

## Campus Applied Learning Plan Part II

### Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	Rockland Community College
<b>Date:</b>	4/11/2016
<b>Narrative Compiled by:</b>	Irene Deutsch
<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 learning activities.</p> <p>Rockland Community College's procedures for data collection and reporting on all of its applied learning activities are, in most cases, already in place, while those that need to be either finessed or developed will be undertaken in terms of usefulness, efficacy and accuracy. At the forefront of the College's data collection will be a strong adherence to the criteria of approved learning</p>

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	<p>activities, as well as a clear advocacy of data that has relevance to building an even stronger applied learning presence. What follows is an overview of the collection, processing and analysis of applied learning data, outlined through the three prongs of the applied learning umbrella: SUNY Works, SUNY Serves, and SUNY Discovers.</p> <p>Data collection and reporting on SUNY Works has been underway for several years and is based on the student unit-record level through SIRIS. All applied learning activities in SUNY Works (internships, practicums, clinicals and cooperative education) are credit-based at RCC, and every student in this category is thereby identifiable in the College's database system, Datatel, as is the specific course and department in which the students is registered. In addition, the Internship Program, which is a part of Career Services, keeps an extensive database on every SUNY Works student, including placement site and faculty mentor. As a result, data collection of student participation, specific applied learning activity and identifiable faculty involvement for this segment of applied learning is extensive.</p> <p>Data collection and reporting on SUNY Serves also occurs in Datatel for student participation in Volunteer Services and Habitat for Humanity, based on reportage from the Student Involvement office. The fact that these activities are not credit-bearing is reflected in the codes they are assigned. In addition, students who complete 42 hours of volunteer services are provided with a co-curricular transcript, created by the Student Involvement office as well.</p> <p>Data collection and reporting on SUNY Discovers will also occur in Datatel, as the various applied learning opportunities in this subdivision fall under either Study Abroad codes (Cambridge Program, Academic Travel), which are credit-bearing, faculty supervised, and thereby easily identifiable by student, or research projects (Bridges to the Baccalaureate), which although currently not credit-bearing will be assigned appropriate codes to distinguish them in the future from credit-bearing research projects/courses. In all cases, specific faculty involvement will also be identifiable and reportable.</p>
<b>Question 2</b>	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>Applied learning activities at RCC are developed, maintained and marketed to students through a comprehensive initiative that reflects the solid commitment of faculty and administrators to the applied learning initiative. For example, all of the departmental degree sheets that are the basis for student advisement and subsequent graduation clearly indicate applied learning requirements and/or electives for appropriate degrees. In addition, advisors who help students choose coursework based on the degree sheets are versed in the applied learning opportunities that are open to them and can direct students to</p>

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	<p>Career Services, for example, for guidance and placement in internship/practicum opportunities. Furthermore, Career Services provides a marketing campaign that highlights excellent internship opportunities on an ongoing basis, both as hard copy advertisements as well as online email blasts. Students in the Sam Draper MTS Honors Program are advised from the outset that they are required to do either a study abroad experience or an internship, which creates a solid pool of students for either SUNY Works or SUNY Discovers experiences. Additionally, all RCC students are informed at the freshman orientation and advisement program (SOAR) about the Volunteer Program as well as Career Services' Internship Program. Finally, RCC will be developing an Applied Learning webpage on its website in order that all information regarding applied learning, including types of opportunities, benefits and testimonials, will be available in one location.</p>
<b>Question 3</b>	<p>What is your plan to use these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>The success of students in applied learning experiences in terms of persistence, retention, graduation rate, student engagement and student employability will be undertaken by the College's Institutional Research Office, which will be able to track student success as defined by the criteria listed above through various data collection tools. For example, persistence, graduation, and retention rates will be processed using SUNY OBIEE to provide accurate statistics. To track student engagement, Institutional Research will use CCSSE, Community College Survey of Student Engagement, which will be administered every three years. The results will be incorporated in a college-wide assessment, shared with the College community, as well as reported to SUNY. In order to track student employability of applied learning students, an internally-created graduation survey will continue to be sent to all graduating students approximately 6-9 months after graduation. This survey will specifically ask employment status questions, including place and categorized wages, and it will be capable of identifying applied learning students. Survey results will be shared with the Applied Learning Steering Committee as well as the entire RCC community.</p>

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



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	Rockland Community College
<b>Date:</b>	4/11/2016
<b>Narrative Compiled by:</b>	Irene Deutsch
<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>

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<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>Faculty currently interact with applied learning activities in two ways: by serving as a supervisor or mentor for a specific activity, and by creating the documentation necessary to embed applied learning activities into the curriculum.</p> <p>In order for students to receive credit for applied learning, relevant activities must be defined as part of the curriculum. Each academic department offering applied learning activities must generate a Learning Activity Proposal (LAP) for each category of activity (internships, co-ops, REUs, etc.). The Faculty Senate Curriculum Committee’s Manual of Procedures describes the procedure for development and revision of LAPs.</p> <p>Proposals for new and revised courses must be reviewed by the Chair of the College-Wide Assessment Committee to ensure that the student learning outcomes are measurable and that appropriate evaluation measures are used. After approval, new course proposals are first sent to the appropriate Division Curriculum Committee, then to the entire college community for feedback, and finally to the Faculty Senate Curriculum Committee. Revised LAPs require approval from only the Division Curriculum Committee and are updated on a five-year cycle in conjunction with the appropriate program review cycle.</p> <p>LAPs are the basis for development of course syllabi, and faculty are provided with the most recent version of the course LAP to create a course syllabus. Prior to the beginning of each semester a sample course syllabus template that contains the essential elements is sent to all faculty from the Provost. Syllabi are reviewed by the Department Chair or Discipline Coordinator. Student learning outcomes on the syllabus are assessed periodically by both full-time and adjunct faculty teaching the courses.</p> <p>Faculty who serve as mentors in an applied learning activity support a student’s work by ensuring that the student meets the learning outcomes of the credit-bearing course associated with that activity. Faculty mentors guide the student to supplement and contextualize their work through scholarly research, metacognitive assignments, and face-to-face meetings. Some faculty utilize the learning management system Blackboard, which the campus recently</p>

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	<p>migrated to from ANGEL, for communication and delivery and submission of assignments.</p> <p>Faculty who serve as supervisors or mentors directly oversee a student's work in an applied learning activity. They work with the student to assign specific responsibilities, offer constructive criticism as the student progresses through the activity, and ultimately assess the caliber of the student's work.</p> <p>If faculty develop new ideas for an applied learning activity, they are encouraged to work with Career Services to ensure that their ideas are in alignment with the program. For example, a new LAP for a summer research internship experience was recently proposed and awarded funds for science majors to assist in designing projects, picking field sites, creating protocols, and aiding in the production of website material for research-based courses.</p>
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <p>Faculty mentors are provided with an approved LAP for the course that corresponds to the relevant applied learning activity (e.g. English 273 for an internship related to the discipline of English). From the LAP, a course syllabus is developed, with Career Services available to assist and provide guidance to faculty.</p> <p>In addition, the Center for Excellence in Teaching and Learning (CETL), the College's highly regarded professional development program, offers workshops on a broad range of topics related to pedagogy, and faculty are encouraged to attend. These workshops help greatly in developing faculty awareness of how to help students achieve academic and career success, and they translate perfectly into the more individualized dynamics between faculty mentors and students in applied learning experiences. Furthermore, beginning this May, CETL will also offer workshops specifically geared towards faculty associated with applied learning activities.</p> <p>The compensation for faculty mentors is governed by the collective bargaining agreements between Rockland Community College and the full-time and part-time faculty unions. Adjunct faculty are paid at the rate of \$25 per student per</p>

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	<p>credit, while full-time faculty are paid at the rate of a group contract. The following rate for full-time faculty is as follows:</p> <p>1 to 5 students – 25% of the total overload compensation for the course  6 to 10 students – 50%  11 to 15 students – 75%  16+ students – 100%</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>RCC has developed the Strategic Plan Innovation Fund to advance the college’s goals and strategies through the efforts of campus faculty and staff-led initiatives and projects. In the current fiscal year, RCC has invested \$100,000 to support campus projects. Faculty may apply for these Strategic Innovation Grants in order to support new applied learning initiatives. In addition, faculty are encouraged to seek external funding opportunities through our Grants Development Office.</p> <p>New faculty members who agree to serve as mentors meet with Career Services for guidance and are matched with experienced faculty mentors. In the future a more formal mentorship program will be developed to mentor the mentors.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Faculty who are engaged in work with applied learning activities are encouraged to include their involvement and academic work as part of their reappointment, tenure, and promotion portfolios. Without any question, being directly involved in applied learning experiences with students is a tremendous qualification for professional recognition at the College. In addition, the Student Government Association will host an annual faculty mentor appreciation luncheon (put on by students for the faculty who mentor students in applied learning activities) beginning in the 2016-2017 academic year.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	Rockland Community College
<b>Date:</b>	4/11/2016
<b>Narrative Compiled by:</b>	Irene Deutsch
<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>

