



TEACH, SERVE, AND LEARN

the newsletter for Applied Learning
at Nassau Community College

SPRING 2021

CIVIC ENGAGEMENT CONTINUES WITH STUDENT DIALOGUE SERIES AT NCC

*Susan Cushman, English
Contributions: Barbara Fody, English;
Elizabeth Gaudino-Goering, Psychology;
Orval Jewett, Sociology; Gail Mattimore,
Marketing and Communications;
NCC Students: Brett Halom & Kelly Irvine*

Since my last article in fall 2020, my applied learning grant project—developing civic engagement for students at NCC—has blossomed in three ways. First, an increasing number of faculty are joining our group, demonstrating their interest in civic activities for their students and classes. Second, our two student representatives, Brett Halom and Kelly Irvine (see their contributions below), have done stellar work this spring, contributing with data collection, survey design, and co-moderating deliberative dialogues. Third, the Applied Learning committee of the Academic Senate has voted to make Civic Engagement an official sub-committee in fall 2021. With these developments, we believe civic engagement is finding a foothold at NCC; we invite more faculty, staff, and students across the disciplines to get involved through applied learning activities, such as deliberative dialogues, voter registration drives, and SUNY-wide trainings and other events.

According to National Issues Forum Institute (www.nifi.org), deliberative dialogue is a process by which trained moderators engage students and/or citizens in a non-partisan discussion of public policy issues, with the intention of including diverse and historically underrepresented points of view (sedl.org). The objective of these dialogues is not debate or consensus, but deliberation and creative problem solving through ongoing community conversation. This spring, we added three dialogues to the evening activity hour calendar (two focused on Covid-19 and Education; one on Domestic Extremism) and a fourth at the “Lessons From the Holocaust Conference” on Extremism and Social Media. This summer, our group will participate in SUNY-led NIFI trainings to gain more experience using this dialogue model. We look forward to bringing you more dialogues in which all, but especially students, can participate going forward. My thanks again to Dr. Gaudino-Goering, Chair of Applied Learning, and to all in our group who have made this work so rewarding – some of whom have shared their experiences below.

Barbara Fody:

The deliberative dialogue on domestic terrorism was specifically relevant to several recent national events. The student participants were impressive, voicing their viewpoints respectfully and with measured tones. Personally, I was moved by their willingness to share views that come from deep within.

Elizabeth Gaudino-Goering:

This academic year, the Civics Group organized seven Evening Activity Hour deliberative dialogues, focusing on issues ranging from the divisiveness of the last presidential debate to students’ concerns about returning to campus next fall. Each event drew more students and faculty members than the last into engaging, productive, and civil conversations about some of the most controversial topics that we face as a nation. Dr. Cushman’s project has been formally recognized by the Applied Learning Committee, who voted unanimously to create a Civic Engagement subcommittee under her leadership.

Orval Jewett:

Since joining the Civic Engagement subcommittee in the Fall of 2020, I have enjoyed working with an amazing group of professionals, including NCC students. Since that time, we have developed a series of deliberative dialogues that have been well-attended by students and faculty. I am most interested in what students have to say about the dialogue process, as well as how students are shaping how we look at politics in the United States. I look forward to continuing our work in this learning community.

Gail Mattimore:

Prof. Cushman and the Civic Engagement committee developed several timely topics for the deliberative dialogue series that engaged students, demonstrating for them how to share opinions and have productive discussions in a cordial manner. I added to the committee’s work with suggestions about marketing, public relations and social media, and helped complete the campus survey. Looking forward to the fall!

Brett Halom:

I appreciate the space that the deliberative dialogue series creates for students to have an environment to freely discuss their opinions on the chosen topics. Providing adequate time to focus on one specific issue at a time and really dissect the students’ concerns is an excellent opportunity for exposure to multiple perspectives. The discussions have been thought provoking and constructive while offering the students a platform to share ideas and feel more informed about positions held by their peers. These discussions should continue and help to foster a more cohesive sense of community amongst the student body.

