



TEACH, SERVE, AND LEARN

the newsletter for Applied Learning
at Nassau Community College

SPRING 2017

SUNY APPLIED LEARNING

Dr. Elizabeth Gaudino Goering
Chair, Ad-hoc Committee on Applied Learning

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On May 6, 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 2016/2017 academic year, and that this plan will include individual campus plans.” Each SUNY campus has been asked to describe the applied learning opportunities it provides, the overall structure of applied learning on campus, and what supports exist to help students identify and complete applied learning activities. In response to this query, Nassau Community College, through the Academic Senate, created an ad hoc committee on applied learning to study the question of whether to make AL a degree requirement and to create NCC’s action plan for growing AL in the future.

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

in a course, these criteria refer to the activity rather than the course as a whole. Regardless of the activity, both the experience and the learning are fundamental. (SUNY, 2015)”

SUNY describes three broad categories of applied learning:

- SUNY Works:** Which includes co-operative education programs, clinical placements, practicums, and internships.
- SUNY Serves:** Which includes service-learning, Community service and civic engagement activities.
- SUNY Discovers:** Which includes research, entrepreneurship, field study, experiences abroad, and creative works.

There are five basic criteria that all applied learning experiences must meet in order to qualify under SUNY’s guidelines:

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

All of the submissions in this newsletter exemplify SUNY’s standards for applied learning and they also show how applied learning can occur on-campus or off-campus, as a single project in a course or as an entire course in-and-of-itself. The common thread that runs through these varied projects is that they all help improve student engagement and help our students grow by bringing their learning to life.

THE COMMUNICATIONS DEPARTMENT INTERNSHIP PROGRAM:

A PRIME EXAMPLE OF APPLIED LEARNING!

Laura O’Connell
Assistant Professor, Communications
Department

One of the Communications Department’s mottos for students is, “Find a void and fill it.” This has been offered as advice to students from Professor Esther Bogin during a career panel and it is being used in advisement sessions each day. This means that students

should explore their passions and use their talents and abilities to fill the void that is waiting for them. At the Communications Department, our internship program is doing just that for students.

With support for the internship program and presence at department events from our Dean, Melanie Hammer, and consultation from Communications faculty member Deirdre O’Connor, who has also guided students on internships in the past, the program has

grown. I am honored to work on the Internship Program alongside Professor Jill Burgreen, the Chairperson of the Communications Department. We see this experience not only as a vehicle for students to explore their career paths, but also as an amazing retention effort, a way for students to explore careers, as well as a great way to help advise students, bridging the gap between faculty and students. All of these outcomes line up perfectly with the department's student-centered approach.



Photo Credit: Landon Cooper
Malado Dembele, NCC Communications Major gets advised for an internship by Laura O'Connell, Assistant Professor, Communications Department.

Career Exploration: A common myth is that internships are only for students who know exactly what career they want to pursue and they only take part in this experience to get a job. Surely, students come to us all the time that have a good idea of the line of work they want to pursue and they get jobs as a result. But, internships are also an amazing way for students to explore a variety of areas within the discipline.

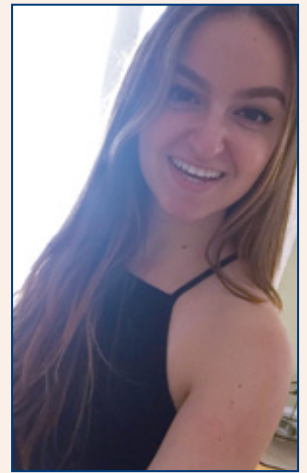


"NCC Graduate Justine Re is currently a News Reporter for WBNG-TV in Binghamton, NY"

Justine Re, for example, was eager to pursue an internship several years ago. She possessed many interests, abilities and talents, but she did not pinpoint the exact area to explore. So, we went on a career exploration journey together. She spoke with the Career Counseling Center, worked with the Job Placement Office on her resume/interview skills and we had numerous conversations in an effort to find the right internship where she can explore her passions and learn about the industry. One day we arrived on it – CBS

"Through this internship I have seen myself grow as a person and as a writer."

