5th Annual
APPLIED LEARNING CONFERENCE
Thrive at Five: Amplifying the Learning in Applied Learning

AGENDA

SUNY WORKS
• Co-op Placements
• Internships
• Work Study
• Clinical Placement
• Practicum

SUNY SERVES
• Service Learning
• Community Service
• Civic Engagement

SUNY DISCOVERS
• Research
• Entrepreneurship
• Field Study
• Experiences Abroad
• Creative Work

November 1 & 2, 2018
Double Tree by Hilton Hotel Tarrytown
455 S Broadway
Tarrytown, NY 10591

#SUNYopportunity #appliedlearning
SCHEDULE OF EVENTS
THURSDAY, NOVEMBER 1ST (DAY 1) & FRIDAY, NOVEMBER 2ND (DAY 2)

November 1st
9:00 am - 9:25 am  Registration, Grand Pre-North
                     Light Breakfast, Multifunction Room
9:30 am - 9:45 am  Maritime College Color Guard Presentation,
                     Grand Ballroom Salon 1-3
9:45 am - 10:30 am Welcome by Provost Dr. Tod Laursen,
                    Grand Ballroom Salon 1-3
10:35 am - 11:35 am Speed Sessions
11:35 am - 11:45 am Break
11:45 am - 12:45 pm Community of Practice Lunch and Learn,
                    Grand Ballroom Salon 1-3
12:50 pm - 1:50 pm  Concurrent Sessions
2:00 pm - 3:00 pm  Keynote Speaker-Dr. Jillian Kinzie,
                    Grand Ballroom Salon 1-3
3:05 pm - 4:05 pm  Concurrent Sessions/SUNY AL Community
                    of Practice Business Meeting
4:05 pm - 4:10 pm  Break
4:15 pm - 5:15 pm  Concurrent Sessions
5:20 pm - 6:20 pm  Reception/Poster Presentations, Multifunction
                   Dinner on your own

November 2nd
7:30 am - 8:15 am  Registration, Grand Pre-North
                     Hearty Breakfast, Multifunction Room
8:15 am - 8:30 am  Morning Remarks, Grand Ballroom Salon 1-3
8:35 am - 9:35 am  20-Minute Speed Sessions/60-minute sessions
9:40 am - 10:40 am Concurrent Sessions
10:45 am - 10:55 am Break, Multifunction
11:00 am - 12:00 pm Concurrent Sessions
12:00 pm - 12:45 pm Lunch and Networking, Grand Ballroom Salon 1-3
12:50 pm - 2:20 pm  Concurrent Workshops
2:20 pm - 2:30 pm  Farewell, Grand Ballroom Salon 1-3
9:00 am – 9:25 am
Registration & Light Breakfast,
Grand Pre-North & Multifunction Room

9:30 am – 9:45 am
MARITIME COLLEGE COLOR GUARD PRESENTATION,
Grand Ballroom Salon 1-3
Maritime College’s Color Guard will kick off this year’s SUNY Applied Learning Conference with a presentation of the colors and a performance of the national anthem.

9:45 am – 10:30 am
WELCOME
by Provost Dr. Tod Laursen,
Grand Ballroom Salon 1-3
SUNY System’s Provost and Senior Vice Chancellor Dr. Tod Laursen will welcome the audience and share his thoughts on the value of applied learning experiences. There will be time for Q and A toward the end of his presentation.

10:35 am – 11:35 am
CONCURRENT SPEED SESSIONS
Attendees will have the opportunity to attend three 20-minute speed sessions of their choice. Please note that once a session block is chosen, attendees are asked to stay for each session within that one-hour block.