Kelly Irvine:

As the SGA rep for the Applied Learning Committee I was invited to join the Civics Subcommittee. I felt very welcomed by all the members as soon as I joined the first meeting. After attending a few meetings, I was given the opportunity to co-moderate a deliberative dialogue about Covid-19. In preparing for that, we had to collect data on several issues concerning Covid to present to the participants. Going into co-moderating, I was a little nervous because I had never done anything like it. With the support of the other moderators, I felt more comfortable and confident. After the dialogue, I felt proud of myself. It has been a pleasure to be a part of this group and I hope to continue working with them next semester.

ORIGINAL FREEDOM WRITER MANNY SCOTT SPEAKS AT NCC'S APPLIED LEARNING CONFERENCE

*Laura A. O'Connell, Communications
Contributions: Whitney Glass, Marketing;
Elizabeth Gaudino-Goering, Psychology; &
Nicole Simon, Engineering*

Manny Scott will speak virtually to NCC faculty at an upcoming Applied Learning Conference on May 7th. The Applied Learning committee is excited to present Mr. Scott, who will provide resources on how to utilize his empowering messages in the classroom.

I was first introduced to Manny Scott when I saw him speak in July 2020 at the virtual conference, "Galaxy of Learning: Blast Off to the Future of Education," hosted by Blackboard, the online learning system used at NCC. I have never been so impacted by a speaker. He was speaking to educators with a diverse student body. There was no question that Manny Scott *needed* to present at NCC.

Mr. Scott is an original Freedom Writer whose story is told in part in the 2007 hit movie, *Freedom Writers*. By age 16, his story was almost over: his father was incarcerated, he dropped out of school, had lived in 26 places, and his best friend had been brutally murdered. (*Freedom Writers* can be viewed through the NCC Library Database: Swank Films)

But he turned the page and began writing new, more fulfilling chapters in his life—chapters filled with healing, hope, perseverance, and possibility. He is now happily married, a father of three, a homeschool teacher, a Ph.D. student, an author, an aviator, and one of the nation's most sought-after speakers. Through his "Power of One" keynote, his "How to Reach Youth Today" seminar, and his "Turn the Page" assemblies, Manny has inspired nearly two million people to improve the quality of not only their own lives, but also the lives of those around them; he has helped thousands of schools raise student achievement and leader efficacy in 49 states and five continents; and, he has helped prevent thousands of dropouts and suicides.

He is the author of several books: *Even on Your Worst Day You Can Be a Student's Best Hope*, a book published with ASCD that shows what an individual teacher can do to help troubled, underperforming children believe in themselves, succeed in school, and graduate prepared for work and life; *Speak!*, a book that teaches you how to make a difference and a living as a professional speaker; and *Turning the Page*, his memoir that he only makes available to people who hear him speak.

It is clear that Manny's messages include those of Tolerance, Trust, Family relationships, Anti-violence, Striving for success, Diversity, Equity and Inclusion. When I first saw Manny speak, it was also clear that his messages are in line with several goals affirmed in fulfillment of NCC's mission:

- To maintain an open admissions policy that ensures the availability of educational programs for **traditional and non-traditional students**.



Applied Learning Conference Keynote Speaker Manny Scott will be back in the Fall '21 semester to present virtually to NCC Students. Please feel free to tie your Applied Learning ideas to this forthcoming presentation, as all students are invited to attend.

- To create educational programs that respond to and satisfy **diverse community needs**.
- To provide the **support** services necessary for **students to realize their maximum potential**.
- To create a wide variety of activities and cultural programs to **enrich** student and community life.
- To create a **multicultural environment** which fosters the synthesis of knowledge, aesthetic **appreciation**, and commitment to ethical and **social values**.
- To enhance the economic and cultural vitality of the County by promoting an educational environment which **responds to the changing needs of the community**.

With that, it is our duty as educators to utilize this powerful resource—advisors, professors, coaches and all others who are part of our higher education community. But how?