Dominique Procopio
 NCC Communications Student
 Current Intern, The Herald
 Newspapers, Spring 2017



"Professor O'Connell and I put my desire to work in the film industry together with my other interests and arrived on the Long Beach International Film Festival, where I interned at their "Taste On The Beach" event. Not only was it an opportunity to learn about what goes into organizing a film festival, but it also focused around food industry, combining my passion for the culinary arts with my two desires."

Matthew Cavanagh, NCC Graduate
 Currently a student at Hunter College

Primetime Casting! Justine's multitudes of talents were well-matched with the variety of skills that she learned there. Due to this experience, Justine decided to pursue a career as a TV Reporter. After continuing her education at Hofstra University and completing more internships, Justine has become a News Reporter at WBNG-TV, a CBS Affiliate in Binghamton, NY. Justine has noted, "the Internship program in NCC's Communications Department helped me get to where I am today as a television reporter. I was so proud to be the youngest intern at CBS Primetime Casting, working with others that were seniors at NYU and Columbia. It was also great to have the lecture component of the program where we could discuss what happened at our internships and how to stand out in the most professional way."

Bridging the Gap = Retention: The Internship Program has also served as a great way to bridge the gap between students and faculty that has led to a fantastic retention effort. I have found

that the key to guiding students toward finding the right internship includes advisement from a collaboration of sources: faculty, career counseling, job placement and more.

Having conversations with students and learning about who they are apart from their transcripts lead to a student-centered approach. This ultimately culminates with students staying at NCC because they see the benefits of their courses, advisors, professors and opportunities the college has to offer them.

THE THIRD ANNUAL SUNY APPLIED LEARNING CONFERENCE

Professor Elizabeth Abele, Ph.D. Study Abroad Coordinator and Associate Professor, Department of English

The Third Annual SUNY Applied Learning Conference took place November 17-18, 2016 in Binghamton, NY. Dean Evangeline Manjares and I went to get a better sense of SUNY's commitment to Applied Learning, as well as an understanding of other SUNY institutions' best practices in the varied menu of SUNY Applied Learning: SUNY Works, SUNY Serves and SUNY Explores.

SUNY Chancellor Nancy Zimpher was on hand to emphasize SUNY's belief in the value of applied learning to enhance SUNY degrees. Other SUNY staff made presentations to explain the SUNY query (due May 1, 2017). While the SUNY query includes the direct question of whether applied learning would be a local graduation requirement, SUNY is actually more concerned with the follow-up question which is a campus's individual plan to sustain and current and future applied learning work. SUNY staff and presenters kept returning to the impetus for their support of Applied Learning – that it has been consistently tied to retention, cognitive development and academic success. Significantly, these increases are greater among at-risk populations, even though they

Professor Jill Burgreen and I have great passion for guiding our students, seeing their successes and helping them gain as much as they can from their internships. We have had the pleasure of seeing students obtain jobs at SiriusXM's "The Howard Stern Show," ABC's, "The Chew," News 12 Long Island, SONY Music and more. However, we do not take credit for the students' successes. We tell our students: "We just opened the door for you. You chose to walk through it."

are the ones who experience the greatest barriers to many Applied Learning options. Overall, the SUNY Applied Learning Initiative has been cited as the most ambitious scheme of its kind.

While there were presentations from institutions throughout New York state (with visitors from Pennsylvania and California), local institutions Binghamton University and SUNY Broome Community College, I appreciated hearing how Applied Learning has been integrated into both research and community college settings. SUNY Broome Community College offers international service learning projects, projects that fulfill both service and explores aspects of Applied Learning.

In addition to examples of Applied Learning courses and co-curricular activities, there were also panels and breakouts on the management of Applied Learning. SUNY Old Westbury gave a thorough review of how AL-designated courses move through curricular review. On the other hand, other institutions relied on icons (awarded after a class section was complete) or e-portfolios designed to document both curricular and co-curricular (extra-curricular) Applied Learning activities.