Supporting HE Leaders Across SUNY: Leverage the SAIL Institute to Advance Your Career and Campus (20-minute)
Grand Ballroom Salon 1-3
• Carolyn Mattiske, Assistant Director, SUNY SAIL Institute for Academic & Innovative Leadership
Join this session to learn how to leverage SUNY’s Strategic, Academic & Innovative Leadership (SAIL) Institute to advance your career and your campus. Established in July 2016, SAIL evolved from the SUNY Leadership Institute out of the need to create a stronger and more diversified leadership pipeline. SAIL’s vision is to be a globally recognized entity promoting the development and research of innovative leadership in the academic setting. Carolyn Mattiske, SAIL’s Assistant Director, will share how SAIL is fulfilling its mission to develop and provide cutting-edge leadership and professional development support for faculty and staff, strengthening the pipeline of senior leaders in the SUNY system and beyond.
Participants will gain an understanding of the signature programs and leadership development services SAIL can offer to support you, your colleagues, and your campus. Learn how to get involved and partner with SAIL when designing applied learning projects, especially for leaders.

Build Organizational Capacity: Invert the Triangle (20-minute)
Grand Ballroom Salon 1-3
• John Suarez, Director, Institute for Civic Engagement, SUNY Cortland
To address the challenge of limited budgets, directors of applied learning offices can build office capacity by hiring (for academic credit) interns who demonstrate entrepreneurial qualities such as creativity and initiative. Directors can nurture those qualities by inverting the traditional management triangle, thereby giving interns some autonomy in creating, designing, and conducting office projects. This approach does require directors to relinquish some ownership of intern-led projects, so this session’s role-plays will give participants the opportunity to surrender ownership of projects and to experience the resulting ambiguity regarding those projects’ trajectories.

Telling Your/Our Story: Mission-Focused Self-Reflection in Integrative Learning Experiences (20-minute)
Grand Ballroom Salon 1-3
• Dr. Joseph Cope, Interim Associate Provost for Student Success, SUNY Geneseo
This session will explore strategies for incorporating self-reflective work that engages with institutional mission statements into community-based integrative learning experiences. The presentation will include an introduction to work accomplished with SUNY Geneseo’s Student Ambassadors, a cohort of undergraduates who receive funding support from the college to pursue a range of community-facing projects. The session will also include interactive work on strategies for facilitating conversations with students about how their experiences connect to and reflect their institutions’ mission, values and goals and an open discussion of how this type of work can enhance qualitative assessment of integrative and applied learning.

Ideas for Civic Engagement/Civic Engagement Models (20-minute)
Plaza 1-4
• Dr. Mark Meirowitz, Associate Professor, Maritime College
A session presenting ideas already successfully used for civic engagement and also brainstorming about additional ideas for civic engagement and civic engagement models

Center for Law & Policy Internship Program (20-minute)
Plaza 1-4
• Giliean Pemble-Flood, Student, University at Albany

Student Symbol=Conference sessions denoted with this symbol will likely be of interest to students in the room.
Presentation Bios can be found on www.suny.edu/applied-learning/conference
This collaborative presentation brings together the strategic development of good public policy through evidence-based practice and research, the Center launched a paid, credit-bearing internship in the spring of 2018. Three CLPS inaugural interns will discuss findings from their research and provide a critical assessment of the overall internship experience.

**Developing Leadership with a Public Purpose (20-minute)**
Plaza 1-4

- **Mike Bishop, Director of Student Leadership, Engaged Cornell, Cornell University**

We will share how Engaged Cornell is responding to the challenge of complementing existing community engagement and leadership programs while supporting student-directed learning, and transferring that learning to future communities. Through its Certificate in Engaged Leadership, Engaged Cornell has developed a "universal adapter" that supports students to address issues of public concern through continuous critical reflection. The model challenges students to integrate their learning across curricular and co-curricular dimensions, academic years, and community engagement and leadership education. To earn the full certificate students must commit to a project or community and then participate in a capstone dialogue with 10-15 of their peers.

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**Learning Through Play: A New Model to Teach Entrepreneurship (20-minute)**
Grand Ballroom Salon 4

- **Dr. Corinthia Price, Assistant Director of Career and Workforce Development, Long Island Educational Opportunity Center, Farmingdale State College**

- **Dr. Elsa-Sofia Morote, Executive Director, Long Island Educational Opportunity Center, Farmingdale State College**

This session seeks to expand knowledge and understanding of educational practice in entrepreneurship by focusing on games, specifically computer simulations which model entrepreneurship.