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	<p>Rockland Community College offers students who are interested in participating in applied learning activities a broad range of initiatives and supports. First and foremost is the Career Services department, which helps students navigate the entirety of the internship experience, from locating an appropriate internship opportunity to apply for, to providing resume assistance, pairing the student with the appropriate faculty member, assisting the student with the registration process, intervening with support if necessary during the internship experience, and subsequently following up with gathering all of the internship evaluation forms from the student as well as the employer, and maintaining an extensive database. Career Services has an abundance of internship opportunities available for students, and the department's career specialists provide individual assistance to students in finding positions in alignment with their majors and career goals. In addition, Career Services also provides students with support in developing approved internships initiated by students themselves. In fact, the department encourages students to apply for internships that are of special interest to them, and then follows up with the legitimization process that is necessary in order for students to obtain credit. As mentioned above, all internship students are assigned a faculty mentor at RCC to provide support throughout the experience as well as to assess their work upon completion and provide a grade. In addition Career Services offers a broad range of workshops that assist students before, during and after their internship experience, including resume writing, interviewing skills, using social media, as well as wearing appropriate clothing when meeting a prospective employer. In this regard, RCC's clothing closet, <i>Clothes the Deal</i>, provides students with free career clothing as needed.</p> <p>RCC's Cambridge Study Abroad Program provides various supports at RCC as well as assistance on site at the Cambridge campus. At RCC, students are invited to attend two informational meetings and a pre-departure meeting designed to provide extensive information to ensure a smooth and positive traveling and learning experience. It is important to note that the students have the full support of the Sam Draper MTS Honors Program's staff throughout their study abroad journey. Financially, students in the above honors program can apply for the Sam Draper Scholarship for help with funding. While in Cambridge, students have access to one of the famed college's resident tutors and the International Summer School Office to assist them with any challenges or questions. Students enrolled in other study abroad courses also have direct access to</p>

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	<p>their faculty mentors, who travel with the students and are available to them throughout the experience.</p> <p>Students participating in the Bridges to Baccalaureate Program have access to an assigned faculty member who serves as a liaison with Purchase College, which hosts the program. Another important function of this faculty member is to disseminate information and to recruit students into the program. Prior to the summer research experience, students attend an orientation session and are assigned a research mentor. There is also an on-site dedicated program coordinator who serves as a resource for non-research related information. Students also have access to a science resource room, Einstein’s Corner, for the entire length of the program.</p> <p>Student Involvement also provides support for students involved in relevant applied learning activities. This support includes facilitating an application and matching process as well as troubleshooting any issues that arise while a student is participating in an activity. The office also manages the Volunteer Services Program, which actively encourages students to engage in opportunities to volunteer both on and off-campus, an experience that visibly inspires self-development in students, as well as fosters a sense of community building. Students who acquire 42 or more hours of volunteer service earn a certificate, an opportunity to audit a course free of charge (before or after graduation) and a co-curricular transcript that lists all of their extra-curricular activities. Volunteer hours are usually tailored to the student’s major.</p> <p>Students can navigate the various applied learning programs through several means. Any applied learning experience that is offered for college credit is listed in WebAdvisor, RCC’s student information system. Non-credit applied learning experiences are also easy to navigate through the respective offices that run the programs. However, most students will interface with Career Services, Student Involvement and/or the Honors Program to learn about applied learning options open to them. In addition, a student’s initiative is always encouraged as witnessed by the large number of new internship experiences and volunteer locations that are developed as a direct result of student request and initiative. For example, Career Services steadily encourages students to locate internships that are uniquely suited to their interests and to not rely only on the options already on file.</p>

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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>There are a variety of mediums used to promote applied learning activities on RCC's campus. These include the use of social media such as Facebook, Instagram, Twitter, Snapchat and RCC Bloggers, all of which are maintained by individual departments and Campus Communications. The College's graphics department creates flyers and posters that are disseminated to students online, in-hand and/or posted on bulletin boards in all campus buildings. Furthermore, Career Services and Student Involvement promote and host many on-campus events—Job Fair, Open House, Career Forums, Career Workshops and Volunteer Fairs -- throughout the semester, all of which promote applied learning options. Both Career Services and Student Involvement have program packets that are distributed to students who express an interest in getting involved. Furthermore, applied learning information and opportunities are sent via college emails, RCC-TV, RCC Scene Magazine, tabled in the most populated areas on campus, distributed at other campus events as well as through personal communication, and marketed on the college's website and during student government and club meetings. Career Services also promotes applied learning opportunities on an ongoing basis through targeted email campaigns, information sessions, classroom workshops, its own internet sites, as well as through RCC-TV.</p> <p>RCC has developed an innovative new student orientation program entitled Student Orientation Advisement and Registration (SOAR), which offers a detailed orientation and introduction to WebAdvisor, as well as a hub of academic and co-curricular information. The multimedia sessions that have been developed for the purposes of this program are geared towards being both fun and educational for students, and they include information about the College's applied learning opportunities. Students also learn about internships and other applied learning options from their various departments through individual advisement sessions, general information sessions and open houses. In addition, the Sam Draper MTS Honors Program holds regular open house events and orientation sessions for their program participants, during which the internship and study abroad opportunities are highlighted</p>

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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>All applied learning activities include the completion of a student evaluation form. Both Career Services and Student Involvement utilize evaluations to collect feedback from student participants and employers. The evaluations are subsequently summarized, and, depending on the type of applied learning experience, are reviewed by Career Services or Student Involvement for the purpose of improving the experience for future students. Information is also collected through required journal entries and mandatory meetings with faculty mentors. For example, students in the Bridges to the Baccalaureate program provide feedback in several ways. They attend weekly research meetings led by the faculty mentor in order to assess the students' understanding and monitor the progress of their research projects. At the conclusion of the program, the program coordinator conducts an in-depth exit interview with each student to obtain feedback. In another example, students enrolled in the Cambridge Study Abroad Program offer feedback directly to the International Summer School office at Cambridge and provide written feedback to the RCC faculty mentor through weekly reaction papers and emails. Every single applied learning activity on campus incorporates student feedback for the purposes of making applied learning experiences as beneficial as possible.</p> <p>If a student is having a negative experience in an applied learning activity, the situation is taken very seriously and handled immediately. If the student grievance involves an internship site or employer, information can be reported by either the student or the faculty mentor. Career Services then undertakes an investigation of the claim and takes appropriate action to support the student. If the situation cannot be resolved, Career Services works with the student to find another placement site if needed. Similarly, Student Involvement will also act immediately to ensure the safety of students if they are informed of a student grievance. An investigation takes place and appropriate changes are made as necessary. In all cases the student may also follow the current grievance procedures as outlined in the Student Handbook.</p>

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Question 4	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>The Director of Career Services recently met with the Student Government Association to share information and solicit feedback about applied learning activities and their relevance to student career development. The meeting proved to be a valuable experience for all participants and will be scheduled again in the future. In addition, students continue to have the opportunity to provide feedback on all of their applied learning experiences. Information that is received from students either through evaluations, journal entries, group discussions or individual meetings with mentors is utilized to strength the applied learning programs and increase opportunities for students.</p>

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



## SUNY Applied Learning Campus Plan

### Campus Applied Learning Plan

### Feasibility Study – Part V

**April 26, 2017**

<b>Campus Name:</b>	Rockland Community College
<b>Date:</b>	April 26, 2017
<b>Narrative Compiled by:</b>	Irene Deutsch
<b>Summary</b>	<p>Language in the 2015d-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. Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement. 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>

All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.

Please refer all questions to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu).

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?

Rockland Community College's Applied Learning Committee created a survey regarding the impact of interns on the county's internship and volunteer partners and sent it to over 1,000 companies. Unfortunately, the response rate to the survey was less than 2% so the committee found the survey results statistically insignificant. However, since most of the applied learning programs have built-in instruments for assessing the impact RCC students have on their respective applied learning locations, the information below is, in fact, an accurate gauge of how the community and workforce in the county perceive RCC applied learning students.

