: 4, Department: Biology

### COM 172 - Video Field Production

Prerequisites: Students must have satisfied all remediation requirements prior to starting the course.

Description: Designed to give the student a creative grasp of the art and craft of television production in a field setting. Students develop skills in the aesthetic as well as technical aspects of television using single camera shooting and editing techniques. Emphasis is on the production process by developing group and individual projects. Laboratory fee applies. SUNY GEN ED-n/a; NCC GEN ED-HUM, FAPA,

Offered: Fall, Spring, Summer, Credit Hours: 3, Department: Communications

### EDU 101 - Applied Behavior Analysis: Field Experience I

Prerequisites: Permission of Chairperson. Description: A systematic examination of facilities for the education of special education children. Emphasis is placed upon developing the student's understanding of applied behavior analysis, atypical vs. typical development, the analysis of human behavior and techniques for behavioral change, and developmentally appropriate curriculum. Field experience is designed to provide the student with opportunities for observation and participation in public and private schools for a minimum of three hours a week. (3 lecture, 3 laboratory hours).

Students who have taken SEV 101 will not receive credit for EDU 101. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Fall, Spring, Summer, Credit Hours: 4, Department: Multidisciplinary Studies

#### EDU 102 - Applied Behavior Analysis: Field Experience II: Practicum

Prerequisites: EDU 101 and permission of Chairperson. Description: Supervised field experience in preschool-12th grade classes within both special and regular education classes for a minimum of 9 hrs. per week. Students will be required to demonstrate competence in developmentally age-appropriate curriculum and behavioral programs. Lecture is devoted to discussion of problems encountered on field experience. (1 lecture, 9 laboratory hours) Students who have taken SEV 102 will not receive credit for EDU 102. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Fall, Spring, Summer, Credit Hours: 4, Department: Multidisciplinary Studies

#### FBM 142 - Fashion Buying and Merchandising Field Training

Prerequisites: Permission of Department Chairperson. Description: Students intern with fashion buying and merchandising firms to enrich the theoretical concepts previously learned in the classroom. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Summer, Credit Hours: 3, Department: Marketing & Retailing

#### FSD 142 - Field Training

Prerequisites: FSD 101, FSD 102, FSD 103, FSD 104, FSD 110, FSD 111, FSD 120, ART 135, ART 136, and ART 235 or permission of instructor. Description: Students work for appropriate fashion design firms, in a design room to enrich the theoretical concepts previously developed in the classroom. SUNY GEN ED-n/a; NCC GEN ED-n/a Offered: Fall, Spring, Summer Credit Hours: 3 Department: Marketing & Retailing

#### INT 142 - Field Training

Prerequisites: Permission of instructor or Department Chairperson. Description: Students work for appropriate business firms to enrich the theoretical concepts previously developed in the classroom. Enrollment limited to Interior Design students. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Spring, Summer, Credit Hours: 3, Department: Marketing & Retailing

#### MKT 142 - Field Training

Prerequisites: Permission of Department Course Coordinator. Description: Students work for appropriate business firms, institutions and/or agencies to enrich the theoretical concepts previously developed in the classroom. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Fall, Spring, Summer, Credit Hours: 3, Department: Marketing & Retailing

#### NTR 184 - Dietary Management Field Experience

Description: Students work in selected healthcare facilities (hospitals / nursing homes) to gain experience and expertise in the field of dietary management by implementing concepts and practices acquired in the classroom. Students must complete a one hundred and fifty hour internship to be eligible to sit for the Dietary Managers Certification Exam. Coursework includes written and oral assignments and exams. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Summer, Credit Hours: 3, Department: Hotel & Restaurant Tech

#### RET 142 - Field Training

Prerequisites: Permission of Department Chairperson and/or Course Instructor.

Description: Students work for appropriate retail business firms to enrich the theoretical concepts previously developed in the classroom. SUNY GEN ED-n/a; NCC GEN ED-n/a, Credit Hours: 3,

Department: Marketing & Retailing

#### SCI 203 - Field Laboratory Geology

Prerequisites: Permission of Instructor. Description: This is a limited enrollment course that runs during select intersessions for a period of 10 days. Special fees for transportation are required. This is an activity-oriented approach to the study of some of the regionally accessible geologic features: their processes, history and beauty. The participants in this course will be introduced to a varied curriculum of the regional physical, historical, economic and environmental geologic phenomena. A brief sampling of some topics open to investigation are: post glacial features, coastal barrier beach problems/dynamics, the identification of major rock outcrop features, mining operations, and mineral and fossil collecting. Laboratory and field equipment will be used for the gathering of specimens and data to help develop an understanding of the gross geologic aspects of a particular location. A portion of the time needed to accomplish these goals will be spent as preparation and review on campus in the laboratory/lecture room. Field sites will be reached primarily through the use of chartered transportation. SUNY GEN ED-GLAB; NCC GEN ED-LSCI. Offered: May Special, Credit Hours: 4, Department: Physical Sciences

#### COM 290 - Media Practicum

Prerequisites: Departmental permission. Students must have satisfied all ENG and RDG remediation requirements prior to starting the course. Description: Supervised practical experience at media facilities providing the students with situations in which they can apply concepts learned in previous media courses. Field experience and future career opportunities will be discussed in a collateral on-campus class. The focus of this course is on media technology. (Prior coursework in media or permission of the Departmental Chair required.) Three credits (1 1/2 hours classroom lecture, discussion; 12 hours field experience). SUNY GEN ED-n/a; NCC GEN ED-HUM. Offered: Fall, Spring, Summer, Credit Hours: 3  
Department: Communications

#### LAW 306 - Practicum

Prerequisites: All LAW courses in Paralegal Program. Permission of instructor required.

Description: Supervised practical experience in a law firm or law-related institution.

SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Fall, Spring, Summer, Credit Hours: 3, Department: Legal Studies

#### MSC 245 - Funeral Directing with Practicum

Prerequisites: MSC 237. Description: A detailed study of management techniques and procedures used in the operation of a funeral home. A supervised practicum assignment at cooperating funeral homes is included. (3 lecture hours, 6 laboratory hours) Lab fee applies. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Spring, Credit Hours: 3, Department: Mortuary Science

#### ABT 205 - Administrative Business Technology Internship

Prerequisites: ABT 105 and ABT 110 or ABT 254 or permission of the Chairperson.

Description: Supervised work experience in financial and government institutions, advertising, travel, publishing, banking, and insurance giving students the opportunity to apply their classroom skills to office situations and alert them to the realities of the business environment. Weekly seminars reinforce work experience. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Fall, Spring (odd years), Credit Hours: 3  
Department: Administrative Business Tech

#### AHS 211 - Clinical Internship II

Prerequisites: AHS 209 and AHS 210.