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**Integrating a Replicable Applied-Learning Model in the Humanities with "EXP+" (20-minute)**
Grand Ballroom Salon 4

- **Emma Cesario, Undergraduate Student & Applied Learner, Stony Brook University**

- **Dr. Susan Scheckel, Associate Professor, Stony Brook University**

- **Dr. Scott Zukowski, Visiting Scholar, Stony Brook University**

This collaborative presentation brings together the strategic applied learning curricular design of a faculty member, the ongoing implementation of that curriculum by that faculty member and a graduate student/instructor, and the reflections and experience of a participating undergraduate applied learner. The instructors integrate applied learning into their humanities courses through an optional, free, zero-credit course. This presentation reflects on the successes and challenges of the model.

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**Learning Culturally Responsive Pedagogy through a Family Collaboration Service Learning Project (20-minute)**
Grand Ballroom Salon 4

- **Dr. Jie Zhang, Associate Professor, The College at Brockport**

A total number of 114 pre-service teachers participated in a family collaboration service-learning project from Spring 2015 to Spring 2018. This presentation will share the journey of how to build a collaborative partnership with a community partner and how to use a service-learning project to deepen pre-service teachers’ learning regarding diversity, culturally responsive pedagogy and family collaboration. It also will discuss the process of providing authentic opportunities for pre-service teachers to make positive impact on children with disabilities and their families, including those from cultural and/or linguistic diverse background.

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**Authentic Research Project-Based Learning in the Introductory Psychology Classroom (20-minute)**
Hudson Room A-C

- **Dr. Joseph P. McFall, Associate Professor of Psychology, State University of New York at Fredonia**

Most Psychology departments, like many science-based programs, aim for students to gain experience in conducting research; however, many programs restrict such valuable experiences to upper-division students. In line with the old adage that the best way to learn is by doing, this session aims to demonstrate that the best way to teach students about research, and how to value it, is to include the production of original research in introductory psychology coursework. The session will include: (1) Student Learning Outcomes for the research process in an introductory psychology course; (2) an overview of a model for guiding students through the original research cycle; and, (3) strategies for obtaining assessment data on group-based research projects for first-year students.

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**Binghamton University’s Center for Civic Engagement: Amplifying Applied Learning through Sustained University-Community Partnerships (20-minute)**
Hudson Room A-C

- **Dr. Barrett P. Brenton, Faculty Engagement Associate, Center for Civic Engagement, Binghamton University**

- **Kelli Huth, Director, Center for Civic Engagement, Binghamton University**

The Center for Civic Engagement (CCE) serves as Binghamton University’s central unit for strengthening and expanding university-community partnerships. CCE supports the attainment of academic, personal, and professional growth to develop active and engaged citizens. This presentation will review various programs administered by CCE, including: use of a web-based Community Service-Listings platform; coordination of several community-centered student curricular and co-curricular activities; faculty academic support initiatives (e.g., workshops, grants, fellowships program); and a Banner designation process for academic service-learning and community-engaged learning.

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**Student Symbol=Conference sessions denoted with this symbol will likely be of interest to students in the room.**
Courses. Connections to the university’s SUNY Applied Learning Campus Plan will be reviewed.

Working with Communities of Color: Engagement Opportunities and Challenges (20-minute)
Hudson Room A-C

- Alfredo Medina, Jr., Executive Director, Office for Public Engagement at the University of Albany, SUNY

This session is designed to share best practices, opportunities and challenges relative to working with, and in, communities of color. Research shows that residents and community leaders working and residing in communities of color have expressed growing frustrations associated with institutional racism, distrust, under-representation of people of color in planning and decision-making, and misunderstandings around the complexities of historically underrepresented racial/ethnic groups. The session will provide a brief historical overview and context to long-standing concerns and strategies for building collaborative partnerships that are mutually beneficial in addressing complex societal challenges.