In order to measure the impacts of campus-approved applied learning, the Internship Program collects an evaluation form from each site supervisor once the intern has completed the required hours. These evaluations measure the following: quality of work; scope of knowledge; learning skills; intern initiative; interpersonal skills; and workplace attitude. Each evaluation asks a series of questions and measures answers accordingly based on a ranking system. The answer choices provided are "outstanding," "very good," "average," "below average," and "unsatisfactory." The Internship Program tracks all of these evaluations. Records show that for the Summer 2015 semester, 100% of students were ranked as being outstanding or very good. For the Fall 2015 semester, 100% of students were ranked as being outstanding or very good. For the Spring 2016 semester, 93% of students were ranked as being outstanding or very good. The evaluation forms also ask the Internship Program's business partners whether they would hire the student again, and 98% of supervisors have responded in the affirmative. These evaluations allow the Internship Program to analyze the success of each student placement, as well as the impact internships have on the local community by virtue of having a direct response from supervisors on every student who participates in an internship.

Nursing clinicals, as well as Occupational Therapy and Early Childhood practicums, are included as a graduation requirement for all three of these departments at Rockland Community College (see information on these programs in the Collaboration Plan). As a result, a feasibility study on these departments is not necessary for the purposes of this report. However, in order to provide insight into how required applied learning programs at the College measure their impact on the community, this report includes feasibility information on the Occupational Therapy Program as an example.

The OTA program assesses the impact of student participation on their agencies by collecting evaluation forms from each fieldwork supervisor at the end of Level II experiences. The evaluations measure the following student performance

**Question 1**

areas: Fundamentals of Practice; Basic Tenets of Occupational Therapy; Evaluations/Screening; Intervention; Communication; and Professional Behaviors.

The student performance evaluation is designed to measure entry-level competence for occupational therapy assistant students and to provide an assessment of their readiness for entry-level practice, which directly impacts their performance and evaluations at the applied learning site. Midterm and final assessment and scoring reflects student competency and growth in the key performance areas. Student performance is measured with a numerical scale ranging from “Unsatisfactory” to “Exceeds Standards,” and students have a minimum score that they must attain in order to receive a passing grade for the fieldwork/course. The program also reviews each evaluation and uses the information to assess student performance and modify the program curriculum as needed to facilitate student success in fieldwork placements. Records show the following passing percentages: Winter 2015- 100%; Spring 2015 - 95%; Summer 201 -100%; Fall 2015 -100%; Winter 2016 -100%; Spring 2016 -100%; Summer 2016 - 100%; and Fall 2016 - 90%. These percentages are directly related to the impact of students on the agencies in which they are placed and the workforce of the county.

The Volunteer Services Program’s success and its impact on the community is also measured by evaluation forms submitted by volunteer agencies regarding their experience with the applied learning volunteers. These evaluations provide clear feedback from supervisors and serve as productive indicators regarding the impact students have had on the agencies. In addition, students also provide a good indicator of their effectiveness at an agency by virtue of their own evaluations and discussions regarding their experiences.

Currently, no measurement of the impacts of campus-approved applied learning is in place for the Cambridge Study Abroad Program or for any science research courses. However, completion data for the Bridges to the Baccalaureate Program is collected by Purchase College and reported to the NIH as required by the grant. Likewise, there is currently no data provided by the Business Department to assess the impacts of applied learning other than what is required for a business-related internship or for the AAS Business Degree.

**Question 2**

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.

Making a campus-approved applied learning activity a graduation requirement would greatly impact Rockland Community College students. Although the College strongly advocates the value of applied learning to its students, the reality is that many students at RCC do not have the means to complete an applied learning experience.

One of the more obvious challenges that would face the College if applied learning

were to be added as a graduation requirement would be that it would extend the amount of time and money students would need to put into earning an associate's degree. Moreover, an additional financial burden on many students' limited resources could impact student enrollment, while an additional degree requirement could discourage certain student populations from enrolling. Many students at RCC are working parents, caregivers, or young adults struggling to cover the cost of tuition. Additional time requirements needed to complete an applied learning graduation requirement could mean taking time off from work, child care costs, and additional travel expenses. One such example comes from Occupational Therapy Assistant students, who are required to participate in practicums throughout the curriculum. At times, potential applicants express their inability to engage in learning opportunities outside of the classroom due to work and/or family obligations, and choose not to apply to the program for that reason. Students enrolled in the OTA Program often have difficulty scheduling practicum hours around their other obligations, leaving them at risk for failing the course. What these difficulties illustrate about just one program would be multiplied exponentially if ALL academic programs required an applied learning experience.

Another example of the challenges that would be arise if applied learning became a graduation requirement involves the complexities of transfer credit. Students at RCC often enroll with a desire to transfer credit from another college or university, which impacts the transcript evaluation process that the Registrar's Office must perform to ensure that the appropriate courses are eligible to be transferred. How an applied learning graduation requirement could potentially penalize a student's transfer load is illustrated by the fact that not all colleges require a student to do an internship for credit, and since RCC does, a student who had completed a non-credit bearing internship at another institution would have to undertake another internship, thereby prolonging graduation. Furthermore, students who need to complete an applied learning experience but have a low GPA would have many of the applied learning opportunities closed to them. In addition, the availability of applied learning partnership sites changes from semester to semester, requiring staff to continually work to secure new placements. It is not difficult to imagine that students could confront a situation where a placement consistent with their degrees and career goals would not be available. With over 6,000 students registered at the College, the odds of students not being able to find an applied learning placement could become a very difficult and painful reality. The truth is that the majority of RCC students do not seek an applied learning experience. Many, for example, wait to fulfill their mandated applied learning requirements at four-year schools.

If applied learning were to be made a requirement, many changes would have to be put in place in order to accommodate student needs. Advisors would need to spend more time with each of the students in order to sufficiently evaluate credits, degree sheets and appropriate applied learning placements. This would necessitate the College hiring additional staff to assist all students, as well as developing and maintaining applied learning placements that could accommodate over 6,000 students. Furthermore, as most applied learning experiences involve faculty mentors, the College would have to

invest heavily in having appropriate funds to pay them. Since the college would have to pay additional faculty and staff, tuition cost would also increase, impacting students directly. Likewise, additional students on the College's blanket insurance policy would also add further costs. What is tremendously clear is that a new applied learning graduation requirement would place a tremendous fiscal burden on the College, as well as on students.

Another obstacle would arise from students' immigration status, which would affect the applied learning activities available to them. For example, some students would not be able to qualify for a paid internship because of their status, leaving them with limited options. It is also important to note that Rockland Community College is located within a suburban community and that a large number of students depend on public transportation. Since many of the applied learning sites are not accessible by affordable public transportation, many students would have trouble completing an off-campus applied learning opportunity.

The amount of applied learning opportunities offered may also be limited due to the fact that there are several other institutions in the same geographic area as RCC. This means that Rockland Community College is in direct competition with other institutions when securing applied learning sites for students. Securing partnership contracts is often a difficult task, and doing so sometimes requires the involvement of the County Attorney. Therefore, due to these factors, RCC would not have access to the amount of sites necessary to host 6000+ applied learning activities. Currently, for example, students in the Occupational Therapy Assistant Program, which does require applied learning as a graduation requirement, often need to travel to different cities and counties in either New York or New Jersey (such as Westchester, Bronx, Manhattan, White Plains, Orange County (NY) and Bergen, Passaic, Sussex, Essex, Hudson, Union County (NJ) because Rockland County does not have the industry to support the needs of the students in the program. If every academic program at the College required an applied learning experience, then the placement difficulties would become unmanageable. Lastly, the College relies on federal funding and grants to pay for staff and programs in many cases, and with no control over ongoing funding from year to year, having adequate programs and staffing for over 6,000 applied learning experiences could not be guaranteed

Following the SUNY system push for transfer mobility that mandated degrees not exceed 64 credits, it would be a serious burden on some departments to try to make space for credit bearing applied learning activities on their degree sheets. Another concern is that potential students would be deterred from even beginning a degree due to the requirement of a time-consuming internship or volunteer experience. Although the faculty at Rockland Community College generally encourage applied learning experiences, making them a graduate requirement would hinder students' abilities to explore their coursework and elective offerings. Therefore, having applied learning as

a graduation requirement for students who already have restricted choices, as well as work and/or family commitments, is not in the best service of the student community.