Applied Learning Experiences: Bringing inspiration to practice

After Manny Scott gives his keynote presentation, faculty will go to breakout rooms to discuss the inspirational messages they heard and tie them to applied learning experiences for their students. The messages will be categorized into:

**Tolerance • Trust • Family relationships
Anti-violence • Striving for success
Diversity • Equity • Inclusion**

Faculty will then reflect on these questions:

- Why, where and how do we add (insert theme) into (insert name of course or major)?
- What messages are we trying to send our students?
- How can we convey those messages through assignments or discussions?
- Please share an idea or an assignment to start a dialogue on this theme.

For some disciplines, these themes are part of our curriculum. But, for others, great critical thought is an order. No matter what, we have discovered that these messages can be utilized. You can find the ideas, turnkey assignments and projects on the Applied Learning Libguide, which can be found by visiting: <https://library.ncc.edu/LibGuides>.

Here is a sneak peak:

STEM Courses: There is both a decline in women in the field due to COVID as well as a lack of diversity within the education of STEM. We can start open discussions of how important diversity is in the use of STEM for the field as well as how we use the information to better assist citizens with that information. It is also important to note how the information is skewed in what and how we learn. By having open discussions, we can learn from one another about perception and the impact of how we view information and use it affects us as a whole.

AHS/Nursing: Cultural Competency/Diversity/Equity/Professionalism: Reflect on sensitivity to others' culture as they practice (i.e.: taking patient history).

Marketing, Communications, Business and more: Why, where and how do we add diversity into (insert name of course or major)? Students will watch Manny's presentation and be presented with this question as either a group assignment or class discussion. Students will identify key concepts and apply to the subject matter. At the discretion of the instructor an activity can be based around it, as well. Students will conclude with a reflection piece.

English, NCC 101, etc.: As "Freedom Writers" suggests, Journaling is an effective reflective exercise for any student and any writer – both in and of itself or as a tool to connect with course material. Students can journal in response to the film, Manny's talk (in the fall), and share if/how they connect with both.

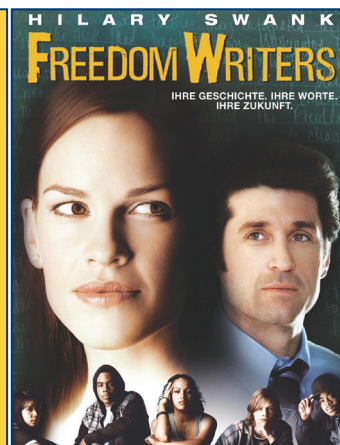
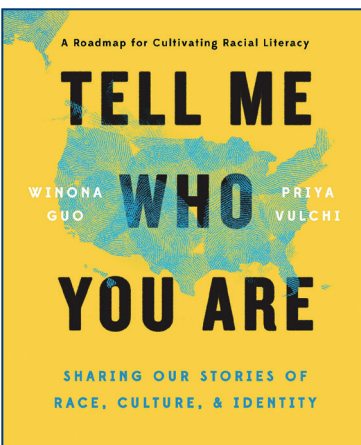
Movie, Book or Manny's Talk?

There are many resources that faculty can share with students to explore these important themes: *Freedom Writers* (movie): Available through NCC Library's Database: Swank Films

Manny Scott's Fall '21 presentation: Projects/assignments/discussions can be presented at the start of the fall '21 semester leading up to Manny Scott's live presentation to students.

The FYE Common Read for AY '21-'22 is 'Tell Me Who You Are' by Winona Guo & Priya Vulchi.

As we plan for our fall courses, let's include Manny Scott in our curriculum. Scott has shifted our culture and started a dialogue that must continue. I'm looking forward to hearing about the wonderful discussions, projects, and assignments that faculty infuse into their classes, and the great works that students will produce in the fall.