11:35 am – 11:45 am
Break

11:45 am – 12:45 pm
Community of Practice Lunch and Learn
Grand Ballroom Salon 1-3

The SUNY Applied Learning Community of Practice (CoP) is a group of practitioners committed to working collaboratively to advance the goals and mission of applied learning across SUNY. Established in 2017 as part of the Performance Improvement Fund process, 17 campuses have been working on individual projects and within subcommittees since January 2018. This session will provide an opportunity for these CoP campuses to share their work with the larger applied learning community in attendance. Projects are displayed on posters by their subcommittee areas, and project leads will be seated at tables near their project/subcommittee. Feel free to grab your boxed lunch and learn about what your colleagues across the system are doing. Full descriptions of all of the projects are in your folder.

12:50 pm – 1:50 pm
60-MINUTE CONCURRENT SESSIONS

Attendees will choose a 60-minute session of their choice.

Building a High Quality Research Experience for Undergraduate (REU) Program at Your Institution
Plaza 1-4

- Dr. Mark Schmitt, Dean, College of Graduate Studies, SUNY Upstate Medical University

Over the last 20+ years, SUNY Upstate Medical University has developed an outstanding Summer Undergraduate Research Program that places students directly in state-of-the-art funded research labs doing hands-on research. The program received more than 350 high-quality applications in 2018 for 29 positions.

Building Campus Capacity with On-Campus Internships
Grand Ballroom Salon 5

- Gina Chase, Applied Learning and Career Specialist, SUNY Broome Community College
- Wendy F. Morosoff, Director, Career Development, Purchase College
- Dr. Marianna Savoca, Assistant Vice President, Career & Experiential Education, Stony Brook University
- Ursula Zalewski, Director of Experiential Education, Career Community: Healthcare, Stony Brook University

Through repeated refinement over the years, the institution has developed a program template that could be easily replicated at other SUNY institutions. The program provides a rich guide of experiences, topics, assessment and feedback that will bolster students, engage faculty and help to stimulate research on any campus. This presentation will review the program and how it is managed, including student and faculty recruitment, HR, funding, costs, evaluation, assessment, housing, and even how to deal with unexpected problems.

Amplifying Student Engagement: An Approach for Learning Using a Common Pedagogy
Grand Ballroom Salon 1-3

- Lisa Hamilton, Director of Campus Activities and Student Leadership Development, Suffolk County Community College
- Dr. Patricia Munsch, College Associate Dean for Student Engagement Assessment, Suffolk County Community College
- Frank Vino, Counselor in Campus Activities and Student Leadership Development, Suffolk County Community College

Applied learning experiences differ across the college. It is critical to develop a common pedagogy that can be clearly articulated. This session will explain developed competencies, how they represent SCCC students, alignment across applied learning experiences, and the intentional use of the competencies in a pedagogical approach. Participants will develop a competency that addresses their students’ needs, determine how to align that assessment with their current program, consider assessment methods, and pinpoint opportunities for practical application.

Shifting the Vehicles that Impact Student Critical Thinking and Learning Outcomes Through Service Learning Opportunities
Grand Ballroom Salon 4

- Dr. Mark Montgomery, Associate Dean of Social Sciences & Public Services, Mohawk Valley Community College

Applied learning is a powerful construct with the ability to morph how learning is delivered, transformed, and received by those we aim to inspire. Through a civic engagement lens, this workshop will explore opportunities that have been utilized with significant and measurable success, especially for those students deemed at-risk of academic failure; a cohort that tends to dominate the community college populous and landscape. Through a high-energy and interactive presentation, participants will learn how collaborative approaches to applied learning impact institutional sustainability, strengthens student and faculty relationships, and have a measurable outcome on student and faculty retention.
Formalized credit-bearing, out-of-class applied learning experiences can take place right on campus. Undergraduate research exemplifies this idea, and there are more examples. Consider clinical experiences from the perspective of the teaching hospital, or how MBA students do internships in college budget offices. Credit-bearing internships on campus are a win-win: students get to apply their learning under the advisement of a faculty sponsor without need for transportation, and the campus benefits from the commitment and skills the student brings to bear on institutional challenges.