A finding by the American Association of Community Colleges for the College Completion Challenge stated that “College completion rates [at community colleges] are dismally low. Only 3 out of 10 students who start at community colleges full-time graduate with an associate’s degree in 3 years.” Furthermore, this study also found that such numerical statistics are even worse for minorities. Because RCC hosts a significant minority population, many students at RCC would be negatively affected by this type of requirement.

Although the business and science departments on campus that offer applied learning experiences under the umbrella of SUNY Discovers are able to offer a range of applied learning opportunities for students, these opportunities are not accessible by all students due to fiscal limitations. For example, the science department allows students to get a hands-on experience and learn about different research methods, such as the scientific method. The Bridges to the Baccalaureate program is funded by a grant from the NIH, therefore making the number of student participants limited by grant restrictions, as well as by lab space and available faculty at Purchase College. Likewise, independent research courses offered by the science department at RCC are also limited by financial and physical resources, including lab space and required equipment. Similarly, while the Cambridge Study Abroad Program is a transformative experience, it is expensive and beyond the financial capability of many students.

The student population at RCC has many personal challenges. As mentioned earlier, many students work, have accessibility limitations, do not drive, are single working parents or have issues with their immigration status. Therefore, limited financial and physical resources, faculty availability, and the personal challenges of students would undoubtedly prevent every student seeking a degree at Rockland Community College to have a mandated applied learning experience as a graduation requirement.



## SUNY Applied Learning Campus Plan

### Campus Applied Learning Plan

### Collaboration Plan – Part VI

**April 26, 2017**

Campus Name:	Rockland Community College
Date:	April 26, 2017
Narrative Compiled by:	Irene Deutsch
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
Question 1	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</p> <p>SUNY Works is generally divided among four different programs at Rockland Community College, all of which are essential components of the Applied Learning agenda that the College has to offer. The Internship Program, Teacher Education,</p>

Occupational Therapy Assistant Program, and Nursing Program all require that students take part in applied learning opportunities.

RCC's Internship Program works closely with different types of businesses in order to provide students an academic hands-on experience. Some of these businesses are corporations, finance firms, non-profit organizations, small entrepreneurs, government offices, law firms, hospitals, print journalism, laboratories, restaurants, supermarkets, radio and television stations, finance firms, automotive dealers, environmental agencies, hotels, and various on-campus departments. Below is a sample list of ongoing companies:

*Atlantic Records; Cambridge University Press; Adams Law Group LLC; Access Network Communications Inc.; Comedy on Demand; Creative Response To Conflict; Interstate Toyota; Pediatric And Adolescent Dentistry Of Rockland County, P.C.; Revelry House; Phantom Designs; Morning Music Club; Holiday Inn Orangeburg; First Investors Corp; E & I Software;Euro River Cruises; Spa Technologies; Anellotech; CreditRiskMonitor.com; AFLAC; Bluriver Media Group; Cablevision of Rockland; Good Samaritan Hospital; The CEJES Institute; The Rachel Ray Show; Berard and Donahue PC; Meals on Wheels Program and Services of Rockland, Inc.; Historical Society of Rockland; New York Sports Club; News 12 Networks; Rockland Boulders; Rockland County Department of Planning; Rab Lighting; Holocaust Museum and Study Center; Jawonio, Inc.; Helen Hayes Hospital; Good Samaritan Regional Medical Center; RCC Academic Success Centers; RCC Multi-Media Production Center; RCC Public Safety; RCC Performing Arts; RCC Institutional Research & Effectiveness; RCC Continuing Education.*

The responsibilities of each internship partner are identical and include the following: to provide a learning experience; to accommodate the intern's hours (45 hours per credit, with the majority of internships being three credits; i.e., 135 hours for a semester); and to provide an evaluation of performance and attendance at the end of the internship. The internship company must also appoint a staff member to function as the intern's supervisor at the worksite, which includes assigning the intern's tasks, monitoring his/her progress, and providing the end evaluation.

All Teacher Education courses require some off-campus fieldwork hours or school observations. Students visit the following types of programs for this purpose: public schools (K-12); Head Start of Rockland; private preschool special education programs; daycare centers; group homes for the developmentally disabled; and nursing facilities for patients with memory impairment. The only responsibilities that these sites have are to allow RCC students to visit their school/program for up to 1 day and to share basic demographic information about their program with the students. Students enrolled in the Practicum course must complete 30 hours of field placement at either the Campus Fun and Learn Childcare Center, Jawonio, or Head

Start. Similarly, students enrolled in the Applied Practicum in Teaching II must complete 90 hours of field placement in a local (public or private) preschool, elementary, middle or high school in the area. These schools are responsible for providing the student with a classroom to work in, a mentor teacher, and the ability to work alongside the mentor during the instruction of students. During the placement, the mentor teacher is also responsible for observing the student teacher instructing one or two short lessons. At the end of the placement, the mentor teacher is required to complete a written evaluation of the student's work at the site. The school is also required to allow the RCC instructor to visit and observe the student in the classroom at least once.

Students enrolled in the Occupational Therapy Assistant (OTA) Program are required to engage in, and successfully complete, off-campus fieldwork experiences in a variety of settings. The level of facilitation and supervision provided by the off-campus collaborators varies depending on several factors. Such factors include the type of fieldwork present, the nature of the setting, and the specific learning objectives of the course/experience.

Level I fieldwork is integral to the program's curriculum design, a key component of the Educational process, and vital to the students' growth as professionals. Traditional Level I fieldwork sites are those where students are supervised by occupational therapy practitioners. A few examples of these facilitators are:

- Agency-owned skilled nursing facilities (CareRite Centers, Preferred Therapy Solutions, Prime Rehabilitation Services, Select Medical, Genesis Rehabilitation)
- Skilled nursing facilities (St. Patrick's, Jewish Home at Riverdale, CareOne, King's Harbor Nursing & Rehab, Preakness Health Care, Valley View Center)
- Rehabilitation hospitals (Helen Hayes Hospital, Westchester Medical Center, Burke Rehabilitation Hospital)
- Out-patient clinics (Rockland Hand Therapy, Orthopedic & Sports Medicine, North Jersey Hand Surgery, Hands-On Rehabilitation, Access Physical Therapy & Wellness)
- Public schools (Clarkstown, Nanuet, Goshen, East Ramapo, Livingston)
- Schools for children with special needs (St. Dominick's, Anderson Center for Autism, BOCES, Center for Discovery, Children At Play, North Jersey Elks Developmental Disabilities Agency, E.C.L.C., Hudson Valley Developmental Agency, Fred S. Keller School, Prime Time for Kids, Ridgewood Pediatric Therapy)

Supervisors at these traditional Level I experiences are responsible for assessing students' professional behaviors and interpersonal skills using a Likert scaled evaluation form, which is provided by the college, and reviewed by the OTA Program fieldwork coordinator. Fieldwork supervisors are also responsible for collaborating with the OTA Program in order to implement the fieldwork objectives,

as well as to provide additional feedback for students whose scores may reflect a difficulty meeting the expectations of the fieldwork experience.

Non-traditional Level I experiences are offered in emerging practice areas of the profession, where occupational therapy personnel are not currently employed. These settings may include: Rockland Senior Center; Sunrise Old Tappan; Brighton Gardens; Mental Health Association of Rockland County; National Multiple Sclerosis Society; Jawonio, Inc.; P.R.I.D.E.; and Project for adults with developmental disabilities. Supervisors at these settings are responsible for facilitating interaction between the students and their clients as well as assessing the students' professional behaviors and interpersonal skills using an evaluation form provided by the College.

Level II fieldwork sites mirror the Level I traditional sites listed above. These two culminating courses in the OTA curriculum (OCC171, OCC172) provide students with essential clinical experiences that allow them to demonstrate their integration of theory and practice and to apply their knowledge during hands-on delivery of meaningful, purposeful, occupational therapy services to a variety of clients. Level II fieldwork requires a minimum commitment of 16-20 weeks full-time. Time frames, days/hours per week and length of experience are based on the specific learning environment of each facility.

Fieldwork educators are responsible for ensuring that Level II fieldwork OTA students meet state requirements (regarding practice) and have at least one year of practice experience as an occupational therapist or an occupational therapy assistant subsequent to initial certification by NBCOT. The fieldwork educator provides ongoing supervision of the student, including having full knowledge of and responsibility for all aspects of the program being carried out by the student under his or her guidance and protection. Supervision is flexible and in accordance with the interests, needs and abilities of the student.