FROM "NEW AMSTERDAM" TO AMSTERDAM: COLLABORATING INTERNATIONALLY WITH COIL

Laura, Sullivan, NCC 101

In the summer of 2020, in the middle of this global pandemic, I decided to take part in Collaborative Online International Learning or COIL training. COIL is a form of Applied Learning that matches NCC professors with faculty members from similar or different disciplines in other countries for a project-oriented mini-curriculum that's embedded into an existing syllabus. While most of us have been stuck in our homes, seeing everyone on Zoom screens, I thought this would be a great time to see the world from another country's perspective. During the various levels of training, I met many people from all over the globe. Before this, my multi-cultural exposure was very limited. I was born and raised in Long Island, NY with limited travel experience. While in training, the opportunity presented itself to collaborate with faculty from Amsterdam School of International Business (AMSIB) in the Netherlands.

Since 2004, I have taught NCC 101, The College Experience, exclusively. I approached the department chair, Dr. Cheryl Novins, and with her encouragement and support I developed and taught not one, but three sections of NCC 101 that would all be COIL sections! I partnered with the AMSIB Personal Development (PD) courses. The AMSIB PD courses and NCC 101 courses are unique in that they are both only one credit (typically COIL courses are not one credit classes), but very important in that they offer key skills students need to develop their educational foundation.

In the fall of 2020, two Professional Development instructors from AMSIB and I collaborated on this newly formed COIL project: three instructors, five classes, and over 115 students who worked together on learning objectives—a pretty ambitious project—but the students were excited. The COIL section of the curriculum was six weeks long with five modules, ending with an interview and multimedia presentation that answered the overall arching question, "Where do you see yourself in 10 years?" The students could not wait to meet their groups, and they gave 100 percent on their first Module, a Voicethread assignment: "What is in your house?" This project was a look inside the students' lives. Some students showed us what was going on in their rooms; others took us on a tour of their town! The presentations were creative and beautiful. I could not wait for the weeks to come.

During the midst of this amazing project, some of my students from both NCC and AMSIB and I were invited to present on our COIL course as part of International Education Week to talk about some of the pros and cons of COIL collaborations and to present some of their work. These students were fabulous, engaging, and well spoken. I was so proud of them.

I encourage you to become involved with COIL and take the training when it becomes available. To learn more about COIL at NCC, please contact: cara.tuzzolino-werben@ncc.edu.

“LESSONS FROM THE HOLOCAUST” VIRTUAL CONFERENCE INVITES APPLIED LEARNING

*Joyce Stern, Critical Reading and
Academic Advancement
Susan Cushman, English*

*“For in the end, it is all about memory, its sources and its magnitude,
and, of course, its consequences” -Elie Wiesel, Night*

On April 16, 2021, NCC again collaborated with the Holocaust Memorial and Tolerance Center of Nassau County (HMTC) to present the 3rd Biennial “Lessons from the Holocaust” Conference. This year’s focus was “Extremism: Then and Now,” which recounted the social and economic context of Nazi Germany to better understand the psychology behind extremist acts in the U.S., including the storming of the U.S. Capitol on January 6, 2021. The program consisted of two events: a panel presentation, moderated by Thorin Tritter, Museum and Programming Director at HMTC; and a deliberative dialogue, moderated by Prof. Todd Pittinsky, SUNY Stony Brook and Prof. Susan Cushman, NCC.

The panel featured Peter Black, former Senior Historian from U.S. Holocaust Memorial Museum in D.C., who detailed in the rise of the Nazi Party, resulting in the Holocaust; Amy Goodman, host and Executive Producer of Democracy Now!, who spoke about the media’s response to recent acts of extremism in the U.S.; and Dexter Hedgepeth, Program Manager for Administration, Strategy and Engagement of the Nassau County Office and Minority Affairs, who spoke about the impact of extremism on our community. The deliberative dialogue, open to all participants, addressed the question of how to respond to Extremism (groups, recruitment, advertising) on social media. More than 135 faculty, staff, and students attended the program, many of whom were classes engaged in applied learning activities while in attendance. For the panel, some students were asked to take notes and choose one panel speaker to write about and share with their class. For the dialogue, students were invited to participate by respectfully sharing their views about the role of social media in connection with Extremist groups or ideologies, and later writing about the topic for class presentation.

