



TEACH, SERVE, AND LEARN

the newsletter for Service Learning
at Nassau Community College

FALL 2016

BIOLOGY MAJORS AT SCIENCE CENTER

Profs. Kumkum Prabhakar and Victoria Liang
Biology Department

The Center for Science Teaching and Learning at 1 Tanglewood Rd, Rockville Centre, NY 11570 is a full service science education organization. CSTL is dedicated to provide adults and kids of all ages with a place to engage in informal science learning. CSTL offers educational live animal exhibits to visitors of all ages. The 17-acre facility offers a zoo-like experience, as visitors interact with alligators, reptiles, owls, snake turtles, and many more. It was a wonderful experience for Dr. Kumkum Prabhakar's class to celebrate Spooky Fest while having fun with biology at CSTL. Nine students volunteered at the animal exhibition event during



Halloween week 2015. The CSTL hosted eight nights continuous fund raising event. Nearly 4000 people per night participated with the event. More than \$60,000 per night were collected, and these funds will go into the science research center at CSTL.

The volunteers had a great Service Learning Experience at this event. The live animal exhibition showed goats, red fox, owl, fake dinosaur, peacock, reptiles, turtles, lizards, snakes, tropical bird, snake turtle, and crocodile. Dr. Prabhakar's class provided explanations to the visitors with topics relating to science: biodiversity, food webs, animal adaptations, ecology, endangering species, climate change, and habitat destruction.

The purpose for Dr. Prabhakar's class was to educate the general public regarding endangered species, and to encourage children to exercise their curiosity about animals and Mother Nature.

THE FIVE STAGES OF SERVICE LEARNING: A DYNAMIC PROCESS

*Dr. Maureen Connolly, speaker at the
Service Learning Conference
Nassau Community College, April 15, 2016*

Service learning is seen as an engaging dynamic, building on the core curriculum.

Investigation: Includes both the inventory of student interest, skills and talents, and the social analysis of the issue being addressed. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

Preparation: Includes the continued acquisition of knowledge that addresses any questions from investigation, identification of groups already working towards solutions, organization of a plan with clarification of roles, responsibilities and timelines, and ongoing development of any skills needed to successfully carry the plan to fruition.

Action: Includes the implementation of the plan that usually looks like direct service, indirect service, advocacy, or research.

Reflection: In this presentation, reflection is seen as the connector between each stage of service and as a cumulative intention addressing any essential question or inquiry that is a driving force of the total experience. Reflection always includes cognitive and affective aspects, informs how the process develops, and employs varied multiple intelligences.

Demonstration: As seen in this visual, student demonstration captures or contains the totality of the experience. From the initial conception, the student documents all parts of the process so there is a complete and comprehensive ability to tell the story of what took place in each stage and to include informative reflection. Students draw upon their skills and talents in the manner of demonstration; however, integration of technology should be expected and included.

NASSAU COMMUNITY COLLEGE PARTICIPATES IN “NATIONAL DAY OF SERVICE AND REMEMBRANCE” AND “MAKE A DIFFERENCE DAY”

Dr. Evangeline Manjares

In commemoration of September 11, 2001 as a National Day of Service and Remembrance, Long Island Volunteer Center (an affiliate of HandsOn Network), Center for applied Learning at Nassau Community College, and Nassau County Firefighters Museum created comfort kits for homeless veterans on Monday, September 12, 2016. Our thanks to Prof. Barbara McFadden’s nursing class; Prof. Dawn Smith representing NCCFT; Prof. Yolanda Roth, and our student Veterans: Roosevelt Morring, Keran Howard, James Eugene, Ryan Howell, and Ricky Thornton.

Nassau Community College also hosted “Make a Difference Day” with the Long Island Volunteer Fair on October 26,

2016. Over 50 nonprofit agencies participated with the hope of recruiting students, staff, and community members for a wide array of volunteer activities, including opportunities to work with animals, youth, or seniors; to help at museums, soup kitchens, or shelters; to join an emergency preparedness group; to become an advocate for special needs; or to protect the environment.