The responsibilities of Level II supervisors include assessing the students' knowledge of the fundamentals of OT practice, their ability to competently administer evaluations and interventions, their professional behaviors, and their communication and interpersonal skills as they relate to providing quality therapeutic services. Supervisors are responsible for giving the student a midterm and final, using a standard form designed by the American Occupational Therapy Association. In addition, fieldwork supervisors are responsible for collaborating with the OTA Program to implement the fieldwork objectives and discuss student progress.

All of the clinical experiences that students in the Nursing Program take part in are

designed to complement the didactic component of their nursing education. The table below illustrates the correlation of coursework to clinical practice learning environments.

Course Title	Didactic Content/Population Served	Clinical Setting
NUR 111 (Fundamentals Nursing IA)	Adult population with normal physiological changes of aging	Northern Manor Multi Care and Northern Riverview Healthcare Centers (long-term care, assisted living, adult day care facilities)
NUR 113 (Fundamentals Nursing IB)	Adult population with normal physiological changes of aging and subacute disorders	Adult population with normal physiological changes of aging and sub acute disorders. Summit Park Hospital & Nursing Care Center, Tolstoy Foundation Rehab & Nursing (long-term care facilities)
NUR 141 (Psych/Mental Health Nursing)	Adults with behavioral disorders	Rockland Psychiatric Center (psychiatric facility)
NUR 142 (Medical Surgical Nursing I)	Adults suffering from neurological/musculoskeletal disorders	Helen Hayes Hospital (rehabilitation facility)
NUR 231 (Parent Child Health Nursing)	Women with obstetrical conditions/newborn care	Good Samaritan Hospital and Nyack Hospital (acute care facilities)
NUR 232 (Medical/Surgical Nursing II)	Adults suffering from oncological, immune, and respiratory disorders	Good Samaritan Hospital and Nyack Hospital (acute care facilities)
NUR 241 (Medical/Surgical Nursing III)	Adults suffering from endocrine and cardiac disorders	Good Samaritan Hospital and Nyack Hospital (acute care facilities)

NUR 242 (Pediatrics and Management)	Children and adolescents, management of nursing care	Nyack Hospital Pediatric Unit (pediatric acute/outpatient care facility), RCC Fun & Learn Center (day care/observation), Ramapo Manor (sub acute & rehabilitation facility)
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All of the acute care agencies currently utilized for clinical practice experiences (including the Rockland Psychiatric Facility and several of the long-term/subacute agencies) are accredited by The Joint Commission (JC). The JC establish standards inclusive of evidence-based and contemporary practice (as well as nationally established patient health and safety goals) and ensure that such standards have been met. Long term care facilities all maintain State Department of Health standards. On campus, nursing students currently engaged in clinical learning activities also take part in a variety of activities in collaboration with several departments throughout the college. For example, students who are taking Psych/Mental Health Nursing assist with depression, anxiety, and dependency screening in collaboration with the Student Development Department. Students engaged in Pediatric Nursing complete a well-child education activity in collaboration with the Fun and Learn Center. Similarly, students in the Fundamentals of Nursing course have been known to engage in blood pressure screenings as well as immunization clinics on campus.

The role of the clinical agency is to provide experiences that are consistent with course content and, therefore, reflective of the student learning outcomes for each course. As such, each of the clinical practice departments in the College's practice agencies are provided with the student learning outcomes for the courses that they have been able to accommodate. In addition, the nurse managers on the assigned units also receive copies of these course competencies and have a working relationship with the clinical faculty assigned to the unit. The responsibilities of the clinical agency, as well as the nursing education unit, include ensuring that required mandatory orientation courses are completed by the faculty and students, and that all requirements set forth by the clinical contracts are maintained. This would include the maintenance of health records, screenings, and background checks (required by the agencies for both faculty and students), as well as checking that malpractice insurance and any other requirements specific to the given agency are current.

For the SUNY Serves component at the College, Rockland Community College has engaged several different types of collaborators in its Volunteer Services Program over the past years. The various types of on- and off-campus collaborators/facilitators who engage in applied learning include local not-for-profit agencies, as well as RCC departments and offices. Every organization that takes an RCC volunteer is required to supervise the student and sign off on the

hours he or she has worked. Other responsibilities include assigning appropriate tasks to the volunteer and providing an end-of-the-semester documentation. This documentation includes an evaluation of the volunteer, as well as verification of hours worked. Supervisors are expected to maintain ongoing communication with the Student Involvement Office and must report any issues with the volunteers for remediation if needed.

Some examples of departments, offices and agencies who engage in applied learning opportunities through the Volunteer Program include:

On-Campus Agencies

Blood Drive with Student Government Association (SGA)  
Campus Tours with Admissions and high school partnership programs  
Evening Star with Student Involvement  
Food Drive  
Food Cupboard  
Habitat for Humanity  
Open House  
Annual Job Fair  
Volunteer Fair  
Weekend Breakfast and Fall Festival

Off-Campus Agencies

American Cancer Society  
American Heart Association  
American Red Cross  
ARC of Rockland  
Antrim Playhouse  
Arts Alliance of Haverstraw  
Big Brother Big Sisters of Rockland County  
Care Net  
Center for Safety and Change  
Good Samaritan Hospital  
Habitat for Humanity  
Helping Hands  
Hillcrest Fire Department #1  
Hudson Valley Humane Society  
Keep Rockland Beautiful  
Meal on Wheels  
People-to-People  
Planned Parenthood  
Ramapo Ambulance Corp  
Rockland Family Shelter  
Spring Hill EMS

United Hospice Care  
Worldwide Community First Responders, Inc.

SUNY Discovers at Rockland Community College is enacted primarily through the science and business departments, as well as the Sam Draper Honors Program. These departments have developed and instituted a variety of excellent and meaningful applied learning experiences, including the Bridges to the Baccalaureate Program and the Cambridge University International Summer School Programme.

The Science Research Committee is continuing to work on instituting long-term research ventures from which students can develop projects and earn credits under the following designations: SCI 191-93, BIO 191-93. The project "Cyanobacteria in the Wallkill River" currently has the following collaborators: Riverkeeper and Wallkill River Watershed Alliance (both of which are non-profit). The science department at Rockland Community College has partnered on several grant applications thus far and currently receives logistical and sample collection support from Riverkeeper. The department also receives logistical support and advice from a National Science Foundation (NSF)-funded program known as the "Community College Undergraduate Research Initiative." This partnership currently provides advice for an NSF "GEOPATHS" grant that had been previously submitted. The New York State Department of Environmental Conservation has also shown support for the College, and is being sought out as a potential funding source.

An additional research-based project on campus, known as SEA (Science Education Alliance)-PHAGES, was put into place through an application submitted by Dr. Jeffrey Mclean to the Howard Hughes Medical Institute (HHMI). As a result, there is now a new research-based course called "Phagehunters" for which workshops, annual conferences, and logistical support are provided by the HHMI.

One of the premier examples of SUNY Discovers at the College, the "Bridges to the Baccalaureate Program," requires that a science faculty member serve as the RCC Bridges Coordinator. The role of this coordinator includes recruiting eligible students for future summer research programs, as well as serving as a liaison between Rockland Community College and Purchase College. Purchase College is an important facilitator of this program as it provides several levels of collaborators and support. Another facilitator is the Principal Grant Investigator, who provides all of the reporting to the National Institutes for Health (NIH). In addition to this, the Principal Grant Investigator seeks additional funding from other sources for the program. Similarly, the Bridges Director is responsible for setting the schedule for the summer program, as well as recruiting faculty to participate in the research program. While the program is in session, the director monitors student progress and insures that the program runs smoothly. Other services provided by the Baccalaureate and Beyond Center include professional development workshops,