Description: This course is open to only those senior MLT students who have successfully completed AHS 210. Duration 15 weeks. Students assigned to area hospitals or laboratories will complete the balance of their clinical training. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Summer, Credit Hours: 3  
Department: Allied Health Sciences

#### AHS 210 - Clinical Internship I

Prerequisites: AHS 131, AHS 132, AHS 201, AHS 202, AHS 203 and AHS 205. Corequisites: AHS 209 and CHE 221. Description: Clinical Internship is offered during the spring term and is only for those laboratory technician students who are matriculated and entering the final phase of their studies.

Completion of all AHS science prerequisites with a minimum grade of C is required prior to registration for AHS 210. Students are assigned to hospital or private laboratories in Nassau County and surrounding areas. Here under Departmental supervision, students further their clinical training in selected phases of laboratory work. Through participation and practice they refine technical skills and didactic principles as they relate to the laboratory workplace. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Spring, Credit Hours: 3, Department: Allied Health Sciences

#### ART 142 - Art Internship

Prerequisites: Permission of the instructor and a minimum of 9 art credits. Description: Supervised placement of the student in an artist's studio, gallery position or other setting appropriate to student's area of art study, to enable the student to gain work experience that enriches the theoretical concepts developed in the classroom. Students may incur additional travel expense. This course may be taken for credit only once. Open to Art majors only. SUNY GEN ED-n/a; NCC GEN ED-HUM, Offered: Spring, Credit Hours: 3, Department: Art

#### BUS 116 - Business Internship

Prerequisites: Permission of Department Chairperson. Description: Students work for appropriate business firms, institutions and/or agencies to enrich the theoretical concepts previously developed in the classroom. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Fall, Spring, Credit Hours: 3, Department: Accounting and Business Admin

#### CMP 490 - Cooperative Education Internship

Prerequisites: Permission of Department, approval by the Agency offering the internship, a minimum of 9 CMP credits, and a minimum GPA of 2.75. Students must have satisfied all MAT, ENG 001 and RDG 001 remediation requirements prior to starting the course. Description: This is a course integrating classroom study with career related professional training in the area of Information Technology. The student will be placed in a corporation, small business or other setting related to the field of Information Technology and will gain work experience that enriches the theoretical concepts developed in the classroom. SUNY GEN ED-n/a; NCC GEN ED-n/a, Credit Hours: 4, Department: Math/Computer Science/Info Tec

#### CRJ 207 - Criminal Justice Internship

Prerequisites: Completion of RDG 001 and ENG 001. Permission of Department required. Description: This course offers a classroom seminar and assignment in various agencies within the Criminal Justice System, providing students with the opportunity to include an internship in their studies and to integrate classroom learning with practice before considering entering the criminal justice professions. Field experience will occur in Police, Sheriff, Probation, Correction, Parole, County Attorney, District Attorney, and related agencies at the local level. Students will become acquainted with the function, structure, staff and clientele of these Criminal Justice agencies. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Fall, Spring, Credit Hours: 3, Department: Criminal Justice

#### ENG 490 - Cooperative Education Internship

Prerequisites: One of the following: ENG 111, ENG 200, ENG 215, ENG 216, or ENG 313 and permission of the Department Chair. Description: By matching internships with pertinent class work in English, students will study the connection between the practical experience in the workplace with the theoretical concepts explored in the appropriate classroom setting. Occupational titles for which internships are appropriate may include Fact Finder, Copy Editor, Reporter, Photo Caption Editor, Columnist, Production Manager, and Report Writer. SUNY GEN ED-n/a; NCC GEN ED-HUM, Credit Hours: 4, Department: English

#### FIN 490 - Cooperative Education Internship

Prerequisites: ECO 207 and one other ECO or FIN course and permission of the instructor. Description: Supervised, practical experience at institutions such as commercial banks, thrift institutions, stock and bond brokerage houses, government agencies and firms employing economic practitioners that will provide students with situations in which they can apply concepts learned in previous Economics and Finance courses. Written reports demonstrating understanding of theory and its application will be an integral aspect of this course. Field experience and future career opportunities will be discussed in co-lateral, on-campus class. Prerequisite for this course is the completion of Economics 207 plus one other economics or finance course and permission of instructor. Students must have, as a minimum, a 2.50 GPA to be enrolled in this internship course. SUNY GEN ED-n/a; NCC GEN ED-SBS, Credit Hours: 4, Department: Economics and Finance

#### HIT 258 - Medical Coding Internship

Prerequisites: HIT 154, HIT 158, HIT 250, HIT 256, and HIT 257 (with a grade of C or better in each course) or permission of the Chairperson. Description: This course is a supervised work experience that provides students with exposure to coding practices in a hospital, physician's office, clinic or other health care setting with directed projects common to the typical coding tasks of a clinical coding specialist. Students are introduced to health information technology and coding procedures through observation, study and work. Weekly seminars reinforce work experience. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Fall, Spring, Summer, Credit Hours: 3, Department: Administrative Business Tech

#### HIT 278 - Health Information Management Internship

Prerequisites: HIT 258, HIT 260, and HIT 270 (with a grade of C or better in each course) or permission of the Chairperson. Description: This course is supervised work experience that provides students with exposure to health information management practices in a hospital, physician's office, clinic or other health care setting with directed projects common to the typical responsibilities of a health information technologist/medical records specialist. Students are introduced to health information management and medical records procedures through observation, study and work. Weekly seminars reinforce work experience. (2 lecture, 2 laboratory hours) Laboratory fee applies. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Spring, Credit Hours: 3, Department: Administrative Business Tech

#### HMS 205 - Community Service Internship

Prerequisites: HMS 117 and permission of instructor. Description: The course includes five field work hours per week plus one and 1/4 seminar hours per week. Students are placed in an established human service agency under professional supervision. Class work focuses on the practical aspects of working in a human service agency, such as: professional responsibilities; supervisory and organizational skills; values and ethics and stress management. Special attention is paid to working with diverse populations. SUNY GEN ED-n/a; NCC GEN ED-n/a Offered: Fall, Spring, Summer Credit Hours: 3 Department: Sociology

#### HTL 242 - Hospitality Internship

Description: Students work for appropriate business firms, institutions and/or agencies to enrich the theoretical concepts previously developed in the classroom. Students must complete 350 hours on-the-job training as assigned by the professor in conjunction with assigned papers and coursework. Some office visits are required by the assigned professor. SUNY GEN ED-n/a; NCC GEN ED-n/a, Offered: Fall, Spring, Summer Credit Hours: 3 Department: Hotel & Restaurant Tech