This conference gave me the sense of the individual approaches that each SUNY campus has taken to make Applied Learning opportunities both more variable and more varied for their students. Instead of a cookie-cutter model, Applied Learning is an opportunity for an administration and a faculty to be creative in serving their students.

DOING THE LEGWORK

Randy Hayman Assistant Professor, Department of English

In ENG 215/Journalism, as I teach it, students engage in hands-on, active learning of how to communicate with a wide range of community-based experts and organizations, from police and fire officials to lawyers and doctors as well as nonprofit organizations.

We always require the use of a computer lab at least one day a week so as to create a newsroom "feel," with students working on different stories, partly of their own choosing and partly from a preselected but lengthy list, and I play the role of editor circulating and offering guidance and feedback, as do students to each other. On non-lab days we share and discuss work on-screen through the computer projector and analyze their work in relation to the work of professionals at major media sites.

This situational or case-based learning, through text-based scenarios, develops critical thinking which carries over into their education

careers as well as prepares students for the job market. They acquire lifelong learning skills in preparation for writing careers in journalism and public relations, and even in film as scriptwriters.

Prior to joining these professions, students need to "get their toes wet." Students have had the opportunity through class to engage in field reporting both on-campus and in their own communities. On-campus includes self-generated news topics, as well as club and speaker events, and using the Library catalog to locate past Student Activities-sponsored events and then engaging in follow-up.

They may also engage in field reporting in the digital age, expanding the definition of "community service" by serving broader communities through online research and communicating with spokespeople strictly online, at nonprofits and other relevant bodies, in the "beats" (coverage areas) of education, elderly/aging, environment, and religion.

As a result of the experience with my class, I have recently begun a pleasant and fruitful discussion with Professor Emeritus Betsy Gulotta to involve future classes in field reporting at the Hempstead Plains project.

THE BUSINESS INTERNSHIP COURSE: ITS RELATIONSHIP TO APPLIED LEARNING

Professor Steven Levine Accounting and Business Department

The Accounting and Business Department offers a three credit elective course: BUS 116. The primary focus for this course is to provide the students with the experience of actually working in a real world business environment. The vehicle for this is the internship. The students either obtain an internship on their own, or I can assist them. Once they obtain an internship, I will research the business that they select and ensure that it will provide them with the proper experience, or I will send their resumes to the various businesses that I have interacted with to see if there is a match between their skill set and the employer's requirements.

The main purpose of Applied Learning is to provide the student with a platform to directly apply the theories and models that were acquired in the classroom. How is this actually accomplished? One of the criteria for Applied Learning is that the activity must be structured, intentional and authentic. This is accomplished by having the student submit weekly logs that have a specific format. This provides a means to monitor their activity. If the quality of the activity does not enhance the purpose of the internship, the

student is asked to meet with the instructor in an effort to further evaluate the internship.

Other criteria for Applied Learning are assessment and evaluation. The student's supervisor is asked to fill out a form and is asked to mail it directly to me.

One of the most significant criteria for Applied Learning is a structured reflection and acknowledgement of the value of the internship. These two issues are accomplished in the following manner: there are two papers required for this course, a midterm and a final paper. The midterm paper deals with the students experience so far: the culture of the business, how the student assimilated, the knowledge gained, as well as any other relevant points that the student experienced in this new environment. The final paper is particularly significant. This paper deals with the student analyzing the business, as if he or she were a management consultant. They are asked to address the following questions: is the structure and reporting relationships appropriate for the environment that the business competes in? If not how would the student modify the present structure. What other modifications should be made?

By engaging in the above activities, which are critical to having a positive experience in the Applied Learning environment, the student will complete the course with a much better understanding of the business environment.