	<p>such as resume writing and tutoring resources. Purchase faculty also direct the various research groups and prepare the students for their final symposium presentations.</p> <p>On campus, support for the Cambridge University International Summer School Programme exists on several levels. There is a faculty coordinator who liaises with the program to coordinate dates, recruit students, and find financial support. The coordinator finalizes and processes payment to Cambridge University. The administrative personnel at the Sam Draper Honors Program provides clerical support by processing applications and ensuring that all applications are completed and submitted to Cambridge University. The Cambridge International Summer School Programme has been offering summer courses for over 90 years. Collaborators at Cambridge include administrators and clerical staff who provide instruction for the various courses offered. Student support services are provided by their staff, and students are assigned to a resident tutor, who serves as a resident administrator (RA) while studying at Cambridge University.</p>
Question 2	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.</p> <p>The Internship Program, which is part of Student Career Services, uses social media, email blasts, flyers, academic advisors, and faculty partners in each academic department to promote internship opportunities to students. In order to establish new company partnerships, a Student Career Services' staff member speaks to representatives from every company that inquires about the Internship Program. Companies are provided with an overview of the Internship Program's guidelines, as well as the benefits of offering internship opportunities to RCC students. The Internship Program is in regular contact with companies throughout the placement of students, including sending out student resumes and providing individual follow ups until a student is placed at a company, The Internship Program is fully supported by upper administration and has long been a highly regarded feature of the College's academic offerings. A regular source for internship partnerships is provided by members of the College, including administration, faculty, and staff, who refer their professional contacts to the Internship Program for development. In addition, many of the College's academic departments have increasingly included an internship as either a required or "highly suggested" course on their degree sheets. Student Career Services also provides ongoing visits to classes during the semester to present a workshop on the Internship Program, discussing with students the prerequisites, guidelines and benefits of completing an internship at RCC. In fact, many departments specifically request a presentation on the Internship Program for their classes in order to solidify their support for both the program and the internship partners who work with their students.</p>

The Teacher Education Department hosts advisory council meetings made up of local educators from various schools where students are placed, as well as staff from Childcare Resources of Rockland, Head Start and Universal Pre-K. The goal of these meetings is to share knowledge of best practices in education and to develop and sustain relationships with the program's community partners in order to enable additional placements for students. The Teacher Education Department also invites school districts and private school staff to workshops and events on the RCC campus. Furthermore, additional field placements are being secured through a new collaboration with LIU.

The Occupational Therapy Assistant Program establishes academic partnerships through outreach via email, phone, and social networking communication with students, graduates, and colleagues involved in the provision of occupational therapy services. The program's Academic Fieldwork Coordinator actively seeks relationships with professionals, facilities, and agencies who demonstrate the ability to provide and ensure quality learning opportunities and appropriate supervision for students. The Academic Fieldwork Coordinator maintains open lines of communication and is in regular contact with the facilities through all aspects of the practicums. Student placement and follow-ups are ongoing processes, as is outreach for future placements. Reciprocal relationships are supported through the development and adoption of fieldwork objectives in collaboration with the partnering sites. Current partnerships are continually evaluated through student verbal and written communications and discussions with the partnering fieldwork educator. Clinical supervisors are encouraged to remain in contact with the program. The OTA Program's Clinical Council, comprised of program faculty, program graduates, and clinicians from the program's partnering agencies and facilities, meets every year for an open discussion. These meetings offer partners the ability to collaboratively discuss current practice trends and their potential impact on students and program curriculum. These meetings help maintain community relationships that facilitate future fieldwork placements for students. Attendees are awarded certificates verifying earned professional development units for the meeting.

The Nursing Program yields support for intentional and reciprocal relationships through ongoing communication with clinical agencies and other partners such as potential employers and educational institutions within the community. The program also has an advisory board that meets twice a year, with the purpose to solicit ongoing feedback regarding the preparation of the graduates ready to take on the role of a registered nurse and/or the ability to engage in upper level nursing education experiences post licensure. In addition, a variety of surveys are sent to graduates as well as employers and colleges in the surrounding area in order to provide feedback each semester. This information is shared with faculty, partnering accrediting agencies and students in a continuing effort to support and improve the program and its outcomes. Potential employers and various educational programs

are also offered the ability to meet with Rockland Community College graduates in order to provide information about their agencies. This is typically accomplished during the licensure review course that graduates are required to take on campus following program completion.

The Volunteer Service Program is supported through the College's budget, which allows both professional and administrative staff in the Student Involvement Office to run the program. The Student Involvement Office is responsible for recruiting both the non-profit agencies and student volunteers needed for the program's success. It processes all of the necessary paperwork and establishes initial contact for the participants. Each semester, a Volunteer Fair is coordinated by the office to give agencies and potential student volunteers the opportunity to meet and learn about each other. In addition to this event, the Student Involvement Office recruits volunteers through individual meetings. It also utilizes social media, email, flyers and promotional materials to market the program to agencies and students. The promotional materials are distributed at various activities, including New Student Orientation, Clubfest, Springfest, and other workshops. These materials and information are shared with faculty, academic departments and offices on campus, who in turn refer students to the Volunteer Program. The College also supports this program through its Co-Curricular Transcript Initiative, which provides the funding to hire a staff member to oversee the creation of these records. The co-curricular transcript is an official recognition of the volunteer experience that can be sent to transfer institutions. Another way the program is supported by the College is by offering the opportunity to audit a class at no charge to any student who completes forty hours of service. This encourages and rewards students for all of their volunteer efforts. Finally, the Student Involvement Office provides a luncheon each semester to recognize the agencies that have participated in the program and to thank them for the support of the College and its students.

The Resource Development Department has been integral in working with partners on grants and partnership applications for applied learning experiences through SUNY Discovers. Science department chairs and the Provost have also been supportive in partnership applications. However, there are no formal methods currently in place to support intentional and reciprocal relationships on- and off-campus. Thus far, relationships have been built and sustained by individuals reaching out and starting a discussion.

As mentioned earlier, faculty coordinators are required in order to support the relationships that allow the Bridges to Baccalaureate program to continue. These coordinators are full-time faculty members who are supported by either release time or stipend. The RCC Bridges Coordinator meets each semester with the representatives from Purchase College to discuss the summer research program and to monitor the involvement of RCC students. Additionally, students who

	<p>successfully complete the Bridges Program have a guaranteed acceptance to Purchase College.</p> <p>To establish and maintain relationships with the facilitators needed to make the Cambridge Study Abroad Programme possible, an RCC faculty member meets once a year with the program administrator to determine if any modifications in the program are warranted, as well as to discuss the possibility of additional program offerings. Since RCC students pay fees and tuition to Cambridge University, increased participation from RCC is enthusiastically encouraged. Additionally, financial support for students who wish to study at Cambridge is made available through the Rockland Community College Foundation.</p>
<p>Question 3</p>	<p><i>Describe how your campus engages new community partners in applied learning.</i></p> <p>New internships, clinical placements, and practicums are sought out by Student Career Services, students, department personnel, and faculty advisors based on the needs of RCC’s academic majors and relevant coursework.</p> <p>Student Career Services engages new community partners through local meetings, networking, events, and job fairs. During Rockland Community College’s annual job fair all of the 120+ employers receive information about the Internship Program, encouraging them to become partners. New company partnerships are also established through outreach efforts by Student Career Services, including email, social media, phone calls, and on- and off-campus networking events. For example, any company that contacts Student Career Services for their employment needs is always informed about the College’s Internship Program. Staff attendance at networking events is also used as a platform to inform companies about the Internship Program.</p> <p>As the Internship Program continues to evolve, new methods for engaging community partnerships will also surface to reflect the realities of the campus, county, and student needs. Current ideas under discussion include identifying new start-up businesses and contacting them personally or through social media in order to apprise them of the existence and benefits of the Internship Program. Another idea includes providing a thank you letter and a tangible form of formal recognition (per semester) for every company that takes an intern. The Internship Program has continuously used these methods to engage new partnerships with organizations in the local community and tri-state area. Created in 1996 with 20 company partners, the Internship Program has grown exponentially each year as shown in the table below:</p>

Year	Number of Company Partners
1996-1997	20
1997-1998	70
1999-2000	520
2000-2001	540
2001-2002	568
2002-2003	748
2003-2004	705
2004-2005	853
2005-2006	1002
2006-2007	1148
2007-2008	1345
2008-2009	1503
2009-2010	1316
2010-2011	1372
2011-2012	1523
2012-2013	1676
2013-2014	1784
2014-2015	1950

Fieldwork is an integral component of the Occupational Therapy Assistant Program curriculum, therefore the need for new clinical placements and community partnerships is ongoing. Placements are sought out by the Academic Fieldwork Coordinator based on the number of students in each course with a mandatory fieldwork requirement. Ongoing partnerships are maintained, and new partnerships are established through phone calls, emails, faculty relationships to facilities, and

graduate loyalty. For example, faculty will offer to supervise students at their place of employment, or they may reach out to colleagues on behalf of the program. Program graduates, with whom relationships are maintained via email and Clinical Council meetings, often “give back” to the program by offering to supervise fieldwork students. Engaging new community partners is an integral part of the practicum due to the fact that fieldwork is required of all students in the course. To encourage schools to partner with RCC for these placements, meetings are set up with school administrators to review the course syllabi, as well as to invite them to campus to meet with faculty and students. The department also supervises students in their field placements in order to maintain these relationships over time.