#### HTL 600 – Cooperative Partnership with Industry

Prerequisites: Students are required to take ENG 001, RDG 001, RDG 002, MAT 001, MAT 002 or MAT 003 must successfully satisfy all remedial requirements prior to taking this course. In addition, students must have completed a minimum of 12 credits and be in good academic standing. Description: The course provides supervised, practical, paid, full time experience at institutions that offer students opportunities to which they apply concepts learned in the classroom. Written reports demonstrating the understanding of theories and their applications are an integral part of the curriculum. Travel and living expenses may be incurred contingent upon placement. SUNY GEN ED-n/a; NCC GEN ED-n/a Credit Hours: 3, Department: Hotel & Restaurant Tech

#### NTR 184 - Dietary Management Field Experience Description

Description: Students work in selected healthcare facilities (hospitals / nursing homes) to gain experience and expertise in the field of dietary management by implementing concepts and practices acquired in the classroom. Students must complete a one hundred and fifty hour internship to be eligible to sit for the Dietary Managers Certification Exam. Coursework includes written and oral assignments and exams. SUNY GEN ED-n/a; NCC GEN ED-n/a Offered: Summer Credit Hours: 3  
Department: Hotel & Restaurant Tech

#### PSY 490 - Cooperative Education Internship

Prerequisites: PSY 203 and permission of the Instructor and/or Chairperson and approval by the agency offering the internship. Description: Supervised placement of the student in professional Psychological and Psychology-related settings to enable the student to gain insight into the Psychology field as well as interactive and practical work experience to enhance the formal academic concepts received in the classroom. Students are required to attend five on-campus seminars. SUNY GEN ED-n/a; NCC GEN ED-SBS, Credit Hours: 4, Department: Psychology

#### SRT 107 - Studio Internship

Prerequisites: Minimum grade of C in SRT 106. Description: Field experience internship program where students are placed as apprentice technicians in professional recording studios. Faculty field supervision at off-campus location. Students must provide their own transportation. SUNY GEN ED-n/a; NCC GEN ED-FAPA, Offered: Fall, Spring, Summer, Credit Hours: 6, Department: Music



<i>gained in one situation to new situations</i>	new situations <b>to solve difficult problems or explore complex issues in original ways.</b>	situation to new situations <b>to solve problems or explore issues.</b>	situation <b>to contribute to understanding of problems or issues.</b>	situation <b>in a new situation.</b>
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>in ways that enhance meaning</b> , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>to explicitly connect content and form</b> , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) <b>in an appropriate form.</b>
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

## APPENDIX B

To: Academic Senate

From: Ad hoc Committee on Applied Learning

Subject: **Resolution in response to the 2016 SUNY mandate regarding whether Nassau Community College will make applied learning a local graduation requirement**

Date: March 23, 2017

**WHEREAS:** The SUNY 2015 mandate requires all SUNY institutions to research the feasibility of mandating applied learning as a local graduation requirement for all programs, and

**WHEREAS:** Applied Learning (AL) is defined as an educational approach whereby students learn by engaging in direct application of skills, theories and models, taking many forms within the classroom, on-campus or off-campus, including research, community service, service-learning, cooperative online international learning, extra-curricular activities, internships, field and co-operative learning experiences, and

**WHEREAS:** Research demonstrates that AL can contribute to enhanced cognitive abilities in college and adult learners and establishes that experiential learning projects increase student engagement and retention, particularly for at risk students (Heinrich et al, 2015; Kuh, 2008). Offering AL options could improve student engagement, an area in which NCC students scored below benchmarks in the 2015 NCC Community College Survey of Student Engagement report; and

**WHEREAS:** Mandating off-campus applied learning experiences such as internships, field work or co-operative experiences that require additional time and travel for students could be logistically challenging for our population for the following reasons:

Burden on students' schedule: 77% of our students hold a paying job in addition to their school work, and 66% work more than 11 hours a week in addition to their course load, so requiring that they take on the responsibility of participating in additional activities could place an extraordinary burden on them; and

Student transportation challenges: An estimated 12% of our NCC students (approximately 2500 students) rely on public transportation to get to our campus and travelling to yet another site for AL would be difficult, expensive and time consuming for them; and

Conflicts with SUNY Seamless Transfer credit limits: Requiring *additional* coursework to fulfill applied learning requirements may interfere with SUNY transfer paths that now limit the number of credits each program can require for graduation, so full-semester courses cannot be added to the curriculum without removing required and essential courses;

**BE IT RESOLVED THAT:** Off-campus, full-semester applied learning activities will be a graduation requirement **only** for graduates of programs that require these activities for external accreditation or job readiness, such as clinical and professional degree programs, and

**BE IT FURTHER RESOLVED THAT:** Applied Learning will not be made a graduation requirement for all other NCC students; and

**BE IT FURTHER RESOLVED THAT:** On-campus applied learning experiences that occur within student's course work or as co-curricular experiences will be made available to, but not required of, all students who seek them by:

- 1) expanding applied learning offerings that are integrated into our students' current degree requirements, either through directed elective course work or through co-curricular course work such as applied research, service-learning or collaborative online international learning (COIL) projects; and
- 2) exploring the potential to recognize applied learning that occurs through extra-curricular activities such as community service, student organization activities or civic engagement; and
- 3) developing a process that will vet applied learning experiences and will credit students with undertaking these experiences, assuring that AL can appear on their final transcripts.

## APPENDIX C: Action Plan for Applied Learning

Applied Learning Task Force: Elizabeth Gaudino-Goering, Elizabeth Abele, Ricki Bialstock, Laura O’Connell, Dean Evangeline Manjares

	Assets	Completed Tasks	Phase 1- 12/22/17	Phase 2- 5/15/18	Phase 3 - 12/22/18	Phase 4- 9/1/19
Administration (VP Valerie Collins)	Budget  NCC Foundation – Faculty Development Grants  Marketing and Communications Office  Legal Affairs		Include AL as embedded in the mission of NCC and part of five year plan  Connect AL to Academic Affairs  Marketing of AL to current/future students Check for liability concerns	Establish faculty support/incentives for curriculum development  Provide funding for representative faculty to attend AL conferences	Develop centralized support system that connects all AL NCC activities for students and faculty	
Veteran Affairs and Applied Learning Office (Dean Manjares)	Connections with other institutions and outside agencies  AL Communication Materials  AL/Service Learning Annual Symposium		Produce handbook and other literature for faculty  Identify model SUNY institutions that have developed AL programs	Present details of AL models to decision bodies  Documentation for faculty promotion folders for development of and teaching of courses with AL component	Produce promotional media/materials for AL  Receptions/Kick Off events for AL	