Dr. W. Hubert Keen kicked-off the event followed by a volunteer awards ceremony to recognize two NCC student veterans, Ms. Roselle Able and Mr. Harrington Newman, with the President of the United State’s Volunteer Service Award.

Prizes were given to attendees, including the major prize of a Schwinn bicycle, won by our own Aurora Workman. Congratulations, Aurora!



AFRICANA SERVICE LEARNING PROJECT

Prof. Shani H. Bruno **Africana Studies**

Integral to the founding of the academic field of Africana Studies is the practice of community outreach, activism, and service. Nassau Community College’s Africana Studies department is committed to honoring this long standing legacy. Most recently, during the fall 2015 term, Assistant Professor Shani Bruno coordinated a service learning project in the the core departmental and A.A.-program course AFR 170: Black Social Philosophy.

The structure of last fall’s service learning project began with the selection of three AFR 170 students: Africana Studies A.A. majors T’yana Coutrier and Susan (Stanford) Meyer, and Elijah Rojas. Designed and overseen by Dr. Bruno, the project operated in collaboration with the nearby K-12 public school district of Baldwin, specifically with its alternative education program Hastings Academy. Fifteen alternative high school students were identified for participation in this inter-institutional learning initiative by Program Director Dr. Augustine Tornatore, and supervised by Social Studies teachers Ms. Carol Schick and Mr. Chander Mallhotra.

The selected Nassau students—Ms. Coutrier, Ms. Meyer, and Mr. Rojas—met rigorous academic and personal qualifying criteria to participate in last fall’s program, and were eager to impart a modified and condensed version of their AFR 170 curriculum; but, also, and perhaps equally importantly, they projected themselves as models of college matriculation, high moral character, and active social engagement. For these three Nassau students, the work they were conducting as student teachers with alternative high school students was about education, engagement, and service.

The logistics of the partnership lead to Baldwin’s Hastings Academy’s hosting of our three Nassau student-teachers on two occasions, and their visiting Nassau on the third for the culminating presentation-reception at our CCB at which both Nassau and Baldwin students shared their experiences and education with each other and the campus community. At this closing event, Ms. Coutrier, Ms. Meyer, and Mr. Rojas were recognized with personalized certificates of achievement from the Africana Studies Department Chairperson Ken Jenkins. Also, thanks to generous contributions from Professor Jenkins and Joy DeDonato, Executive Director of the NCC Foundation, the three winners socialized over a lunch catered by our very own Treat Street. Overall, the Fall 2015 Africana Studies service learning project was a huge success, a testament to what is possible when individuals and organizations come together in service to one other.

SERVICE LEARNING AT COMMUNITY COLLEGES

Prof. Deborah A. Kilmnick Communications

I had the distinct pleasure of attending the Service Learning conference held at Queensborough Community College on Friday, September 23, 2016. The purpose of this conference was to provide a forum for community college service-learning practitioners to share methodologies, successes, and challenges. I attended several provocative sessions with faculty and administrators.

The first session I attended was with a professor who teaches in the Music Department. He talked about his experience being a part of the service-learning project at Queensborough Community College. Each year their Kupferberg Holocaust Research Center and Archives (KHRCA) does a challenge grant from The National Endowment for the Humanities. In the Spring 2014, he and his colleague won the grant and did the project in the 2014-2015 academic year. The college held various colloquia throughout the year, and faculty who participated were asked to have their students complete an assignment that centered on the Holocaust. This professor partnered with a community youth project where his students taught children who were under-represented in the arts. His students were asked to learn two songs. One of the songs was called “*Inspiration of Hope*”, a song from the Ghetto in Warsaw; the other song was a traditional Jewish melody entitled “*Ani Ma’amin*” and translated as “*I Believe -- My Faith is Unchanging*”. The students were asked to teach these songs to the children through the use of movement and nonverbal cues. His choral project taught the students how to learn and display empathy through body movement. When the children were asked to provide their comments about their experiences, their responses were incredibly touching.