NCC is honored to partner with HMTC for this biennial conference, which aims to educate the community on both historical lessons and current applications and applied learning. We support HMTC’s mission to teach the dangers of antisemitism, racism, and bullying, and the rewards of upstander intervention. At NCC, we, too, are committed to teaching and programming that unlearns prejudice and seeks the path to a more diverse, just, and equitable world.

For a list of HMTC’s upcoming programs—some of which include the Virtual Upstander Awards on May 10th, the Warsaw Ghetto Uprising program on May 16th, and the Leo Ullman program on May 23rd—please go to their website, www.hmtcli.org. Faculty interested in inviting speakers on the Holocaust to attend their classes should contact Helen Turner, Director of Education at HMTC. We look forward to our next collaborative project with HMTC in spring 2023.

APPLIED LEARNING CONTINUES AT THE NEST

Nicole Simon, Engineering/Physics/Technology

With the support of so many folks on and off our campus, The NEST has remained open during the pandemic to provide ongoing assistance to those in need during this crisis. These services are more than just needed at this time; they are crucial to both daily existence as well as forging a path for normalcy in everyday lives. The NEST has experienced great growth in both the number of guests we have served and the amount of food, household products, personal items and other support we have been able to give to the NCC community. For that, we are proud to serve our campus community and thankful for our ongoing donations. The NEST has been active in Applied Learning with “Canstruction” (through the Interior Design program); Photography sales (through the Photography Club); and hosting a drive-through donation site during the First Year Experience Day of Service.

We hope to return to more regular hours in the fall to allow for more Applied Learning opportunities for the campus community. We are actively planning for fall events and fundraising. If you or your students are interested in volunteering, this is a great service learning opportunity. Helping the NEST in any capacity—from volunteering to course involvement for research or civic engagement, to extra-curricular fundraising—is always welcome! If you or your club would like to participate in sponsoring a week for a donation drive, please contact Nicole.Simon@ncc.edu. Please know that while The NEST summer hours are not yet finalized, over the summer, if someone needs assistance they can always reach out and we will let students know our schedule as we get more information.



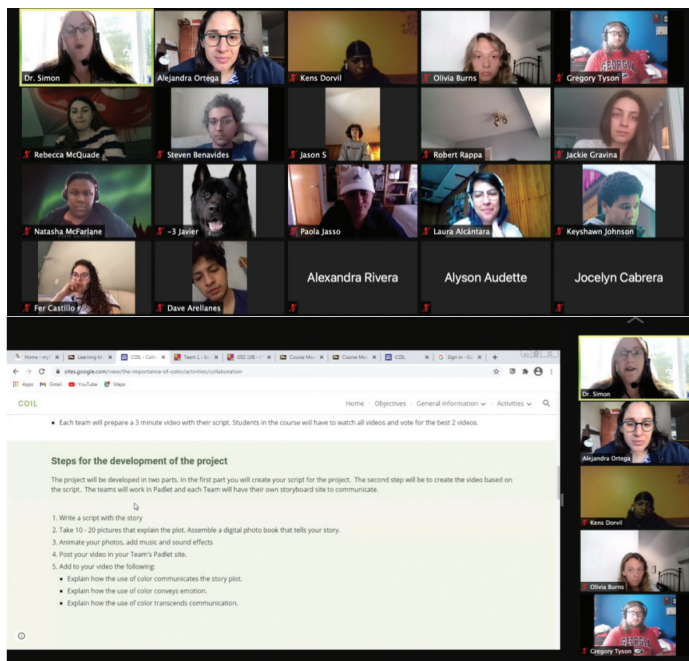
Nicole Simon, Engineering/Physics/Technology