	Assets	Completed Tasks	Level 1- 12/22/17	Level 2- 5/15/18	Level 3 - 12/22/18	
Applied Learning Task Force	Knowledgeable and committed faculty	Survey faculty to identify current uses of AL	<p>Formalize structure and status of committee</p> <p>Communicate with Faculty Development Committee re: Info Session for Faculty</p> <p>Mentor chairs and faculty who attend Annual Symposium or express interest in AL</p>	<p>Disseminate info to faculty by speaking at department meetings, ERC Day, Faculty Development Seminars, Club Advisor training</p> <p>Work with departments and student activities develop a mechanism to oversee and vet curricular AL</p> <p>Provide research of AL at NCC and other SUNYs to decision bodies</p>		
Office of Student Activities (Phyllis Kurland)	<p>Student orientation (Bill Zatulskis)</p> <p>Student Clubs / Advisors</p>		<p>Include information about AL during orientation</p> <p>Have advisors identify AL in their co-curricular experiences</p>	<p>Inform students in Student Orientation Handbook NCC website</p> <p>Inform Club officers</p>		Document AL experiences in e-portfolio system

	Assets	Completed Tasks	Level 1- 12/22/17	Level 2- 5/15/18	Level 3 - 12/22/18	
CWCC  Registrar	Degree and course knowledge  Banner system knowledge	Establish criteria for AL attributes	Approve AL attributes for NCC courses.  Determine best system to note and credit AL attributes	Define the process to identify courses that incorporate AL in all sections	Develop a system to identify courses that incorporate AL in individual faculty sections, crediting the students	Develop an e-portfolio system to track AL co-curricular activities on transcripts
Chairs / Interdisciplinary Studies Coordinators	Knowledge of courses and programs		Identify courses in their departments that have an AL component	Evaluate how AL can enhance their programs and courses	Submit Change in Course to CWCC to add attribute to AL courses	
Faculty	Current practitioners  Instructors committed to high-impact practices		Document AL in assigned courses	Inform and recruit new faculty to practice AL <ul style="list-style-type: none"> <li>• Non-tenured faculty meeting</li> <li>• AL handbook/pamphlet</li> <li>• Faculty development seminar - with ERC, Retention, and other Committees</li> </ul>		

	Assets	Completed Tasks	Level 1- 12/22/17	Level 2- 5/15/18	Level 3 - 12/22/18	
Study Abroad / COIL	Experience working with students and faculty on global, experiential learning		Document and promote activities to campus	Credit students in COIL sections with AL credit	Develop cost-effective faculty-led travel courses, domestic and international	
First Year Experience (Nicole Simon)  NCC 101 (Stella Fox)	Day of Service  Freshman Seminar currently required for at-risk students		Document current AL activities	Collaborate with department chairs and clubs to promote more developed AL activities	Consider an AL enhanced NCC 101	
Students	Desire for increased retention and learning, and for coursework that demonstrates job readiness  Club officers / Student leaders		Survey interest in AL activities, curricular and co-curricular	Promote identified applied learning activities		

	Assets	Completed Tasks	Level 1- 12/22/17	Level 2- 5/15/18	Level 3 - 12/22/18	
Community/Other	NCC Board of Trustees  AL sites  Long Island Volunteer Center		Promote workforce and retention benefits of increased AL commitment  Document local value of NCC AL activities	Collaborate with faculty to develop increased AL activities		



