



TEACH, SERVE, AND LEARN

the newsletter for Applied Learning
at Nassau Community College

SPRING 2018

KEEPING THE "C" IN COIL

Cara Tuzzolino-Werben Language Immersion at NCC

An innovative and international approach to Applied Learning, Collaborative Online International Learning (COIL) has been a presence at NCC for several years. NCC faculty members work with an international partner to join their curricula for several weeks within a semester. This curriculum becomes embedded into each classroom's syllabus, providing students in the classes with enriched multicultural lessons. Both sets of faculty members receive professional development training to apply this unique learning experience to their individual classrooms.

This semester, NCC has ten COIL classrooms whose international teaching partners come from The Netherlands, Mexico, Lebanon, Egypt and Morocco. One COIL partnership features Nursing (NCC) and Construction Management (Mexico) students collaborating on the design of an assisted living facility. Another partnership connects Human Rights (NCC) with the Life of Refugees (Egypt). Yet another combines Social Work (NCC) and Photography (Mexico). Despite the varied topics, the common thread throughout these learning experiences is the opportunity for students and faculty to explore international themes without leaving the classroom. Technological media such as Blackboard, Voice Thread, and Zoom allow students to collaborate digitally.

APPLIED LEARNING IN HUMAN RIGHTS AND PEACE STUDIES

Prof. Florence Dee Boodakian and Prof. Susan Cushman English and Human Rights Studies

The Human Rights Studies Project looks forward to two new applied learning initiatives under way. While several HRS instructors have long assigned "action projects" at the end of the term, where students take some form of "action" within a human rights or peace and justice organization and share it with the class, we are launching two new initiatives—the first for students who are interested in careers with a human rights dimension, and the second for intro-level students as a strategy for retention, potential networking, and career preparation.

The first is a new course, HRS 294: Human Rights Internships, which would provide students with paid and non-paid internships

in the field of Human Rights. This course directly responds to the New York state mandate that K-12 teachers have some experience in Human Rights Studies regardless of their teaching specialization. Also, students going into the business sector may find Made in a Free World internships useful, as more companies are required to adhere to labor standards and equality. This course was created with "SUNY Works" in mind, which includes practicums and internships.

The second initiative is in HRS 105: Introduction to Peace Studies and inspired by the "SUNY Serves" model, which includes service learning, community service, and civic engagement activities. Set for Spring, 2018, the "active learning segment" in this course will take place in April as an alternative to the traditional action project required of students. Students will have the option of learning hands on at a local organization for two and a half or five hours (one to two weeks), depending on the organizational contact's preference. I have established relationships with organizations that correspond with two aspects of the HRS 105 curriculum: those that advocate peacemaking between cultures, or those that provide mediation and conflict resolution services. Students interested in the former can choose from either HMTC (Holocaust Memorial and Tolerance Center) where they will learn about rescue and resistance during the Holocaust, or ICLI (Islamic Center of Long Island) where they will observe and write about peace practices, such as inter-faith dialogues, hosted at the center. Students interested in the latter (conflict resolution) can visit the Long Island Dispute Resolution Center in Hempstead to observe mediation experts settle disputes outside of court. These opportunities, should students opt to take advantage of them, could increase retention, assist them in networking skills, and introduce them to possible career paths. In turn, NCC can build its own network of fruitful partnerships with organizations in Nassau County. It's a win-win. I look forward to reporting on the results of this pilot in the fall newsletter!

APPLIED LEARNING IN BIOLOGY

Prof. Kumkum Prabhakar Course Coordinator for BIO 103, BIO 124, and BIO 130

Science courses flipped with active learning, collaborative learning, or using technology are extremely dynamic compared to the way these courses were taught in early 20th century with traditional lectures and recipes of lab activities. All these modular approaches become more meaningful when students are engaged in applying those concepts in real life. Following understanding of basic concepts for each course, students in my biology courses are involved in research projects on a medicinal plant from their culture