COIL (Collaborative Online International Learning) is an Applied Learning initiative that involves an opportunity for students to work with an international partner institute to develop Intercultural Awareness in a discipline-specific course. I have been COILing with Profesora Alejandra Ortega Legaspi, from the Universidad La Salle in Mexico, for the past six years. This project teams NCC's course, GSS 108: Science of Light and Color with Profesora Legaspi's Communications course in Mexico. The partnership facilitates team work on a project, the creation of a video, and shared reflections on the experience. With activities on local and regional levels in two countries, this COIL-enhanced course examines how culture affects communication by using color and image. The assignment was as follows:

The project will be developed in two parts. In the first part you will create your script for the project. The second step will be to create the video based on the script. The teams will work in Padlet and each Team will have their own storyboard site to communicate.

1. Write a script with the story
2. Take 10 - 20 pictures that explain the plot. Assemble a digital photo book that tells your story.
3. Animate your photos, add music and sound effects
4. Post your video in your Team's Padlet site.
5. Add to your video the following:
 - Explain how the use of color communicates the story plot.
 - Explain how the use of color conveys emotion.
 - Explain how the use of color transcends communication.

All students involved in this civic engagement Applied Learning project found the collaboration very supportive at an uncertain time. Students explored how to better communicate during these times using scientific research and appropriate public communication forums.



Nicole Schiffmacher, Allied Health Sciences

When a baby is born, parents and caregivers look forward to the “firsts” - first smile, first time rolling over, first time crawling and first steps! But for many children with developmental delays, the ability to move independently throughout their environment to explore, play, learn and interact with other people is limited. Power mobility has been shown to improve outcomes such as independent reaching and self-initiated mobility, socialization, cognitive and language skills. However, power mobility equipment is often expensive and not available until a child is three years old or older.

The Physical Therapist Assistant Club at NCC was awarded a grant through Applied Learning to learn about the problems presented by limited mobility and to adapt and donate a Modified Ride-On Car (MROC) to the Children's Learning Center at United Cerebral Palsy of Nassau County (UCPN). This project, called GO BABY GO! was initiated at University of Delaware in 2006 and has been replicated throughout the world. GO BABY GO provides children with motor delays with child-friendly, affordable, customized power mobility that might not be available to them until age three or older otherwise.

On April 13, at the NCC Annual Day of Service, students from the Physical Therapist Assistant Club participated in an interactive zoom meeting to learn about the problems associated with limited independent mobility in young children with motor delays and the benefits of providing children as young as 7 months old with power mobility. Through the GO BABY GO project, the club is modifying a Mattel motorized ride-on car by replacing the accelerator pedal with an easily accessible push button switch on the steering wheel and adding seating support for children who do not have independent sitting balance. Currently, NCC students are collaborating to create a teaching video to present to the therapists at UCPN along with the adapted car.

In May, the club will present the children and therapists at UCPN with the modified car and teaching video. NCC students will have the opportunity to see the children use the car and discuss their observations with therapists from UCPN. Look for a follow-up article in the fall edition of *Teach, Serve, Learn* to find out more!



ART142 ART INTERNSHIP TESTIMONIALS

Izolda Maksym, Art

In Spring 2021, despite the challenges of the pandemic, a few Art Majors successfully completed the Art Internship. Before placement of students could begin, every student was required to write and design their professional resume and cover letter. Additionally, they were required to create a small sample portfolio to present to a prospective employer. Then they proceeded to the real interview and selections process with companies and organizations selected by Prof. Maksym. The ART142 Art Internship class closely mimics the real-world experience of applying to a job. At the end, all enrolled students “got the job” and had the opportunity to work on site or remotely. Below are a few student testimonials:



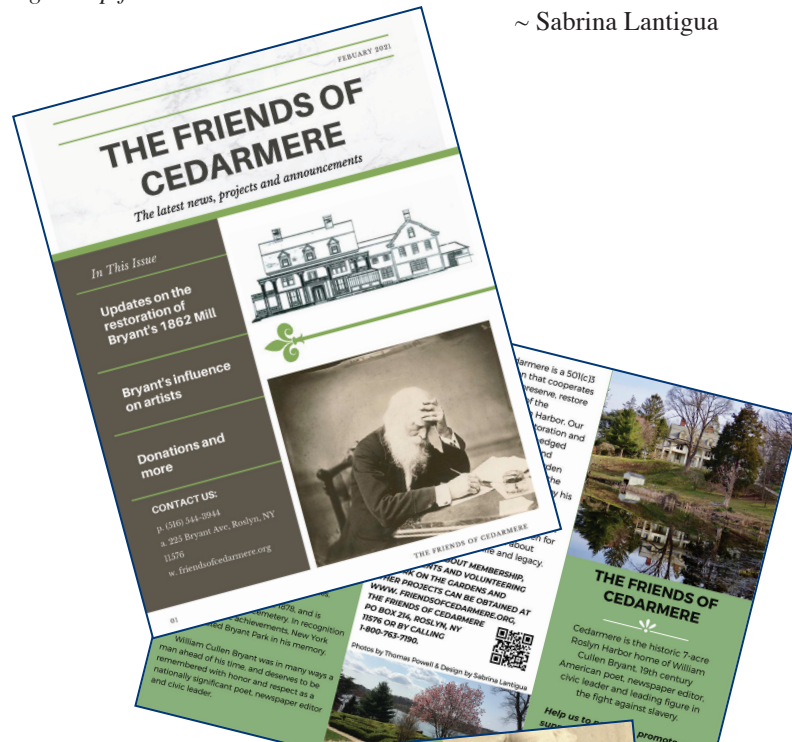
“I FLY Trapeze. Remote. My duties consisted of creating posters, banners, photo edits, step & repeat backdrops and t-shirt designs. I am most proud about my process of creating designs for projects that I have never done before. It helped me advance on my skills. A challenge that I faced was trying to fit the picture that my advisor had imagined for certain projects. I overcame this by communicating more with the advisor and having him explain what he pictured for these projects to look like for his business. During this internship, I learned and acquired more skills as an artist that I previously didn't have. Thanks to my advisor, I also learned more creative ways to interpret my projects during the internship and for the future.”

~ Gia Cullen



“I have been interning with the Friends of Cedarmere this semester and it has been an amazing experience. The Friends of Cedarmere is a non-profit organization that runs and restores the home and the land of William Cullen Bryant. My duties as an intern have been to help them with designs for their newsletter, flyers, and signs for the grounds. On the sign project I was able to take it a step further by actually contacting vendors and discussing pricing to develop the sign. I've learned a lot from this Internship and I am so glad I signed up for the class!”

~ Sabrina Lantigua



PLAYBILL

<p>May 29</p> <p>"Summer Lovin'"</p> <p>TO THE SOUNDS OF:</p>	<p>July 3</p>	<p>Aug 7</p>
<p>Sep 11</p>	<p>Oct 9</p> <p>SPACECIRCUS</p>	<p>For tickets or more info call (516) 640-6995 or visit iflytrapeze.com</p> <p>INSTRUCTION & ENTERTAINMENT BY</p>



Cedarmere was the Roslyn Harbor estate of prominent nineteenth-century poet, newspaper editor and civic leader William Cullen Bryant (1794-1878). The William Cullen Bryant (1794-1878) Museum, which is owned by Nassau County, includes the main house, carefully restored gardens, a picturesque pond spanned by a stone bridge, and a Gothic Revival mill, all on an eleven-acre site overlooking Hempstead Harbor.

The original section of the house dates to 1787, when it was built by Richard Kirk, a Quaker farmer. Bryant bought the house and grounds in 1845 as a retreat where he could escape the pressures and obligations of the city to work on his composition and indulge his love of nature. His poetry about Cedarmere, after the name of the estate Cedarmere, after the cedar trees which ringed the meers, or lake. Bryant regarded Cedarmere as his lake. Bryant regarded Cedarmere as his lake. Bryant regarded Cedarmere as his lake. Bryant regarded Cedarmere as his lake. Bryant regarded Cedarmere as his lake.