THE CHILDREN'S GREENHOUSE: A LEARNING LABORATORY FOR CHILD DEVELOPMENT

Diana Milillo Associate Professor, Psychology Department

Over the past several semesters, I have been lucky enough to bring my Lifespan Development students to conduct observations at the Children's Greenhouse, our on-campus childcare center. The Greenhouse, directed by Janet Walsh, serves children from two months old to five years. Despite being an indispensable resource for NCC student parents and faculty/staff members, the Greenhouse has provided my psychology students with an invaluable opportunity to make the course material come to life!

Students who take PSY 216, or Lifespan Development, spend the early part of the semester learning about infant and child development. They read about how children form ideas about the world around them and develop cognitively and intellectually. We discuss typical physical milestones in the rapidly changing first few years. I emphasize how attachment and relationships early on are key to the foundation of emotional development. All this is important and interesting, but nothing compares to interacting with a child and seeing it first-hand. The students learn early in the semester that they will be conducting a one-time observation at the Greenhouse. For some students, it comes as a pleasant surprise to learn that we even have a childcare facility on site! My students break up into teams and identify an age group that they would like to observe - the youngest infants, the energetic toddlers, or the curious pre-schoolers. Once the day has arrived, my students are welcomed into the classrooms to observe, play, and interact with the children. This semester, two students found it

remarkable that they were witnessing one baby trying to roll over and another attempt to stand alone for longer and longer stretches. Another student, as he played with pre-schoolers who were doing experiments on which materials can roll faster, commented that the children were "so smart." Another was able to identify the correct term for the type of play in which some of the toddler girls were engaging. To see these concepts, terms, and theories come to life for my students is so exciting; they clearly feel the same:

"Having the experience to go to the Greenhouse was something I will always remember."

"The study in the Greenhouse along with material learned in class, have greatly increased my knowledge of children."

"Overall, I was happy to come observe the children at the Greenhouse. I was able to really know that I want to become a child psychologist."

"All in all, I really enjoyed my experience observing the children and noticing how the caregivers really interacted with the children and really understood their needs and spoke softly and kindly to them with respect."

My students then complete a written assignment in which they apply the theories and concepts from class to some part of their observation, and also to think critically about the theories. The students are also given a model of what an exemplary childcare center looks like. Overall, we are so fortunate to have the Greenhouse as a learning laboratory of child development!

ADVENTURE ACTIVITIES AND SERVICE LEARNING

Jessica Marra
Assistant Professor, Physical Education
Department

Applied Learning got my attention after attending the Service Learning Symposium at NCC in the Spring 2016. It motivated me to begin this project. The Adventure Activities class is designed to elicit communication, teamwork, trust, and personal and social responsibility, through problem solving activities. It's a sequential process that brings the students together in a class community. Through group initiatives, games, and low and high level elements the class encourages leadership and builds confidence. It allows students to really get to know each other, and it has so much room for individual growth. I believe it was a great foundation and an excellent platform to introduce Applied Learning.

The course emphasizes encouragement, support, respect, leadership and goal setting amongst other things and I feel like it was a great fit allowing my students to cultivate their newly learned skills by practicing those skills with another group of individuals, a group that I feel could benefit from leadership.



The Children's Greenhouse, the day care on campus, with the assistance of Janet Walsh, the Director, and the staff, were willing and able participants for this applied learning project. The Adventure Activities class led the children through the team building, trust, and communications activities and it was an amazing success. There was almost no additional work for my students to complete this project. The final reflection was on the benefits of adventure education, their personal growth, and their leadership experience. Many of the students expressed that the involvement with the class and the service-learning project opened their eyes to the power of leadership and over all they were all grateful for the experience.

NURSING STUDENTS BRING HEALTH LESSONS TO LIFE AT THE CHILDREN'S GREENHOUSE!

Janet Walsh
Director of The Children's Greenhouse

How do you teach health lessons to twenty very active preschool children? The answer is simple; bring in a group of enthusiastic NCC nursing students who are ready, willing and very able to teach these valuable lessons as their service-learning project.