The State University  
of New York

**SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V**

**Feasibility Study**  
**Due May 1, 2017**

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Elizabeth Gaudino-Goering, Ph.D.
<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> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
	Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a> .
<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>The college participates in a number of applied learning initiatives. The initiatives can take the form of internships, practicums, and/or specific applied learning projects appropriate for a course or degree program.</p> <p>With respect to our impact on the local workforce, many of our degree programs require internships or practicums as part of their curriculum. The academic departments assess the effectiveness of student learning goals and outcomes. They also typically assess the effectiveness of job placement following graduation, as a result of those internships or practicums.</p> <p>The College is engaged with the community on many levels. Various programs and courses provide students with the opportunity to apply concepts learned in the classroom to benefit the local community. For example, more than a decade ago, the College established strategic community partnerships with the LONG ISLAND VOUNTEER CENTER, the AMERICANA MANHASSET, and the NASSAU COUNTY MUSEUM OF ART. These partnerships enable our students to work alongside local businesses and non-profits throughout the academic year on applied learning initiatives. The impact on the community is measured in terms of community members served and/or funds raised.</p> <p>In conclusion, individual courses and programs assess the effectiveness of our various applied learning initiatives. We intend to develop our capability for college-wide assessment, as we expand our applied learning initiatives.</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>Applied learning has become a priority for universities for at least the</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
	<p>past decade, a priority that Governor Andrew Cuomo made explicit in his 2015 Opportunity Agenda (Executive Budget 2015-16), calling on institutions of the State University of New York (SUNY) to require experiential learning of all students to receive a degree from a SUNY institution. As a compromise, 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 <i>available</i> to SUNY students, requiring a plan from all 60 institutions (Applied Learning Plan, 2016). Nassau Community College must respond to the SUNY query by May 2017, addressing two specific questions: 1) whether NCC will make Applied Learning a degree requirement, and 2) what strategies NCC will take to enhance and support Applied Learning (AL) opportunities on campus, making them available to all students. SUNY asks that NCC addresses the potential of an AL requirement to enhance learning outcomes, as well as to impact retention and degree completion.</p> <p>SUNY has defined Applied Learning as SUNY Works (Cooperative Education, Co-op &amp; Clinical Placements, Internships, Practicum), SUNY Serves (Service-learning, Community service, Civic Engagement) and SUNY Explores (Research, Entrepreneurship, Field Study, Experiences Abroad, Creative Works), leaving flexibility to SUNY institutions to choose their own menu of applied learning. Governor Cuomo included Experiential Learning within his 2015 Opportunity Agenda: Ensuring an Affordable High Quality Higher Education, calling to make it a requirement of all SUNY degrees. His administration's support of experiential learning was based on better employment of college graduates, citing a 2014 national survey of employers who supported a college requirement of an applied learning project (2013).</p> <p>SUNY has modified New York State's absolute requirement to include AL in SUNY degrees, asserting instead that SUNY institutions make AL available to all students: their 2016-17 query, a documentation of this SUNY-wide availability. Another important difference between the Governor's and SUNY System's stance on Applied Learning (AL) is SUNY's justification for promoting AL. While not refuting the workplace benefits of AL, the SUNY system has placed</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
	<p>greater weight on the educational value of AL, particularly for disadvantaged students. In their research review, Heinrich et al (2015) continually finds that AL can contribute to enhanced cognitive abilities for college and adult learners (p. 375). Kuh (2008) notes experiential learning projects as high impact practices that increase student engagement and retention.</p> <p>AL can be effectively integrated into an associate's degree. Kuh (2008) confirms that among High Impact Educational Practices, Learning Communities and Service Learning are the most appropriate to first-year students. Young et al (2006) summarized the benefits attributed to service learning in pointing out that it: 1) enhances skills for students in critical thinking, communication, teamwork, problem solving, and time management; 2) increases students' academic performance, values, self-efficacy and leadership, choice of a service career, and plans to participate in service after college; 3) community service experience provides advantage in job market, as well as 4) benefits to local service organizations (p. 346). Therefore, service learning in particular has the potential to address pressures placed on community college to improve retention and workplace readiness, with the additional benefit of showing a direct and immediate return to the community funding the institution.</p> <p>Thus our focus going forward will be to add service learning projects, global experiences or applied research <b>within</b> normal course activities. In this way, students could benefit from high-impact experiences by taking advantage of the service and research activities on campus, without putting an undue burden on their time or ability to travel off-campus. In addition, if NCC implemented a tracking system for co-curricular activities, this would likewise increase the visibility of AL activities for our students.</p> <p>Several forms of Applied Learning could be incorporated into courses such as civic engagement, creative works including a capstone, a sophomore project, a performance or other creative works that occur as a culminating experience for a student in a class or program. NCC could also expand our opportunities for research. Undergraduate research has become a focus in many institutions and could be available in several of our departments. Programs such as business</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
	<p>could include entrepreneurship projects. These activities assist students in identifying new opportunities not otherwise considered.</p> <p>The NCC campus site provides opportunities for field study since the campus is located on part of the original Hempstead Plains. Several forms of Applied Learning could be included in this category including investigation and discovery projects. Many of these activities could be incorporated to address Institutional Learning Outcomes in courses and considered part of the mission of a particular department. Many departments could identify “capstone like” projects in one of their second semester sophomore year culminating courses.</p> <p>There are some concerns in reference to Applied Learning at NCC. For example, the personal and professional rewards of high impact teaching come at the cost of the significant time and effort required for planning, administrative, logistical tasks and implementation from faculty members (Austin and Rust, 2015; Holtzman and Menning, 2015; Lassiter, 2016). To overcome these hurdles, faculty must be directly involved in the development of the curricular structure and development of these courses. Austin and Rust (2015) specifically suggest “engaging faculty in planning and oversight, developing learning goals, establishing some type of quality control, developing communities of practice” (p. 146); Lassiter (2016), In addition, faculty should be recognized for these efforts with certificates of appreciation and opportunities to share their work in college-wide and regional conferences. Special consideration for their work should also be formally recognized as part of their promotion and tenure process. Finally, more faculty might devote their time to AL if they were offered stipends for developing these experiences for their departments and programs.</p> <p>The commitment to applied learning must come from the highest levels of administration and be integrated into the institution’s mission statement. In response to the need for administrative support for applied learning, NCC created the Centers for Service Learning and Veterans Affairs in 2010, which was subsequently renamed the “Centers for Applied Learning and Veterans Affairs” in Fall 2016. This center is run by Dean Evangeline Manjares. In addition, service-learning at NCC has been supported by faculty through the College Wide</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
	<p>Student Activities committee of the Academic Senate since 2011. This committee has taken on a self-charge to support Service-Learning at NCC. Since 2011, the Service-Learning subcommittee has worked with Dean Manjares to host annual service-learning workshops, attend our local service-learning meetings with other colleges and attend meetings of the NY Campus Compact, a regional service-learning consortium. Dean Manjares continues to make connections in the community with valuable resources, such as the Long Island Volunteer Center and Pleasantville, which enables faculty to identify community organizations that they can partner with for AL projects.</p> <p>At Nassau Community College AL, in the form of internships, is a degree requirement for seventeen programs. Additionally, most career programs mandate clinical experiences to satisfy accreditation and graduation requirements. Many programs also require field experiences such as observations as part of their courses. In addition to these required AL experiences, the Department Chairs have been surveyed to identify all courses or sections of courses that have an applied learning component. Once these courses are reviewed to ensure that they meet the SUNY AL criteria, they will be identified in Banner so that student will be able to easily find co-curricular AL opportunities. In addition, NCC Academic Advisors will be able to use the Banner designations to help students find AL opportunities that might help them explore new areas of interest or deepen their understanding in an area of interest.</p> <p>In terms of personnel support for AL, it is not anticipated that additional faculty will be required to advise students or to implement AL in courses. However, additional staff support will be helpful in order to train faculty, provide support for their AL activities and continue to expand our offerings.</p> <p>As we move forward, NCC will begin tracking students' AL activities, both curricular and co-curricular. At the SUNY 3<sup>rd</sup> Annual Applied Learning Conference (Fall, 2016), institutions shared their use of course attributes and e-portfolios to record student achievement of applied learning experiences.<sup>1</sup> NCC needs to develop a method like this through Banner, student-managed e-</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
	<p>portfolios, or some other method to track these experiences. These types of tracking systems need to be designed and supported by NCC administration.</p> <p>NCC already requires AL for all of its clinical programs and many of its professional degrees. At this point, we do not have the capacity to make AL a graduation requirement for all of our graduates, even if it is seen as appropriate for sound pedagogical reasons. However, based on its value in student retention and achievement, NCC plans to make an institutional commitment to organize and promote more AL opportunities to NCC students, either as curricular or co-curricular experiences, by both administrative and faculty support.</p> <p>“The student learns by doing: or to put this in other words, he tests hypotheses in the laboratory of real life.” – John Dewey (1971)</p> <p>“Learning is the process whereby knowledge is created through the transformation of experience.” – David Kolb (1984)</p> <p>Works Cited</p> <p>Austin, M.J. and Rust, D.Z. (2015). Developing an experiential learning program: Milestones and challenges. <i>Journal of Teaching and Learning in Higher Education</i>, 27(1), 143-153. Retrieved from <a href="http://www.ebscohost.org">http://www.ebscohost.org</a>.</p> <p>Gaudino-Goering, E.A., Kopstein, A., Snow, M.A., Cho, K., Woelker, B. (2014). NCC Student Engagement Survey. Presentation to the College Wide Assessment Committee of the Academic Senate, October, 2015..</p> <p>Heinrich, W.F., Habron, G.B., Johnson, H.L., and Goralnik, L. (2015). Critical thinking assessment across four sustainability-related experiential learning settings. <i>Journal of Experiential Education</i> 38(4), 373.93. Retrieved from <a href="http://www.ebscohost.org">http://www.ebscohost.org</a>.</p> <p>Holtzman, M. and Menning, C. (2015). Integrating experiential learning and applied learning to promote student learning and faculty research. <i>College Teaching</i> 63, 112-118. Retrieved from <a href="http://www.ebscohost.org">http://www.ebscohost.org</a>.</p> <p>Kuh, G. D. (2008). High-impact educational practices: A brief overview. <i>Association of American Colleges &amp; Universities</i>. Retrieved from <a href="https://www.aacu.org/leap/hips">https://www.aacu.org/leap/hips</a></p> <p>Lassiter, J.W. (2016). Faculty feel it too: The emotions of teaching through service-learning. <i>Journal of Community Engagement and Higher Education</i>, 8 (2), 41-56. Retrieved from <a href="http://www.ebscohost.org">http://www.ebscohost.org</a>.</p> <p>New York State, Governor Andrew W. Cuomo. (2015). 2015 Opportunity Agenda. Retrieved from</p>