or a genetic disease known to them, or an ecological issue that they care about. Engaging students in conducting hands-on activities at the field site to test water quality makes that activity alive when they connect fertilizers in the run off or lack of plant life with the water quality. Students learn better by visualizing aquatic or terrestrial ecosystem and get curious to ask many questions from local guides about how to conserve these natural preserves or how they can get employment at these places. I have received emails every year about paid internship for BIO 103 students from the Central Pine Barrens Joint Planning and Policy Commission through the Suffolk County Water Authority to aid in ecological monitoring and field projects within the Central Pine Barrens (only for residents of Suffolk County). A student from BIO 124 participated in a service learning project at the Cornell Cooperative in the past. Above all, students passionately quote their visits to these field sites while discussing human impact on climate change debate and pledge to do at least one thing that will make this planet better for future generations.

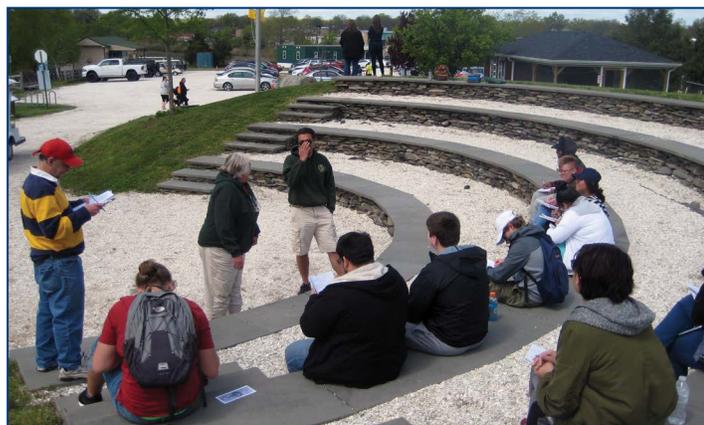
A short description of implementation of applied learning is provided below for BIO 103, BIO 124, & BIO 130.

BIO 103/ECOLOGY:

Each student in this class chooses a topic of ecological importance to apply concepts, research to compare past and present of the issue, prepare a PowerPoint presentation, and share with their fellow classmates during the designated colloquium session. The topics vary from Boston Harbor, Gray wolf in Yellowstone, deer unlimited, acid rain to wild fire. Students are provided with a self-assessment tool on this on-going activity. All sections of the project are included to make maximum of 10% of their final grade.



BIO 103 at Garvie's Point



BIO 103 at Norman Levy Park

1 There are at least five field trips to local natural preserves on Long Island to help students conceptualize components of terrestrial and aquatic ecosystems, the self-sustaining and recycling ability of ecosystems because of biodiversity, and to appreciate nature to take ownership in becoming environmental ambassadors. Students collect data, conduct water testing at North and South shore, visit man-made ecosystem like Norman Levy Park, and recognize remnants of prairie on the campus ground to distinguish native and non-native plants and animals. In addition to preparing field reports on each ecosystem, students are given an opportunity to either submit a video diary with ecological comments or submit a comprehensive lab report to recognize the most productive ecosystem and the evidence for their claim.

BIO 124/PLANTS & SOCIETY:

1 A section of final grade on research and information management expects each student to select a plant of medicinal value to research ethnobotany, biogeography, taxonomy, biochemistry of active ingredients and its known impacts on human health or known from cultural usage. In addition, students research challenges of using natural medicines and their side effects to prepare PowerPoint presentations and conduct oral presentations. Students are provided with a self-assessment tool on this on-going activity. All sections of the project are included to make maximum of 10% of their final grade.

2 Students visit local botanical gardens (NY Botanical Gardens, Brooklyn Botanical Garden or Planting Fields Arboretum etc.) to visualize unique edible, medicinal, or plants of aesthetic value and compare those gardens with the natural preserves. Each student submits a video diary or comprehensive report on a garden based on the self-assessment tool.



BIO 124 at New York Botanical Garden, Bronx

BIO 130/MOLECULES & MEDICINES:

Each student in this course chooses a drug (such as Vioxx) that has been recalled and research chemical nature of the drug, exact mode of action through insert package, its side effects and the FDA approval process for the drug to prepare a PowerPoint and conduct oral presentation. Students are provided with a self-assessment tool on this on-going activity. All sections are included to make maximum of 10% of their final grade.