The second session I attended was with a professor of psychology. She talked about the challenges and rewards of service learning. Her main objective was to integrate a service-learning component into her class. One of the initial challenges she spoke about was choosing the appropriate service-learning project for her students. She decided to create a list of various places at which her students could volunteer for eight to ten hours and put theory into practice. She stressed that the service-learning project was about “finding your own passion”. Some of her students volunteered at animal shelters while others volunteered at mental hospitals, schools, nursing homes or soup kitchens. She asked her students to write a paper about their experiences volunteering and called it a “life journal”. The majority of the feedback from the students was positive because they felt they were actuating what they were learning.














This conference was incredibly educational and inspirational. There are countless ways that we, as faculty, can integrate a service-learning component into our classes. Furthermore, this conference truly stressed the significance of interpersonal communication as well as the importance of paying it forward.

“To teach is to touch a life forever.”
- Author Unknown

LEARNING BY DOING: SERVICE LEARNING AT THE HEMPSTEAD PLAINS

Prof. Betsy Gulotta Biology Department

NCC Biology students engage in a number of service learning projects:

-  Welcome people in Visitor Center
-  Give tours to the public
-  Give programs to Girl and Boy Scouts
-  Help identify and monitor rare and endangered species
-  Help remove non-native plant species
-  Help identify butterflies and other insects
-  Work with and train volunteers
-  Give presentations at local schools on how students can become good environmental stewards
-  Help design educational materials
-  Establish educational programs for under-privileged school groups (i.e. Gear-Up and BOCES Special Education programs at NCC).
-  Work with English, History and other Departments to develop and teach Interdisciplinary topics
-  Connect with Early Childhood Education at NCC
-  Work with Children’s Greenhouse to create programs for children about the HP

PEACE STUDY AND ADVOCACY: FIRST STOP, HOFSTRA. NEXT STOP, NCC?

Prof. Susan Cushman English and Human Rights Studies

In spring, 2016, I attended a ten-week “Peace Fellows” program at Hofstra University, where 10-15 students, funded by the Long Island Alliance for Peaceful Alternatives, received briefings from Hofstra faculty on war, peace, nuclear disarmament, the U.N., and global climate change, among other social justice-related topics. I was honored to contribute a briefing myself on women, peace, and security, as well as bring an interested NCC student to one or two sessions as my guest.

The beauty of this program, besides its rich global content, is that it was curriculum-based, but ungraded; students were fully engaged in both study and campus advocacy--that is, holding dialogues against Islamophobia; petitioning to aid the Syrian refugee crisis; and forming a peace action club, just to name a few examples. NCC would be lucky to follow in Hofstra’s footsteps, whether with our own peace action club, peace fellows program or, eventually, peace studies certificate. While these goals take time, I hope that during an upcoming sabbatical, I can investigate, coordinate, and establish service learning opportunities for NCC students in human rights studies and peace studies, with the long-term goal of offering a satellite peace fellows program at NCC.

“Establishing lasting peace is the work of all education; all politics can do is keep us out of war.”
- Maria Montessori

SERVICE LEARNING AT THE HOLOCAUST MEMORIAL AND TOLERANCE CENTER

Prof. Joyce Stern Reading Department

Resistance Teacher's Program. Together with 30 educators from across the country, I traveled to Germany and Poland, where I visited many historic sites and memorials and learned from prominent scholars about the amazing capacity for physical and spiritual resistance demonstrated by the victims of Nazi Germany. This journey deepened my knowledge of Holocaust studies and its impact on current manifestations of racism, intolerance, and oppression.

I continued my scholarship in Spring 2016 during my sabbatical at the Holocaust Memorial and Tolerance Center (HMTC) in Glen Cove, Long Island. Serving as a scholar in residence, I helped plan NCC's and HMTC's first co-sponsored event, which took place on March 13: "Women, Not Victims: Moving Beyond Sexualized Atrocities during Genocide." Speakers included survivors and their descendents from the Holocaust, and the Rwandan, Congolese, and Namibian genocides. I have also been working with a planning committee made up of NCC faculty and HMTC staff on another event. On May 16, 2017, NCC will be co-sponsoring a regional conference with the Center, "Lessons from the Holocaust: The Path to Justice and Equity in the 21st Century." Requests for proposals will be sent out in November.