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
	<p>http://nysbroadband.ny.gov/sites/default/files/documents/2015_Opportunity_Agenda_Book.pdf</p> <p>SUNY. (2016). State University of New York Applied Learning Plan. Retrieved from https://www.fitnyc.edu/documents/suny-applied-learning-2016.docx+&amp;cd=1&amp;hl=en&amp;ct=clnk&amp;gl=us</p> <p>Young, C.A., Shinnar, R.S., Ackerman, R.L., Carruthers, C.P., Young, D.A. (2007). Implementing and sustaining and service-learning at the institutional level. <i>Journal of Experiential Education</i>, 29, 344-365. Retrieved from <i>Education Source</i>, ebscohost.org</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 VI**

**Collaboration Plan**

**Due May 1, 2017**

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Elizabeth Gaudino-Goering, Ph.D.

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
<b>Summary</b>	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</p> <p>Nassau Community College is committed to offering its students a wide range of applied learning opportunities. Both on-campus and off-campus projects and activities have been identified and developed, in an effort to allow our students to apply their classroom knowledge and skills to hands-on learning activities. This enables them to apply their new knowledge and skills, acquired hands-on, to their overall- academic learning.</p> <p><b><u>Our on-campus site hosts:</u></b></p> <p><b>The Center for Applied Learning, Service Learning and Veterans Affairs Programs:</b> <u>Roles/responsibilities of site hosts/faculty facilitators:</u> Faculty facilitators from a variety of departments and program areas (including Multi-disciplinary) design projects (like park clean-ups and organic gardening) which tie into course learning objectives and outcomes. They also assess student learning during the experience and upon completion, to ensure that learning</p>

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	<p>takes place, provide feedback and mentoring. The site host facilitator trains and supervises students, provides feedback and mentoring and ensures that acceptable standards of work are achieved. Other projects, such as Cell Phones for Soldiers is planned and supervised by the Center's Dean (and the Subcommittee on Applied Learning).</p> <p><b>Day of Service</b> activities are held mostly on campus, but some may include an off-campus component. <u>Roles/responsibilities of site hosts/faculty facilitators:</u> NCC faculty from across campus (and the First Year Experience Committee) along with other campus partners (including the Long Island Volunteer Center and the Interfaith Nutritional Network) design applied learning campus projects which tie into course learning objectives and outcomes. Faculty may be or may not be the designated site hosts themselves. Faculty and/or site supervisor facilitators train and supervise students and provide feedback and mentoring. They also assess student learning upon completion, to ensure that learning takes place and acceptable standards of work are achieved.</p> <p><b>Student Activities Office Programs – New Student/Freshman Orientation and Cultural Programs:</b> <u>Roles/responsibilities of site hosts/faculty facilitators:</u> Student Personnel Services Department faculty design applied learning campus projects which tie into course learning objectives and outcomes. These faculty are the designated site hosts at these various events. Faculty train and supervise students and provide feedback and mentoring. They also assess student learning upon completion, to ensure that learning takes place and acceptable standards of work are achieved.</p> <p>The <b>Nest</b> food pantry: <u>Roles/responsibilities of site hosts/faculty facilitators:</u> Faculty facilitators from a variety of departments design projects which tie into course learning objectives and outcomes. Faculty also assess student learning during the experience and upon completion, to ensure that learning takes place, and they provide feedback and mentoring. The site host facilitator trains and supervises students, provides feedback and mentoring. The site facilitator can also assess student learning during the experience and upon completion, to ensure that learning takes place and acceptable standards of work are achieved.</p> <p><b>The Children's Greenhouse Daycare Center:</b> <u>Roles/responsibilities of site hosts/faculty facilitators:</u> Faculty work with the daycare center's Director to plan projects. The Director, serving as Site Host and supervisor, must also make sure that NCC students behaving ethically because of our students' status as role models.</p> <p><b>The Prom Boutique:</b></p>

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	<p><u>Roles/responsibilities of site hosts/faculty facilitators:</u> Faculty from the Marketing Department works with volunteers from all over campus to plan and implement this project. Faculty work with off-campus partners such as high schools and merchants that volunteer goods. Students create a "pop-up" store in which local high school students can come and shop for gently used prom attire at no cost.</p> <p><b>The Physical Sciences Department</b> hosts an Astronomy Night twice a year where students run the planetarium, telescopes, and lectures about astronomy for young children and others in the community. All of the activities are supervised by faculty and students are given the opportunity to reflect on their experience during their Honor's seminars.</p> <p><b>Health Fairs and Blood Drives:</b> <u>Roles/responsibilities of site hosts/faculty facilitators:</u> Faculty from the Nursing Department and the Nursing Club Faculty advise and oversee the planning and implementation of these initiatives. They train and supervise students, provide feedback and mentoring and ensure that acceptable standards of work are achieved. This faculty also assess student learning during the experience and upon completion.</p> <p><b>WHPC-FM College Radio Station:</b> <u>Roles/responsibilities of site hosts and faculty facilitators:</u> The radio station has a variety applied learning opportunities available to our students. Faculty ensure that the experiences are appropriate for the student's goals. Faculty and/or the site supervisor train and supervise students and provide feedback and mentoring. (The Program Director typically oversees operations.) The Program Director will be required to comply with legal regulations and needs to make sure that the supervision will fit into their regular and special programming needs. Students will need to monitor/correct their own performance.</p> <p><b>The <u>Vignette</u> student newspaper:</b> <u>Roles/responsibilities of site hosts and faculty facilitators based on feedback from the Program Director:</u> NCC faculty from the Student Personnel and/or Communications Department design applied learning campus projects which tie into course learning objectives and outcomes. Faculty and/or site supervisors train and supervise students and provide feedback and mentoring. They also assess student learning upon completion, to ensure that learning takes place and acceptable standards of work are achieved. The Faculty Advisor and editors typically oversee the students as they are involved with all of the newspaper's pre-production, production and post-production tasks.</p> <p><b>The Hempstead Plains and Research Center</b> is a multi-acre preserve and is located on our campus. <u>Roles/responsibilities of site host/ faculty facilitators:</u> Faculty (teaching certain courses such as biology and physical science) collaborate with the facility site host to design projects that tie into course</p>