BIO 130 in the Britton Science Gallery at New York Botanical Garden, Bronx

1 Field trips in this course include Pfizer Lab at New York Botanical Garden or to Nature’s Drug store to explore the substance that public uses instead of modern medicine to prepare a report based on the guided instructions. For example, use of red yeast rice (what is it? And does it work?) instead of statins for lowering cholesterol. When visiting New York Botanical Garden, students also visit the Britton Science Rotunda and Gallery to learn on-going ethnobotanical projects highlighted as “Ten Research Stories” about Plants and Fungi.

It’s challenging to organize field trips and to ensure that all students reach the site in timeframe for the class. Surprisingly, after visiting the first site, students look forward to other field trips and enjoy open-ended learning in classrooms without borders. Collection of digital assignments from all students on a due date is not an easy task but is extremely rewarding as it enforces self-discipline and responsibility on part of the students. In addition to structured activities that help them to apply concepts in real life, students develop camaraderie among themselves that goes beyond that semester.

APPLIED LEARNING IN LIFEGUARD TRAINING – PED 276

Prof. Cheryl Sears Health, Physical Education, and Recreation

In this course, students attend an open water management session on the beach. I have both my classes meet down at Point Lookout with Town of Hempstead officials. They include the captain of the ocean lifeguards, Director of all lifeguards both pool and ocean in TOH, former director of all lifeguards, and one of the main administrators of ocean lifeguarding and operations. The reason for this session is to give them a better understanding of ocean lifeguarding and the various responsibilities if they choose to work on the ocean. The members of the team break down daily operations on the ocean and various rescues and equipment that are used exclusively on the beach. In addition to this orientation, the Town officials are always working with me to hire our students to work at their beaches and pools.

Students are very receptive to this session because it allows them to understand the different responsibilities and various pieces of

equipment used only during ocean lifeguarding. They are also shown by the presenters some very specific conditions in the ocean waters that can be potentially dangerous to bathers, and we can only experience this by going down to the water’s edge. After the course is complete and I offer all students the opportunity to be employed in various jobs around the county, at least 25% of the students choose to work for the Town of Hempstead, either at the ocean or a community pool. Moreover, many of my students are currently employed with the town in leadership positions on the ocean. It’s a great experience, and a strong college-community partnership!

BUS 116: A GREAT APPLIED LEARNING OPPORTUNITY

Prof. Steve Levine Accounting and Business

The Business Internship course is offered as a three-credit Business elective as part of the A.S. degree in the Accounting and Business department. The most significant benefit of this course is that it allows students to work as an intern, either in a position that they were able to secure by themselves or in one that has been secured for them.

The concept of applied learning is the actual basis for this course; the objective is for students to be able to experience a “real” business—with all the stress, challenges, and real-life situations that go with it—while still in college. The value to this is that the concepts that are taught in the various business courses are compared to what actually happens in the workplace. By being placed in these situations, the student learns by doing, and by learning what works and what doesn’t.

As a requirement of this course, students hand in a weekly log detailing his or her experiences and how they measure up to what is taught in the courses that they take. One of the most important aspects of this course is the final research paper. In this paper, students analyze the business as if they are management consultants; they determine what is right or wrong with the business; describe its culture, organization structure, operating procedures, etc. if they feel something is not effective, they can come up with solutions for improvement.

With the submission of the logs and the analysis required for the research paper, students experience applied learning in an effective, and in many cases, an eye-opening perspective.

APPLIED LEARNING IN HED 271 ALCOHOLISM, ADDICTIONS & ABUSIVE BEHAVIORS

Prof. Andrina Veit Cleveland Health, Physical Education, and Recreation

When teaching HED 271: Alcoholism, Addictions & Abusive Behaviors, I use two applied Learning Field Study Assignments: Students are required to attend a field trip to the Nassau County Police Department Central Testing Station, where students apply concepts they have learned in class about the effects of alcohol and other drugs on driving. They also learn about the consequences of

impaired driving. Officers explain the arrest process, breathalyzer tests, and other alcohol and drug recognition tests that are done roadside and at the police department, using student participants. Viewing the holding cells has an impact on students, and the hope is they will apply what they have learned to their own lives to prevent impaired driving.