By consistently contacting new health care agencies in the area that utilize RN services, the Nursing Program is able to engage new community partners to take part in applied learning. Nursing staff reach out to such agencies in order to discuss learning opportunities that would enable the completion of student learning outcomes. After this is done, a written contract negotiation is reached, outlining the rights, expectations, and responsibilities of both parties involved.

SUNY Serves, as represented by the Volunteer Services Program at Rockland Community College, is best effected by the program’s ongoing efforts to engage new community partners through advertising and outreach, as well as through event planning and programming. The Student Involvement Office staff research County not-for-profit agencies, make phone calls, and email contacts to inform them about the program. These agencies are invited to participate in the Volunteer Services Program and promote their programs through the College’s Volunteer Fair.

Community partner engagement in applied learning for SUNY Discovers has primarily been accomplished through individual faculty, who reach out via email, phone discussions, participation in community groups (i.e. Cyanobacteria in the Wallkill River), or national science research initiatives (i.e. SEA-PHAGES, CCURI, The Butterfly Project). Additionally, local high schools contact the College in an effort to connect their students with RCC faculty for research projects (e.g. Nyack High School). The Bridges to the Baccalaureate Program, which involves five other community colleges, is funded by an NIH grant given to Purchase College. The Bridges coordinators from each college share available undergraduate research opportunities with each other in order to provide additional research opportunities for students.

Through social media and a web presence, students from other colleges and universities are invited to participate in the Cambridge University International Summer School Programme through RCC. The faculty of the Sam Draper Honors Program are very diligent at promoting the program to its talented students, and many of the student participants from the College are from this nationally-acclaimed

	<p>honors program. The Business Department engages partners via phone and email. If they agree to partner with Rockland Community College, they are invited to participate in the entrepreneurial competition as judges. Their feedback is very valuable to RCC students.</p>
<p>Question 4</p>	<p><i>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</i></p> <p>All of the programs operating under the SUNY Applied Learning project are fully supported by Rockland Community College, which is committed to encouraging students to take part in a broad range of applied learning opportunities.</p> <p>The Internship Program will continue to be fully backed by the College's administration and faculty. The long-standing support that the Internship Program has experienced for over two decades has only strengthened with time, and the growth of interest in the benefits that this form of applied learning provides is demonstrated on a daily basis. For example, every year brings with it new faculty members eager to offer their expertise as mentors to student interns in a broad range of fields. Similarly, as company partners experience the enthusiasm and full support of faculty and administration, their typical response is to reciprocate with a parallel interest in maintaining their partnerships with the College and the Internship Program.</p> <p>Collaboration between the Occupational Therapy Assistant Program and the partnering facilities is a requirement, and it will continue to develop through the use of phone calls, emails, site visits, and clinical council meetings. With the College's backing, the program has enjoyed over 40 years of success with its community partners, and its well-prepared students continue to be one of the program's best resources for maintaining and securing vital partnerships with clinical facilities. As agency supervisors work with RCC students and experience their level of preparedness and enthusiasm, they are willing to accept future students and speak highly of the program to their colleagues. This provides a fertile arena for gaining access to new fieldwork sites.</p> <p>The Teacher Education Department has established articulation agreements and transfer paths with four-year teacher education programs that allow graduates to move seamlessly from RCC to a bachelor's and a teacher certification. Moreover, students from area colleges often take entry level courses at RCC in order to successfully enter a teacher education program in a four-year school. This year, RCC has established a relationship with LIU to create a B.A. (from Purchase) to M.A. program entirely on the RCC campus. To promote this new opportunity, faculty from Purchase and LIU visit teacher education classes to discuss this new option with students. The Teacher Education Department plans to continue building</p>

relationships by encouraging students to take part in applied learning opportunities, and by reaching out to more potential partners such as the ones mentioned above.

The Nursing Program plans to support current and future intentional and reciprocal partnerships by inviting all partners to advisory board meetings that are held once or twice each academic year. The purpose of these meetings is to provide information to the program's partners about the status of the program. This includes issues regarding program completion, NCLEX pass rates, job placement rates, and graduate/employer satisfaction data. Since partnership agencies often employ RCC students after graduation, the Nursing Department also uses these meetings as a way to assess students' abilities as registered nurses after graduation. This is further measured by employer satisfaction surveys, which the Nursing Department sends out once a year. In addition to this, the Nursing Department also surveys graduates six to twelve months post-graduation in order to determine graduates' perception regarding their ability to take on the role of an RN. Lastly, coordinated by the Student Nurses Association, all clinical and educational partners are also encouraged to procure tables at RCC's New Student Orientation and NCLEX review programs to provide information to students.

Currently, SUNY Serves is supported by an approved budget and job description that assigns the responsibility of the Volunteer Service Program to a professional in the Student Involvement Office. Amongst other duties, this individual's responsibility is to work on maintaining and improving the program each semester. The plan is to assess the needs of RCC's student population and to market the program to agencies that can provide an excellent experience for students. The Volunteer Service Program will continue to work towards future initiatives that will benefit Rockland Community College, its students, and its partners.

Members of the Science Research Committee (including science faculty and the Resource Development Department) will continue to support and develop the Science Research Initiative by adding new projects and applied learning opportunities, as well as by advertising the initiative to the local community through information sessions and increasing its presence on the web. The Resource Development Department is committed to supporting the applied learning initiative by providing assistance in grant writing. Furthermore, RCC administrators are also committed to supporting the efforts of the Science Research Committee. For example, the College has made a commitment to offering continued support for both the Bridges to Baccalaureate Program and Cambridge University Summer Programme, financially as well as administratively, in order to increase the number of students who participate. The business department is also currently working to re-establish the Entrepreneurial Competition at RCC, which will be held under the auspices of the Entrepreneurs Club. Through the aid of the Student Involvement Office and the Entrepreneurs Club, the business department hopes to make this

annual competition a future form of applied learning that will support new partnerships.



## SUNY Applied Learning Campus Plan

### Campus Applied Learning Plan

### Graduation Requirement – Part VII

**April 26, 2017**

<b>Campus Name:</b>	Rockland Community College
<b>Date:</b>	April 26, 2017
<b>Narrative Compiled by:</b>	Irene Deutsch
<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>	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?

Rockland Community College will not include approved applied learning activities as a graduation requirement, except for those degree programs that already require a practicum, clinical, or internship. The degree programs that include approved applied learning activities are the following (see attached sheet for greater detail):

AA Liberal Arts – Humanities and Social Science – Honors Track, AS Liberal Arts & Science – Math and Science – Honors Track, AA Performing Arts – Dance Track, AA Performing Arts – Music Track, AA Performing Arts – Musical Theater Track, AA Performing Arts – Theater Track, AS Human Performance Studies – Athletic Training Track, AS Human Performance Studies – Exercise Science Track, AS Nursing, AAS Business Administration, AAS Entrepreneurship, AAS Business – Office Technologies, AAS Business – Marketing, AAS Hospitality and Tourism – Hospitality Track, AAS Hospitality and Tourism – Travel and Tourism Track, AAS Occupational Therapy Assistant, Certificate Fitness Specialist, AAS Automotive Technology (Ford Program).

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.

The Applied Learning Committee is comprised of faculty, administrators and student representatives. Committee members have provided presentations to both the Faculty Senate and Student Government Association and have consulted with members of both governing bodies for their input regarding making an applied learning experience a requirement for graduation. The President, Provost, and Associate Vice Presidents of the College have also been apprised of the many facets of applied learning at the College. The response has been unilateral; namely, all of the College's constituents have agreed that while applied learning activities are a requirement for certain disciplines and a superb experience for every student who can participate, making an applied learning experience a requirement for graduation is not possible for Rockland Community College.

Although the Feasibility Study outlines many of the challenges that would emerge if applied learning were to become a graduation requirement, some of the more prominent reasons for the College's decision are as follows. One of the critical areas of concern is based on RCC's student population, which is largely comprised of a population that has to work. In addition, the students population also has many students with academic challenges and/or disabilities, as well as students who are caregivers to family members. The burden that an applied learning graduation requirement would place on them would most likely result in decreased retention and graduation rates. In addition, increased funding needed for staff to facilitate applied learning placements for over 6,000 students would not be possible as the College is facing budget shortages.