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	<p>learning objectives and outcomes. They both ensure that the students are able to perform the tasks and roles in which they will participate. The site supervisor/facilitator and/or faculty facilitator trains and supervise students, ensures that an acceptable standard of work is achieved and provides feedback and mentoring. Faculty facilitators assess student learning during and after completion, to ensure that learning takes place. The site host facilitator and faculty facilitator allow students to learn about landscapes and observe a variety of wildlife and endangered plant species.</p> <p><b><u>Our off-campus site hosts include:</u></b></p> <p><b>Clinical placements</b> for students in Nursing and Allied Health programs are at hospitals and other health services organizations.</p> <p><u>Roles/responsibilities of site hosts/facilitators:</u> Faculty in these departments teach clinical skills in foundation classes. They then collaborate with site host/facilitators to design projects and identify tasks which tie into course learning objectives and outcomes and allow students to gain career specific experience, improve skills and apply learned theory through a variety of rotations. They both ensure that the students are able to perform the tasks and roles in which they will participate. The site supervisor/facilitator and/or faculty facilitator trains and supervise students, ensuring that an acceptable standard of work is achieved and provides feedback and mentoring. Faculty facilitators assess student learning during and after completion, to ensure that learning takes place.</p> <p>Off-campus <b>Health Fair Presentations</b> are also organized and facilitated by the Nursing Department in a similar fashion.</p> <p><b>Community service and volunteer</b> opportunities are with community and governmental agencies and not-for-profits.</p> <p><u>Roles/responsibilities of site host facilitators and faculty facilitators:</u> Specific roles and responsibilities of all partners in applied learning experiences are detailed in the NCC Guide to Applied Learning (Appendix A). A summary of these arrangements is provided here, but the reader is referred to the Guide for greater detail. Faculty (teaching certain courses such as Human Services) visit sites that are committed to working with people and helping to improve the lives of individuals that are usually in need. Faculty facilitators collaborate with site hosts to design applied learning campus projects that tie into course learning objectives and outcomes. They both ensure that the students are able to perform the tasks and roles in which they will participate. Site supervisor/facilitators usually train and supervise students, ensure that an acceptable standard of work is achieved and provide feedback and mentoring. Faculty</p>

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	<p>facilitators provide feedback and mentoring as well, in addition to assessing student learning during and after completion, to ensure that learning takes place.</p> <p><b>Internships and Service Learning Projects</b> are formal in nature and many contain cross-cultural projects. Most sites are local, but some can be international. Credits are granted when requisite hours are completed, work is completed and student reflection is documented (in written communication vehicles such as reports and journals)</p> <p><b><u>Responsibilities/roles site hosts and faculty facilitators:</u></b> Academic program chairs oversee the development of formal internship/practicum classes and faculty ensures that the experiences are tied into the learning objectives and outcomes of the class. Learning agreements are drawn up between the College, the site-host facilitator and the student, which outline specific roles and responsibilities. Training and evaluation are given by faculty and site hosts.</p> <p><b><u>Responsibilities of business/corporate, non-profit and other hosts/facilitators</u></b> include providing a real-world environment for student trainees to apply classroom knowledge and skills for academic credit. These host facilitators must also demonstrate onboarding (or organizational socialization) as they provide training and socialization, to integrate the student as a member of their own team into their organization.</p> <p><b><u>Responsibility of the Student:</u></b></p> <p><b>NCC Applied Learning activities</b> involve extensive student training on-site and allow students to develop communication, cognitive and professional skills. NCC students are able to use industry-specific terminology and understand industry practices and customs in the industries that they are placed in.</p> <p><b>Day of Service Activities</b> allow students to develop individual responsibilities, behave ethically and provide assistance to individuals or groups participating in not-for-profits or charitable organizations.</p> <p><b>For the New Student/Freshman Orientation Student Activities Office Program, as well as the office's Cultural Programs,</b> students learn about event planning, promotion and implementation and hospitality. They serve as tour guides, event guides and student leaders, and hone their interpersonal, organizational, program planning and public speaking skills. Personal, academic and professional growth occurs.</p>

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	<p>At the <b>Nest</b> food pantry, students develop customer service and interpersonal skills, and retail expertise in stock, inventory and logistics.</p> <p>At the <b>Children's Greenhouse Childcare Center</b>, students learn all about leadership, working with diversity, teaching others and participating as a member of the team. Personal qualities like maintaining a positive attitude and having patience will also be developed.</p> <p>At <b>WHPC-FM Radio</b>, student professional growth and skill development occurs through writing, announcing, production and scheduling.</p> <p>At the <b>Vignette</b> student newspaper, professional growth and skill development occurs during writing, editing and research tasks.</p> <p>At the <b>Hempstead Plains and Research Center</b>, students can watch birds nesting, plant flowers, remove unwanted plants and examine topsoil layers. They make observations and employ research and analysis methods learned in the classroom. They get to experience being a part of a conservation effort in their local environment first-hand, and participate in environmental preservation.</p> <p>During <b>Clinical Placements</b>, NCC students are able to develop skills like listening effectively, serving customers, complying with legal regulations and monitoring/correcting their own performance.</p> <p>While participating in <b>Service Learning, Community Service and Volunteer</b> experiences, NCC students are able to help others and contribute to individuals in need and the community.</p> <p>During <b>internships</b>, students develop discipline specific knowledge and skills. In addition, students are required to demonstrate development in communication, cognitive and personal skills.</p>
<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><b><u>Methods used to support reciprocal relationships</u></b></p> <p>Many of our host organizations commit themselves to offering our students subsequent professional development opportunities in the form of offers to continue on, as a volunteer, intern or paid employee. Participating charitable organizations are financially strapped and rely heavily on volunteers to perform important functions for their organization including promotions and</p>

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	<p>fundraising.</p> <p>With our <b>Day of Service Activities</b>, a successful long-time partnership with the L.I. Volunteer Center was created, which resulted in the organization donating \$2,000 to purchase T-shirts for students. Another successful long-time partnership with Habitat for Humanity enabled the students to raise \$200 for that organization. The students made 1700 sandwiches for the hungry at the Interfaith Nutrition Network. . Our students are given hands-on learning opportunities, which allow them to network, build their resumes and allow them to become more marketable and competitive in a tight job market. Students enjoy mentoring and derive social benefits as well from their experiences.</p> <p><b>One of our Student Activities Office Programs is the New Student/Freshman Orientation.</b> New students and their parents receive a warm welcome to college life at NCC. They are provided with important college information and are treated to free food and a campus tour.</p> <p>At the <b>Nest</b> food pantry, students are able to assist students in need and gain experience first-hand working with social problems including hunger in the local community.</p> <p>At <b>the Children’s Greenhouse Childcare Center</b>, there is a mutually beneficial relationship between the child care center, the students and the faculty. By bringing programs on health, safety, music, teamwork, organic gardening and reading to the center, the children benefit while our students have an opportunity to put their learning into practice. The director of the child care center always welcomes an opportunity to bring NCC students in to benefit the children.</p> <p><b>The Hempstead Plains and Research Center</b> is gaining recognition as one of the state’s most successful environmental preservation facilities and relies heavily on NCC student/faculty participation.</p> <p>At <b>NCC Health Fairs</b>, Senior citizens and other community members receive free health services/information.</p> <p>During <b>Clinical Placements</b>, NCC students are able to determine if they have the unique set of personal qualities that are needed to succeed in health care settings.</p> <p><b>Offices /structures on campus supporting intentional and reciprocal relationships</b> are many. They include: the Applied Learning Steering Committee; the College-wide Curriculum Committee; the Student Activities Committee of the Academic Senate; the Faculty Student Association; Academic Chairs and the NCCFT (faculty union).</p> <p>At the Job Placement Office, part of the Student Personnel Services Department, faculty facilitators often assist applied learning initiatives and provide student</p>