Students also attend open 12-step meetings, such as Alcoholics Anonymous, Narcotics Anonymous, Gamblers Anon, Al anon, and Al a teen, which are examples of self-help groups. This gives students an opportunity to experience the addiction recovery concepts they have learned. It also enables students to identify the addiction concepts learned in class with the speakers' firsthand sharing of their addictions. This assignment provides a resource for students who are actively using alcohol and other drugs, or who have been directly impacted by someone else's addiction to alcohol and other drugs.

APPLIED LEARNING ACTIVITIES- BUILDING LEADERSHIP SKILLS THROUGH PHYSICAL EDUCATION

Prof. Jessica Marra Health, Physical Education, and Recreation

The Health, Physical Education and Recreation department is pleased to share two successful applied learning activities in two different courses: Adventure Activities and Fundamental Rhythm and Movement.

In the first, the Adventure Activities course is designed to elicit communication, teamwork, trust, and personal and social responsibility, through problem solving activities. It is a sequential process that brings students together in a community. Through group initiatives, games, and low and high elements, the class encourages leadership and builds confidence. It allows students to really get to know each other, and offer much room for individual growth. This has been a wonderful foundation and an excellent platform for Applied Learning. The course emphasizes leadership, communication and teamwork among other things. It was a great fit for students to cultivate their newly learned skills by practicing those skills with another group of individuals. As a class, we brainstormed to find a group that could benefit from our newly found leadership and communication skills. The two options we picked were: The Daleview Care Center and the Children's Green house.

The Daleview Care Center, in Farmingdale NY, is an elder care facility that offers seniors short term rehabilitation and long term nursing care. The Adventure Activity class prepared communication activities to perform with the seniors at Daleview. The results were so remarkable. The feedback received in the reflective process was positive, and it was an experience my students and I will never forget.

The Green house, located here at Nassau Community College, is a daycare facility. We chose to work with Preschool 2 children, ages 3-5, on communication and teamwork skills through various games. The staff at the Greenhouse, as well as the children, provided positive and supportive feedback, and are looking forward to our returning.



The students in my class greatly benefited from these experiences and were able to apply their newly found skills in a positive way and reach others in their day of service. The reflections were powerful and moving, and I am excited about continuing this project in the future.

In the second applied learning sequence, Fundamental Rhythm and Movement is a course designed for physical educators to acquire a background of basic skills in rhythm and movement. In the beginning of the class, physical education majors are taught elementary movements and dances. This year, the students put their newly found skills to the test in an Applied Learning project. We visited the Greenhouse at NCC during our class time, and the P.E. majors taught the preschool 2 children the elementary dances that they learned in class. This project was amazing in so many ways.

The class reached many of our learning outcomes during this project. The physical education majors were able to demonstrate proficiency in the rhythmic movements, and they demonstrated their ability to apply techniques while appropriately communicating them to the Preschool 2 group. Movement education is so important for children to learn at an early age, and the developing teachers were able to practice their skills. It was a wonderful experience, and something we will continue to incorporate in the course curriculum. The Greenhouse was pleased with the content that the students provided, and the Fundamental Rhythm and Movement students gave great feedback in their reflections.



Shawn Novatt Director 90.3 WHPC

The NCC on-campus radio station is celebrating its 45th anniversary of broadcasting this year, and welcomes interested NCC students to participate in a variety of ways. From on-air roles, to production, promotions - even sales - students are the backbone at 90.3 WHPC, The Voice of Nassau Community College. Under the guidance of the station's Director, Shawn Novatt, the students, along with about 40 dedicated Community Volunteers and six part-time staff members, operate the radio station with the same manner of professionalism found at every other radio station on the dial.