As part of my sabbatical, I also explored opportunities for service learning at the HMTC. I have learned that lessons from the Holocaust can serve to educate our students about understanding human rights and the dynamics of prejudice, the effects of hate speech, bullying and hate crimes, ways of resisting oppression, and the importance of promoting ethical and moral behavior. I believe that incorporating these lessons into a service learning project at the HMTC will further enhance students' learning and strengthen their commitment to social action.

Below is a list of suggested service-learning activities. I would like to thank Ms. Beth E. Lilach, Senior Director of Education and Community Affairs at HMTC, for her feedback and support on this project. Please feel free to contact me Joyce.Stern@ncc.edu or Beth Lilach. Stern@ncc.edu or Beth Lilach.

Please feel free to contact Joyce.Stern@ncc.edu or bethlilach@hmtcli.org for additional information and assistance with planning one of these service learning assignments or with creating an activity of your own personal design.

Service Learning Projects:

- 1 Explore the history of human and civil rights during the Holocaust and current genocides.
- 2 Develop a comparative study between the Holocaust and the Civil Rights Movement.
- 3 Explore Jewish and non-Jewish life (Blacks, LGBT, and People with Disabilities) in Europe before 1933.
- 4 Explore biomedical/nursing ethics and eugenics; Science and medicine under Nazi Rule.

- 5 Discover how math and statistics played into the Holocaust and Nazi Oppression, e.g., records of deportations and deaths, computation of daily caloric intake.
- 6 Assist the Center in developing and conducting a survey based on its needs; analyze data and write a comprehensive summary report.
- 7 Explore themes related to mass violence and social conflict.
- 8 Trace and analyze the psychosocial development of survivors and second generation survivors.
- 9 Put theory into practice that demonstrates an awareness of such causes of cultural diversity and social reform.
- 10 Create an action project: Research and design an action to bring about social change.
- 11 Use oral history (survivor testimony) to create a film, performance, or an advocacy group for social change.
- 12 Use the service learning experience as an inspiration for any form of creative expression in the performing arts.
- 13 Develop a drama of diversity, which uses theater or performance to stress multicultural, multiethnic and gender conflict and/or celebration.
- 14 Design a temporary/permanent exhibit for the Center.
- 15 Design a temporary/permanent exhibit for NCC.
- 16 Create graphic designs for promotional material of the Center's events.
- 17 Design a brochure for K-12 students participating in HMTC workshops.
- 18 Capture and study photos or images that display reflections about the Holocaust and display at the college.
- 19 Learn about curator responsibilities including the design of exhibits, documentary photography, etc.
- 20 Create interior designs for underutilized spaces at the Center.
- 21 Design a permanent outdoor exhibit.
- 22 Develop a curriculum to teach middle and high school students to break down gender stereotypes.
- 23 Design a Holocaust workshop for NCC 101 students.
- 24 Explore the role of college faculty and students during the Holocaust. Research the White Rose student resistance group.
- 25 Develop an updated website with resources and educational links.
- 26 Create a LibGuide on Holocaust Studies for the Library homepage.
- 27 Learn about the strength and value of primary sources: artifacts, survivor testimony, diaries, photos and reports.
- 28 Explore the language of oppression, hate speech and violence.
- 29 Conduct formal interviews with survivors using acquired techniques and strategies.
- 30 Connect with survivors: Learn about the Holocaust and its impact on public life today. Explore social, psychological and historical effects of the lives of survivors as well as the impact on life in US.
- 31 Learn how non-profit cultural institutions are formed and operated, operational structures and governance challenges, and tax-exempt status.
- 32 Design and implement a business plan or evaluate the current business plan and make recommendations for modifications.
- 33 Design and implement a fundraising project for The Day of Service.
- 34 Serve as a volunteer at the Center, and write a documentary piece or a series of articles for the college newspaper.
- 35 Explore the HMTC as an off-site venue for a campus club. Create a collaborative project for the Center or college.



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