The Common Problem Project: A New Pedagogy Developed by a Consortium of SUNY Colleges

Hudson Room A-C

- Dr. James Liszka, Director, Center for Interdisciplinary and Area Studies, Professor of Philosophy, SUNY Plattsburgh
- Dr. Bruce Mattingly, Dean of Art and Sciences, SUNY Cortland
- Dr. Kjersti VanSlyke-Briggs, Professor of Secondary Education, SUNY Oneonta
- Leigh Wilson, Director of Creative Writing, Director of the Interdisciplinary Programs and Activities Center, SUNY Oswego

The Common Problem Project is a consortium of four State University of New York colleges that have developed an innovative pedagogy which integrates many of the high-impact teaching practices recognized by AAC&U. In this approach, opportunities are created for faculty from different disciplines to work with community partners on a problem of common interest. Relevant courses normally offered by the partner faculty are modified to incorporate the problem-project and coordinated so that students from different disciplines work as teams to analyze and propose solutions to the problems. The pedagogy has a simple, practical, and easily implementable design that does not require the burdensome development of new courses or additional faculty resources. Students acquire problem-solving skills from an interdisciplinary framework, and in the context of engagement and service to the community. The panel, composed of administrators, faculty and staff, will discuss the theory behind the pedagogy, its rationale and learning outcomes; examples of successful pilot projects at the four campuses, assessment methods, and project logistics will be shared.

2:00 pm – 3:00 pm

Keynote Speaker—Dr. Jillian Kinzie

Assuring Learning in High-Impact and Applied Experiences: Considerations for Learning Outcomes, Quality and Equity

Grand Ballroom Salon 1-3

Applied learning experiences and High-Impact Practices (HIPs), such as learning communities, undergraduate research and service learning, demonstrably enhance student engagement and success. Yet, while research shows participation in a variety of applied learning experiences benefits all students, especially those from historically underrepresented groups, not all students participate. Even more, these experiences can vary in quality and may lack the curricular and co-curricular integration that facilitates a collective impact on student learning and success. This session will highlight what makes HIPs effective, feature strategies for ensuring more students can take part, and consider learning quality by amplifying outcomes and the six common elements across the practices that—when employed—make the practices high impact.

Jillian Kinzie, Ph.D. is Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, Indiana University School of Education. She conducts research and leads project activities on effective use of student engagement data to improve educational quality and issues of teaching and learning, and serves as senior scholar with the National Institute for Learning Outcomes Assessment (NILOA) project. She is co-author of Assessment in Student Affairs (2016), Using Evidence of Student Learning to Improve Higher Education (2015), Student Success in College (2005/2010). She is co-editor of New Directions in Higher Education and serves on the boards of the Washington Internship Institute, and the Gardner Institute for Excellence in Undergraduate Education. Kinzie earned her PhD from Indiana University in higher education with a minor in women’s studies. Prior to this, she served on the faculty of Indiana University and coordinated the master’s program in higher education and student affairs. She also worked in academic and student affairs at Miami University and Case Western Reserve University.

3:05 pm – 4:05 pm

Concurrent Sessions & SUNY AL Community of Practice Business Meeting

Attendees will choose a 60-minute session of their choice. Simultaneously, all SUNY Applied Learning Community of Practice Members will meet for their bi-annual business meeting.

SUNY AL Community of Practice Business Meeting

Plaza A&B

Launching Micro-Credentials Across SUNY: Policy and Campus Highlights

Grand Ballroom Salon 1-3

- Dr. Debra Gelinas, Assistant Vice Provost for Applied Learning, University at Albany
- Cynthia Proctor, Director of Communications and Academic Policy Development, SUNY System Administration

In January 2018, the SUNY Trustees unanimously voted to endorse the recommendations of the SUNY Micro-Credentialing Task Force; an action that created a flexible policy framework to support campus efforts to launch micro-credentials. SUNY’s interest in micro-credentials is directly tied to its commitment to each student’s success and to the value of individualized learning. The proposed session will include a review of SUNY’s policy framework and highlight the many ways in which they can be used, including to support applied learning:

- Offered within an existing degree program, micro-credentials can motivate current students to persist;
- As an add-on to an existing degree program, micro-credentials allow students to distinguish themselves in a competitive marketplace;
- For adult learners looking to start or return to college, micro-credentials can be used to offer a degree program in smaller sections of curriculum that stack toward a degree;
- Bundling academic courses around an applied learning experience can make for an innovative micro-credential to further help students maximize the impact of the experience and differentiate themselves; and
Micro-credentials can be terrific tools to support life-long learning and professional development. Work underway across SUNY will be highlighted along with a detailed overview of the experience of the University at Albany as it works to implement its micro-credential program.

How to Get Noticed: Do’s and Don’ts for Job Application Materials
Hudson A-C

- Dr. Ann R. Hawkins, Assistant Provost for Graduate Education and Research, SUNY System Administration
- Raisa VanAlstyne-Ponce, Graduate Intern, Academic Affairs, SUNY System Administration

How do you present yourself most effectively for the job market? This presentation will help students going on the job market to craft effective job materials. Drawing on real examples, Hawkins and VanAlstyne-Ponce will walk attendees through the common errors new job seekers commit and offer recommendations on how to fix (and avoid) them. At the end, the presenters will open the discussion to specific problems that the attendees face in their own applications.

Applied Learning for Online Students
Grand Ballroom Salon 5

- Dr. Michele Forte, Student Supports Manager, Open SUNY, SUNY System Administration & Associate Professor, Empire State College
- Dr. Kristyn Muller, Impact Analyst, Open SUNY, SUNY System Administration

In this interactive session, Open SUNY staff will facilitate a dialogue about supporting applied learning for online students. As one of the Open SUNY+ Signature Elements, applied learning is recognized as an important aspect of an online students’ education. During this session, we will discuss the similarities and differences between online and traditional students, share how some SUNY campuses are currently facilitating applied learning opportunities for online students, and brainstorm new ideas to implement on your campus.

SUNY, OGS & NASPO—Partners Working to Ensure Government Procurement is a Chosen Profession Versus an Accidental Career
Plaza 1-4

- Don Greene, Former Director of Procurement, Office of General Services
- Cole Reiss, Student, SUNY Plattsburgh

Join SUNY Interns and a government procurement professional as they discuss how a grant from the National Association of State Procurement Officials enabled the NYS OGS Procurement division, to enhance and modernize processes and procedures necessary for day-to-day contract administration. Hear SUNY supply chain management students as they discuss applying skills learned in schools to real projects and about being introduced to Government Procurement as a chosen, viable and important profession.

SUNY Stands with Puerto Rico: Lessons Learned and Stories Worth Telling (30-minute)
Grand Ballroom Salon 4

- Lindsay Crane, Assistant Director of International Education, The College at Brockport
- James Pasquill, Director of International Programs, Office of Global Affairs, SUNY System Administration
- Christian Speeding, International Partnerships Manager, Office of Global Affairs, SUNY System Administration

In late spring of 2018 Governor Cuomo announced that he was launching an initiative to send 500 CUNY and SUNY students to Puerto Rico to participate in reconstruction efforts. Over the course of approximately one month, a team of SUNY campus and System staff launched an application system (receiving over 2,000 applications), identified lead campuses, selected 240 students, prepared a comprehensive orientation, identified and secured insurance coverage, and subsequently sent five waves of students and staff to Puerto Rico over a ten-week period. This session will explain the strategies which lead to success, the administrative hurdles, and lessons learned.