WHPC provides professional broadcast training to qualified Nassau Community College students. Students learn how to operate the radio equipment, how to properly speak on the air, and how to produce and host their own radio shows. Many students start out on a show called "The Nassau Mix," playing hit music from 'The 90's, 2K and Today.' There are also opportunities to work on the station's talk programming, including news, sports, and public affairs. After they get comfortable, students have the chance to create new shows, playing the music, or talking about the topics that interest them the most. Recently, students have created EDM (Electronic Dance Music), Classic Rock, and hip-hop shows, as well as new talk shows. Students are also able to host our daily morning show, "The Nassau Morning Madhouse," where they learn valuable ad-libbing and conversational skills that can be applied to almost any future career choice.

Not every student wants to go on the air - and having people on staff like that is very important at WHPC, just as it is at major-market commercial radio stations. There are many responsibilities and roles that take place behind-the-scenes and keep the station operating. Students can work in one of three production studios, creating and editing audio that will eventually end up on the air (whether they are the voice on the project or not). Opportunities also exist in the Promotions Department, where students can help represent the radio station at on-, and off-campus events, or by helping to find new sponsors for the station.

Students volunteer their time one-hour a week at a minimum (although many students love the experience so much, they spend a lot more than an hour at the station!) The station also offers a credited internship course through the Communications Department, where students work at the station for a minimum of 10 hours per week, and get even more involved in the day-to-day operations of the station.

Besides being available at 90.3FM and at NCC.edu/WHPC, the station has added its stream to the popular iHeartRadio app, which means NCC students can be heard with the touch of a button on smartphones, tablets, and smart TV's worldwide.

Participation is open to all interested students by emailing whpc@ncc.edu. The station is located in the basement of H Building, and is on the air 24 hours a day, 7 days a week, 365 days a year.

Prof. Judith E. Steinhart Health, Physical Education, and Recreation

I use applied learning in my HED 251, Human Sexuality class. For the students' project, 25% of their grade, they can choose from a list of experiential activities. Afterwards, they are to write a reflective paper about their experience and how it applies to their life. They can choose from the following: a visit to a gynecologist; a visit to Planned Parenthood for an exam, birth control, and/or to get tested for any sexually transmitted diseases; a visit to a local health clinic or to an adolescent health clinic to get a mammogram or a testicular and/or prostate exam. The idea is for the students to do something new that will benefit their health. Students often use this opportunity to become connected to the healthcare system where they might not have been before. If they had been embarrassed previously, this gives students the opportunity to begin a lifelong adult need and responsibility to take care of their health. Students have written personal essays about how relieved they were to learn they were "clear" or diagnosed and treated. This assignment is often life-changing.

Also, in this same course, after introducing students to the female and male reproductive systems with slides and diagrams from the textbook, to make the systems more real, I provide craft materials, including colorful paper, pipe cleaners, balloons, small fuzzy pom-poms, straws, raffia, markers, scotch tape and glue. With these supplies, students work collaboratively, to create either the female or male reproductive system. At first, the students seem bewildered; then, working in groups of three, they begin gathering materials for their group, and begin their task. The noise level in the room rises as they enthusiastically begin their delegation of responsibility, determining what the visual product will look like. They label each part and explain on the paper the function of each internal body part we have studied. Students use the terms from the textbook when talking with each other, which is not only educational, but also desensitizing for times when they go for their check-ups, or have issues with their bodies, now knowing their own body parts. It is truly a joyous, hilarious educational experience for the students, and for me. I have attached a photo of the bulletin board in the Health, Physical Education, and Recreation department, displaying the colorful, creative results of their efforts.

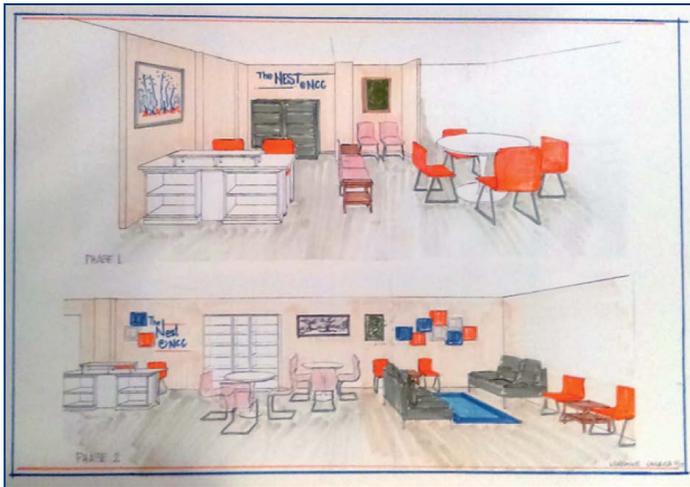


INTERIOR DESIGN STUDENTS DESIGN A NEW 'NEST'