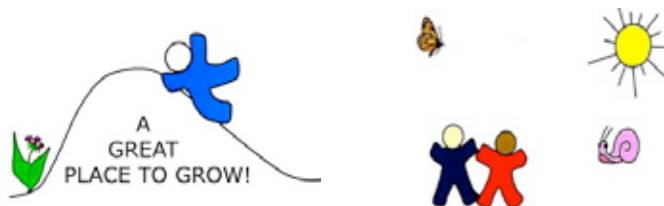


A requirement of the Nursing Program is for students to do a community service-learning project where they implement information that is part of their coursework. They are then required to write a service learning reflective essay on how the lessons they teach correlate with their semester's curriculum and how the experience will improve and further their nursing skills.

On four Thursdays during the Spring Semester, five nursing students came prepared to teach some of NCC's youngest students, who attend the Children's Greenhouse, lessons that included the importance of Hand Hygiene, Healthy Eating, Physical Fitness and Dental Health. Armed with colorful posters, visual aids, and lesson plans that were interactive, the students engaged the children with their knowledge of the subject matter and their winning personalities.

The take away for the children is some basic life skills that will serve them well as they leave the Greenhouse and move on to kindergarten programs.

The take away for the nursing students is that this work helps them truly understand and further their knowledge of the concepts of health and well-being, one of the most important aspects of the nursing profession. They also practiced communicating with the children, which increased their confidence in their skills and abilities in working with a population they may be caring for some time in the future. For both groups, the learning was fun!



MDS 101 - MULTIDISCIPLINARY SCIENCE SERVICE LEARNING PROJECT

Dr. Nicole Simon
Professor, Engineering/Physics/Technology
Department

MDS 101 is a laboratory science course that incorporates many science disciplines and includes an Applied Learning component consisting of service learning and community outreach. Most recently, during the Winter 2016-2017 semester, I integrated a service-learning project into the course through a three-day learning module. The students were introduced to the topic of calorimetry and completed a lab experiment in which they learned about finding relative specific heat values when different substances are mixed with water. This topic was further investigated when the students were asked to discuss various food choices and tabulate their caloric intake of various foods over a 24-hour period. While the students were collecting data, they were engaged in class discussions about other food choices and how we can sustain food supplies on a local level. The students began planting seedlings for the on-campus Organic Garden to be planted in ground during

the First Year Experiences' Day of Service. By visiting the garden, the students were better able to see what space is needed to sustain food supplies on a local level and how the food directly serves the Children's Greenhouse children throughout the year. The MDS 101 students then decided themselves to collect food for the NEST at NCC. We visited the NEST and discussed how better food choices and/or better access to food could help more people. The students proposed a Day of Service event in which students were taught how to build their own small garden to help feed those in need and sustain better choices for their families. In total, they collected over fifty pounds of food in two days that were delivered to the NEST, and began two dozen seedlings for the garden to help serve others. The projects were assessed for service learning, community service, and civic engagement using rubrics. The students felt connected to their mission and valued the service to the community seeing how their efforts directly benefitted fellow students on-campus. The rubrics will be further refined for future projects and will be made available to those wishing to use them for Applied Learning.

HEMPSTEAD PLAINS PRESERVE PROJECT

Christine Tuillon
Associate Professor, Biology Department

On September 12th 2016, I took my BIO 102 students to the Hempstead Plains preserve for a guided tour of the preserve by Professor Betsy Gulotta. After being lectured about the preserve and touring the preserve, my students spent thirty minutes weeding the path leading to the preserve, which will make the visit to the preserve more pleasant for future visitors.

Two of my students volunteered to meet again on a Friday afternoon at the preserve classroom, outside of their class time, and built a model of a green roof, similar to the green roof of the preserve classroom. This model green roof will be used as a demo to explain to future preserve visitors the structure and the function of green roof. The two students then wrote a paper about green roof technology and presented their research on green roofs and the use of green roof in NYC to the class at the end of the semester.

Below you will find the pictures of the class in the Hempstead Plains Preserve being lectured by Betsy Gulotta.