William Cullen Bryant was born in Cummington, Massachusetts on Nov. 3, 1794. His early years in rural western Massachusetts gave him a lifelong love of nature, which was a major theme in his poetry. Bryant began writing as a boy and had the first volume of poetry, "The Embargo," printed when he was just 13.

After attending Williams College for two years, Bryant studied law and was admitted to the bar in 1815, practicing in Great Barrington, Massachusetts. About this time he wrote the verses which identified him as the first major American poet, "Thanatopsis" and "To a Waterfall." The latter is still considered by many to be the finest short poem in the English language.

Bryant's poetry, along with Washington Irving's short stories and James Fenimore Cooper's novels, gave the young United States a national literature and helped show the world that America had its own distinct culture.

Joseph Pilaro, English and Faculty Advisor, Creative Writing Club and LUNA

At the start of the fall semester of 2020, the students in Nassau Community College's Creative Writing Club were faced with an incredible challenge – how to publish our annual student literary and art journal, LUNA, remotely. And today, as we send our final proof to the printer, I can wholeheartedly say that we have exceeded our own goals in many ways. We had high student engagement with the core group meeting consistently twice a week (even during breaks), in the same way a professional editorial team would work. This experience teaches the students all aspects of publishing a journal, including putting out a call for submissions, choosing the pieces, selecting the theme and order of the journal, working within a budget, finalizing the proof, and hosting a launch of the edition, which includes the contributors' reading their work.

This year's LUNA reflects an extremely high quality of the students' work in both their creative and editorial endeavors. We have a strong collection of genres and styles, including powerful poetry, prose, pencil sketches, and photography. This year's journal reflects the diversity and creativity of NCC's students. We will be submitting this year's LUNA to the national competition of student literary journals, sponsored by Community College Humanities Association. The students enthusiastically see the value of this applied learning experience, and many are eager to rejoin the club next year. We worked through the challenge of publishing remotely. And even when we return to campus, we will probably keep the remote aspects that worked best.

Lined writing area consisting of 20 horizontal lines.

"I started interning for ZDI Design around February, and it was a great experience. ZDI Design is a marketing and design agency that has branded numerous companies around Long Island. I was fortunate to have an in-person internship rather than working remotely. Every week there were always new assignments to work on: banners, logos, email blast, poster etc. I've created numerous logo concepts for Response's 50th anniversary and design banners for Laser Ammo's Ads. One of the challenges I faced was working under pressure and adapting to the company's style. I plan to continue my internship with ZDI once I graduate from Nassau Community College and develop my skill as a designer."

~ Chantel Ramos Fernandez

Purple Briefcase™

A Ruffalo Noel Levitz Platform

Purple Briefcase is a career management tool which all NCC students are eligible to sign up for (free-of-charge). The company that brings Purple Briefcase to us, Ruffalo Noel Levitz, offers this online portal where students are eligible to use a job board and learn about career-related events. Full-time, part-time, temporary, summer, intern and volunteer positions are listed.

Students can also prepare for their interviews with the My Interview Practice feature and view brief video clips on a wide variety of career-related topics with the My Channel feature. They can also participate in live discussions with peers and professionals with the Career Chat function.

NCC faculty can also utilize Purple Briefcase to manage their Experiential Learning activities, which can include internship or practicum courses, clinicals, clubs and research or community service projects. Faculty can use it to help their students with their practice interviews, as well.

Funding for Purple Briefcase has been made possible for NCC students thanks to a SUNY Applied Learning Grant that has been awarded to the College through the Applied Learning Committee, chaired by Dr. Elizabeth Gaudino-Goering.

For further information about Purple Briefcase contact: Prof. Laurie Joseph at Laurie.Joseph@ncc.edu.