Prof. Susan Beganskas
MKT/RET/FBM/FSD/INT

Last spring, the fourth semester Interior Design students had the opportunity to participate in an applied learning project here on campus. It all began with a conversation I had with Professor Sharon Masrou, who mentioned that the NEST would be relocating to a larger space. I inquired if she needed any help with planning and design, and an applied learning project was born!

Since my design students often select someone to act as a client for class projects, they typically choose a person they know and are comfortable speaking with. This term, though, students benefited from the opportunity to test their communication skills with someone they didn't know. Each class met with a NEST representative to determine the requirements for the new space and to elicit design preferences. This interview provided valuable experience in clarifying client statements and gauging responses to their own and their classmates' suggestions and ideas.



Student Lorraine Caleca's design for a lounge area in the new NEST

Another opportunity not afforded in class projects is working with a space they could experience. The proposed location for the NEST was an unfinished basement in an old campus building. While we were able to obtain building plans, the students had to confirm the dimensions in order to construct an up-to-date existing floor plan. This proved to be a challenge in a space littered with old furniture and debris. Eventually, the students realized they must work together to complete the task within such a confined space in the allotted time, affording them the many benefits of organizing and working as a team.

While attempting to draft the plan, many students realized they made errors in measuring. While these mistakes are typical of a beginner, it was a luxury to be able learn from them in the classroom and not on their first job. Luckily, the campus location allowed them to return to the space to obtain the missing information.

Learning how to deal with the restrictions implicit in a real project was also a memorable learning experience. While my students were confident in their creativity when they could design freely, there was some frustration with the budget restrictions and limitations on materials that were appropriate to use in a basement space. They eventually learned how applying finishes to select areas can make the entire space seem well designed. With time, they even came to appreciate how limits can help direct a successful design solution.

Flexibility was another skill honed while working on this project. In class, students are accustomed to receiving assignments that are clearly laid out. In a real job, changes and new information can be presented throughout the project. This requires students to rethink certain details in the middle of the project's design. Additionally, with this project, my classes had to balance conflicting requests from the many NEST representatives and NCC facilities personnel that they spoke with. These factors advanced my students' skills in quick and responsive creative and critical thinking.

When I asked my class whether they enjoyed working on this project, their quick, reflexive 'no' response was a lament for the loss of complete design freedom they enjoyed in classroom projects. They soon modified their response, however, upon reflection of the many lessons they had learned. They came to appreciate how much this experience contributed to their professional growth and realized the value of what they had learned in bridging the gap between school and the professional world.

2018 DAY OF SERVICE

Prof. Lisa Korman
Psychology

Thursday, April 19, 2018 is the Day of Service at NCC!

Join us for the 6th annual day of fundraising activities, campus beautification projects, community outreach, and charitable activities sponsored by the First-Year Experience Program (FYE), the Center for Service Learning, and the Long Island Volunteer Center.

Active planning will kick off at the December Evening Activity Hour with a new initiative, the FYE facilitated "THINKTANK: Day of Service." The THINKTANK will offer students, clubs, classes, faculty and staff the opportunity to learn more about how to launch their own project and participate in this year's Day of Service. Members of the FYE will be available to assist with the development of ideas for high impact projects, as well as to offer encouragement and create the well-deserved buzz of excitement about this special campus-wide annual event.

Also new this year, the Office of Student Activities has identified the Day of Service as a major event (aka big point value) in the Lion Club Challenge.

Much work is to be done and many hands are needed
—especially yours.

IF WE ALL WORK TOGETHER,
WE CAN ALL MAKE IT BETTER!



Editorial Staff

Prof. Susan Cushman
Prof. Deborah A. Kilmnick
Prof. Izolda Maksym