Applied Learning Deployments: A Journey from SUNY Old Westbury to Puerto Rico—Student and Faculty Reflections upon Returning from a Distant Community-Based Engagement (30-minute)
Grand Ballroom Salon 4

- Becky Evans, Assistant Director, Admissions; Global Enrollment Services, SUNY Old Westbury
- Hugh Fox, Associate Director, Community Action, Learning and Leadership (CALL) Program, SUNY Old Westbury
- Ishpreet Kaur, Student, SUNY Old Westbury
- Zarrin Mahmud, Student, SUNY Old Westbury
- Klibensky Petit-Frére, Student, SUNY Old Westbury
- Joel Rosario, Student, SUNY Old Westbury
- Yaritza Caraballo Santiago, Student, SUNY Old Westbury

As part of the “New York Stands with Puerto Rico Recovery and Rebuilding Initiative,” 29 SUNY and CUNY students participated in the SUNY Old Westbury’s community learning deployment from August 12 - August 25, 2018. The deployment was offered as a section of Old Westbury’s Applied Learning Course, CL3000, College Community and Global Citizenship, where “students engage more deeply in community-based engagements and reflective projects that promote a critical analysis of social issues and the responsibilities of community-focused global citizenship.”

4:05 pm – 4:10 pm
Break
4:15 pm – 5:15 pm
CONCURRENT SESSIONS
Attendees will choose a 60-minute session of their choice.

Building Infrastructure to Grow Applied Learning on Campus
Grand Ballroom Salon 4

- Dr. Minna Barrett, Distinguished Service Professor, SUNY College at Old Westbury
• Dr. Ronald Bloom, Dean, School of Health Centers, Technology and Applied Learning, Westchester Community College
• Jay Donahue, Technical Specialist-Applied Learning and Internships, Finger Lakes Community College
• Donna Pesta, Director of the Center for Career Development, SUNY Cobleskill
• Allison Puff, Associate Provost and Professor of Visual Communications, Farmingdale State College
• Dr. Mark Schmitt, Dean, College of Graduate Studies, Professor, Dept. of Biochemistry and Molecular Biology, Upstate Medical University
• Dr. Susan Scheckel, Associate Professor of English, Stony Brook University

Infrastructure refers to the administrative network that governs the approval and tracking of applied learning activities on campus. There is general agreement that administration of applied learning requires a formal structure. However, campus structures to administer applied learning vary in ways that reflect the particular needs of each campus. The purpose of this panel is to describe the administrative structures that have emerged across SUNY campuses. Connections to career services, the applied learning approval process, tracking student participation, faculty engagement, service learning, and student recruitment will be emphasized.

Practices for Global Learning, a Presentation of the Design of the SUNY Global Engagement Program in NYC
Hudson Room A-C

• Dr. Igu Ozler, Associate Professor, Political Science and Director SUNY Global Engagement Program in NYC, SUNY New Paltz

The SUNY Global Engagement Program in NYC is created with a vision to advance universal values of global citizenship. Students with global interests gain field experience through internships along with a rigorous academic program. The session identifies and discusses successes and challenges in designing and teaching a semester-long program away from campus with a global engagement focus. Student internship experiences can be enhanced and expanded in a seminar setting and, through a research colloquium, in developing their own research. The session discusses curriculum design directed to help students analyze their on-the-ground contributions in an internship setting from a social scientific perspective.

Lessons Learned from the 2018 Worcester Polytechnic Institute (WPI) Institute for Project-Based Learning: A Case Study
Plaza 1-4

• Dr. Joseph Bularzik, Dean, Morrisville State College
• Eric Diefenbacher, Assistant Professor, Morrisville State College
• Dr. Joanne Joseph, Professor of Psychology and Community and Behavior Health, SUNY Polytechnic Institute
• Amit Sharma, Instructor, Mohawk Valley Community College
• Dr. Daniel D. White, Director of Health Professions, Siena College

Project-based learning is a pedagogy that falls under three of the 11 high impact practices in higher education (e.g., Collaborative Assignments and Projects). A team of five faculty members and administrators attended the 2018 WPI Institute for Project-based Learning in Worcester, Massachusetts. The HILT team spent four days developing an action plan to expand project-based learning on three SUNY campuses. This session will highlight best-practices learned at the institute and provide quick start guides to participants who may be interested in developing their own projects. The SUNY Poly Social Humanitarian Engineering minor will be used as a case study.