Both faculty and student governing bodies agree that adding an applied learning component as a graduation requirement would create a hardship for RCC students. For example, this added requirement would extend the amount of time necessary to

## Question 2

complete an associate's degree. Additionally, if students who are already struggling to cover tuition are forced to take on a time-consuming applied learning project while attending school, it might make it impossible for them to graduate, or even attend. As mentioned above, most students at Rockland Community College are already working in either part-time or full-time jobs, so being able to accommodate a required applied learning experience could prove to be unmanageable. In addition, many degree programs designed to be completed at RCC do not have room for additional credits, and the only applied learning program at the College that does not entail college credit is the Volunteer Program.

To confirm: students and faculty have been very united in their belief that a graduation requirement would impose an undue burden on many students and negatively impact their ability to graduate. Matching students with appropriate faculty mentors would impose serious, in many cases, unmanageable, constraints on faculty due to their teaching schedules. In some cases, such as the Bridges to Baccalaureate Program under the SUNY Discovers umbrella, funding for programs is grant-dependent, making it impossible to guarantee that the grant would be renewed every cycle. In other cases, a program like the Cambridge Study Abroad program is expensive and not all students would have the financial resources to participate. The harsh financial realities that many RCC students face could potentially create a status inequity between those students who could afford to do expensive applied learning experiences and those who could not.

**Question 3**

If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?

Although RCC is not making an applied learning experience a graduation requirement, all of the programs that currently mandate such an experience (see programs listed above, as well as the attached list) will continue to do so.

**Question 4**

If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?

RCC plans to sustain internships by continuing to encourage and offer applied learning opportunities to students. The Internship Program will continue to advertise internship opportunities to students via email, social media, flyers, phone calls, presentations, outreach tables, and advisement. The office will also keep regular contact with existing company partners as well as continue to reach out to potential partners that offer internships to students. The current roster of over a thousand potential internship partners attests to the ability of the Internship Program to keep local workforce collaborators satisfied.

The Volunteer Service Program at RCC will maintain its robust program for students

interested in partaking in the applied learning experience through the valuable venue of service. It will continue to offer volunteer opportunities to the entire student population. Likewise, there will be sustained support for students who seek a co-curricular transcript, which involves volunteer experiences. The Volunteer Service Program will continue to be sponsored by the Student Involvement department and funded by student activities fees, and it will maintain its ongoing efforts to enthusiastically advertise volunteer opportunities to both agencies and students each semester. Finally, the Volunteer Fair will be preserved as one of the College's main student events.

For programs within the SUNY Discovers component of applied learning, the College will continue to develop the currently existing options as well as look for additional opportunities for students interested in research and furthering their own entrepreneurial activities. For example, the science department will continue to seek out grant opportunities in order to support student research, while the Cambridge Study Abroad Program will pursue donations from previous participants of the program in order to help defray cost. Lastly, the science department will actively participate in the grant renewal application for the Bridges to Baccalaureate Program should that grant be available in this current political climate.

Finally, for those programs that actually require an applied learning experience for graduation, like the Occupational Therapy Assistant Program, both current and future applied learning opportunities will be supported by college administration and faculty. Collaboration between programs with required clinicals and practicums and their partnering facilities are already in place and will be maintained through the use of phone calls, emails, site visits, and clinical council meetings. The OTA Program, for example, has enjoyed over 40 years of success with its community partners, and the program's well-prepared students continue to be one of the best resources for maintaining and securing vital partnerships with clinical facilities.

As supervisors work with RCC students and experience their level of preparedness and enthusiasm, they will continue to accept future students, speak highly of the College's many applied learning programs to colleagues, and subsequently assist RCC programs in gaining access to new and dynamic applied learning sites.

Rockland Community College: List of All Applied Learning Opportunities

<b>Degree Program</b>	<b>Course Designation</b>	<b>Type of Applied Learning</b>	<b># of credits</b>
<b>*SUNY Works</b>			
Art	ART 273	Internship	3 credits
American Sign Language	ASL 273	Internship	3 credits
Business	BUS 273	Internship	3 credits
Computer Assisted Design	CAD 271, 272, 273, 274	Internship	1-4 credits
Chemistry	CHM 273	Internship	3 credits
Communication Media Arts	COM 271, 272, 273, 274, 276	Internship	1-6 credits
Criminal Justice	CRJ 220, 273	Internship	3 credits
Computer Studies	CSP 271, 272, 273	Internship	1-3 credits
Cyber Security	CYB 271, 272, 273, 274	Internship	1-4 credits
English	ENG 273	Internship	3 credits
Engineering	ENR 273	Internship	3 credits
Fitness	FIT 273	Internship	3 credits
History	HIS 273	Internship	3 credits
Hospitality	HOS 272	Internship	2 credits
Human Performance	HPS 271	Internship	1 credit
Occupational Therapy	OCC 101, 201. 202. 204.205.207	Practicum	3 credits
Occupational Therapy	OCC 171, 172	Practicum	5 credits
Office Technology	OFT 273	Internship	3 credits
Performing Arts	PER 271, 272, 273	Internship	1-3 credits
Political Science	POL 273	Internship	3 credits
Paralegal	PLG 273	Internship	3 credits
Psychology	PSY 273	Internship	3 credits
Spanish	SPA 273	Internship	3 credits
Speech	SPE 273	Internship	3 credits
Nursing	NUR 111,113,141,142	Clinical	3.5 credits
Nursing	NUR 231, 232, 241, 242	Clinical	4 credits
Occupational Therapy	OCC 101, 201, 202, 204, 207	Practicum	3 credits
Occupational Therapy	OCC 171, 172	Practicum	5 credits
Teacher Education (Early Childhood)	PSY 150, PSY 151	Practicum	3 credits
Hospitality Program	HOS 276	Co-op	6 credits

Rockland Community College: List of All Applied Learning Opportunities

<b>SUNY SERVES**</b>			
Volunteer Services Program	N/A	Volunteer	no credit
<b>SUNY DISCOVERS**</b>			
Cambridge University Programme	N/A	Study Abroad Program	4 credits
Academic Travel	N/A	Study Abroad Program	3 credits
Bridges to the Baccalaureate	N/A	Research	0 credits
Hospitality	HOS 213 - Menu Planning & Facility	Entrepreneurship	3 credits
Entrepreneurship	MGT 207	Entrepreneurship	3 credits

\*All internships, practicums and clinicals are done for credit.

\*\*All volunteer opportunities are optional

\*\*\*Opportunities are optional but some are credit-bearing

Rockland Community College: List of Programs that Require Applied Learning Experiences

<b>Degree Program</b>	<b>Course title</b>	<b>Int./Practicum/Coop</b>	<b># of credits</b>	<b>Req or Opt</b>
AA Liberal Arts/Hum & Social Sciences/Honors*	Variable dept. options	Internship	3 credits	Required
AS Liberal Arts Math Science/Honors*	Variable dept. options	Internship	3 credits	Required
AA Performing Arts -Dance track	Per 273 or Mus 273	Internship	3 credits	Required
AA Performing Arts-Music Track	Per 273 or Mus 273	Internship	3 credits	Required
AA Performing Arts-Music Theater Track	Per 273 or Mus 273	Internship	3 credits	Required
AA Performing Arts-Theater Track	Per 272 or Mus 272	Internship	2 credits	Required
AS Human Performance Studies-Athletic Training Track	HPS 271	Internship	1 credits	Required
AS Nursing	NUR 111, 113, 141, 142	Practicum	3.5 credits	Required
AS Nursing	NUR 231, 232, 241, 242	Practicum	4 credits	Required
AAS Business Administration	BUS 273	Internship	3 credits	Required
AAS Entrepreneurship	BUS 273	Internship	3 credits	Required
AAS Business-Office Technologies	OFT 273	Internship	3 credits	Required
AAS Business-Marketing	BUS 273	Internship	3 credits	Required
AAS Hospitality and Tourism-Hospitality Track	HOS 213	Entrepreneurship	3 credits	Required
AAS Hospitality and Tourism-Hospitality Track	HOS 276	Co-op	6 credits	Required
AAS Hospitality and Tourism - Travel and Tourism Track	HOS 272	Internship	2 credits	Required
AAS Occupational Therapy Assistant	OCC 101, 201, 202, 204,205, 20	Practicum	3 credits	Required
AAS Occupational Therapy Assistant	OCC 171, 172	Practicum	5 credits	Required
Certificate, Fitness Specialist	FIT 273	Internship	3 credits	Required

\*Requires internship or study abroad. Students choose internships in alignment with major/career goals.