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	<p>support, mentoring and guidance, and partner with organizations to provide students and alumni with experiential opportunities including volunteer positions, internships and paid employment. Students experience professional growth and skill development in areas including: socialization; presentation; writing (business correspondence); interviewing and job searching.</p> <p>At the Career Counseling Office, part of the Student Personnel Services Department, faculty facilitators provide student support and guidance to students seeking academic and career direction. Personal, academic and professional growth is achieved, as students engage in research on academic disciplines and careers, and complete personality profiles and career assessments. They also network with alumni through the Career Resource Network, by participating in informational interviewing.</p> <p>The Center for Applied Learning, Service Learning and Veterans Affairs oversees all college-wide service learning and applied learning initiatives. It also coordinates faculty professional development in Applied Learning, as on-campus workshops are offered for faculty to develop competency in the planning, supervision and assessment of Applied Learning activities. The Center for Service Learning and Veterans Affairs (and the Subcommittee on Applied Learning) also disseminates information about off-campus conferences to faculty, to supplement their on-campus training.</p> <p><b>Campus policies that ensure student support and safety include:</b> Industry-related and site-related guidelines found in organizational handouts; academic guidelines set forth on the course syllabus; clearly set Emergency Procedures which are listed on the NCC website and college policies clearly state in the Student Code of Conduct which is also found on the NCC website.</p>
<b>Question 3</b>	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Coordinators of both on-campus and off-campus applied learning programs are responsible for searching for and securing applied learning sites. Community partners are also engaged by staff members assigned to the Center for Applied Learning, the Workforce Development Office and the Job Placement Office.</p> <p>Affiliation agreements are made with hospitals and other facilities, so that students in Nursing and Allied Health programs are permitted to receive their clinical training experience at such hospitals. Those agreements typically indicate that a facility is agreeing to permit NCC students to come onto their premises as part of a clinical internship, require the College to have in place a</p>

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	<p>professional liability insurance policy that would cover the actions of NCC students while they are on premises, and require the College to indemnify the hospital from any legal liability. The Office of Legal Affairs is integral in negotiating these agreements.</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>The College will continue to offer and expand applied learning. The Dean of Applied Learning will support faculty development related to applied learning and the staff of the Center for Applied Learning will follow up on applied learning activities. The Student Activities committee will continue to support service-learning as a self-charge and the Academic Senate will review the need to continue the new ad hoc Applied Learning committee to further support the growth of AL on our campus. A group of these faculty members have developed an action plan for the next year to specifically address the need to raised faculty awareness and support their efforts to implement AL in their courses (Appendix C). To summarize, a multi-phase plan will be in place and will consist of the following components:</p> <p>NCC Administration and others will continue to identify and engage community partners for service learning.</p> <p>A workshop on applied learning will be held for faculty. The purpose will be to engage the NCC Community in a discussion about past and current applied learning and volunteer activities at the College. This professional development event will be held to inform and encourage members of the college community to participate in, as usual, applied learning activities. Attention will be paid to clarification of terms and brainstorming of new projects.</p> <p>Follow-up workshops will be held for faculty and other interested members of the NCC community. Faculty will be encouraged to learn about and adopt service learning in their teaching. Service learning cohorts (work groups) will be formed based on themes that emerge as faculty begin designing their projects. These cohorts will be supported by the Center for Applied Learning, which will identify collaborators on- and off-campus. The Center will also provide guidance on how to assess applied learning experiences using the SUNY Applied Learning Criteria, student, faculty and collaborator surveys. Annual summaries of the projects and assessment results will be used to modify and improve these experiences as appropriate.</p>

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



The State University  
of New York

## SUNY Applied Learning Campus Plan Campus Applied Learning Plan Part VII

### Graduation Requirement

**Due May 1, 2017**

<b>Campus Name:</b>	Nassau Community College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Elizabeth Gaudino-Goering, Ph.D.
<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>At present, applied learning activities are included as a local graduation requirement only for programs that require these activities for external accreditation, such as clinical and professional degree programs or that already have applied learning activities in place such as the Art Department’s capstone course. In addition, applied learning activities will be supported and encouraged by: 1) identifying applied learning opportunities available to students in Banner, 2) training faculty in integrating AL into their curriculum,</p>

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	3) assessing the quality of applied learning experiences and 4) modifying applied learning offerings as needed.
<b>Question 2</b>	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>The Academic Senate, which represents the faculty, administration and student body at NCC, unanimously voted not to make AL a degree requirement for <i>every</i> NCC graduate at this time. However, NCC supports Applied Learning and we will continue to encourage and expand other forms of Applied Learning that can be incorporated into courses as part of the department curriculum. Please see Appendix B, Resolution to the Academic Senate.</p> <p>In order to expand some types of AL offerings, we will need to provide additional faculty development opportunities and develop administrative support mechanisms.</p>
<b>Question 3</b>	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>Not applicable</p>
<b>Question 4</b>	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <ol style="list-style-type: none"> <li>1) The College will continue to offer applied learning. The Dean of Applied Learning will support faculty development related to applied learning and the staff of the Center for Applied Learning will follow up on applied learning activities. For a more detailed plan of how NCC will be phasing in applied learning access for all students, please see Appendix C.</li> <li>2) Courses containing an applied learning component will be identified on Banner for faculty advisors and students.</li> <li>3) NCC administrators and faculty coordinators will identify and engage community partners for service learning.</li> </ol>

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	4) As detailed above and in Appendix C, a workshop on service learning and other applied learning will be held for faculty. The purpose will be to engage the NCC Community in a discussion about past and current service learning and volunteer activities at the College. A professional development event will be held to inform and encourage members of the college community to participate in community engagement/service learning activities. Attention will be paid to clarification of terms. Follow-up workshops will be held for faculty and other interested members of the NCC community. Faculty will be encouraged to learn about and adopt service learning in their teaching. Service learning cohorts (work groups) will be formed. Learning experiences will be assessed using the SUNY Applied Learning Criteria and modified as appropriate.

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