Bringing the World to College Classrooms
Grand Ballroom Salon 1-3

• Cara Werben-Tuzzolino, COIL Coordinator, Nassau Community College

Community college students often do not have access to the breadth of course offerings typified by four-year institutions, particularly when it comes to study abroad. These students may juggle work, family commitments and lengthy commutes in order to further their education, which does not provide the time for study overseas. Using a type of applied learning called COIL (Collaborative Online International Learning), Nassau Community College has created a teaching model that allows its students to engage with international students without ever leaving the campus. Through COIL initiatives, students virtually connect with institutions outside of the United States facilitated by an array of digital technologies.

Empowering Underrepresented Student Populations for Student Success
Grand Ballroom Salon 5

• Meylin Andares, Director of Enrollment and Student Success, SUNY System Administration
• Mark Sanders, Assistant Director of Enrollment and Student Success, SUNY System Administration

Diversity on our SUNY campuses plays an important role in students’ experiences and positively shapes college culture. Statistically, many underrepresented students are graduating at lower rates compared to their counterparts at SUNY. Retention decreases for first-year underrepresented students due to lack of college persistence. This outcome is based on a variety of reasons such as adjusting to their new community, lack of access to campus navigation tools, and information. We will discuss key methods of how Applied Learning can drive this population to succeed beyond freshman year.

5:20 pm – 6:20 pm
Reception/Poster Presentations, Multifunction Room

Join us for light refreshments and to see your colleagues present on specific campus projects, programs, and software systems.

Posters:

1. SUNY Cobleskill Coby Quest

• Donna Pesta, Director, Career Development Center, SUNY Cobleskill
• Sarah Carpenter, Student, SUNY Cobleskill

The SUNY Cobleskill Coby Quest program was created to provide applied learning opportunities for students outside of the classroom and to help prepare them for life after college. The program...
This poster session highlights the marketing plan for Altitude, The Student Assembly of the State University of New York, known so much more. Student governance gives students transferable experience voting on resolutions, networking at conferences, and giving students an opportunity to apply learned information in important real world situations. Students in the organization giving students an opportunity to apply learned information in important real world situations. Students in the organization are given experiences and growth in four pillars: Diversity, Equity & Inclusion, Leadership Development, Civic Engagement and Career Readiness. Students worked in small Quest Success Teams (QST’s) to identify individual goals, provide support and accountability in achieving those goals. Digital badges (Bronze, Silver, and Gold) were awarded to students who fulfilled the requirements as they progressed through the program. A variety of assessment tools were utilized to ensure student development. Students documented their experience and progress through an e-portfolio.

2. Understanding and Implementing Applied Learning Initiatives: Formal Documentation of Experiences in the Foreign Languages and Literatures Department at SUNY Oneonta

- Alejandro Escudero, Lecturer, SUNY Oneonta
- Luz Meléndez, Student, SUNY Oneonta

This poster presentation shows how the Department of Foreign Languages and Literatures (FLL) has embedded applied learning activities into its curriculum. This poster is the product of a semester-long research project where faculty and students were interviewed about the execution and learning from applied learning initiatives in the department. This poster also presents information about the understanding of the principles of applied learning and its best practices, and the ways in which faculty implement those principles in their courses. Volunteering, civic engagement through service-learning, opportunities through Collaborative Online International Learning (COIL), and faculty led-off trips are only a few activities successfully implemented by FLL.

3. SUNY Student Assembly/Student Government as an AL Experience

- Austin Ostro, Chief of Staff, SUNY Student Assembly, SUNY System Administration
- Nicole Pereira, Vice President, SUNY Student Assembly, SUNY System Administration
- Michael Wuest, Director of Academic Affairs, SUNY Student Assembly, SUNY System Administration

The Student Assembly of the State University of New York, known as SUNY SA, is an organization comprised of student leaders elected by their peers across the island following the devastating hurricanes of early fall 2017. Julissa Santana, a SUNY Potsdam student, recently completed a two-week service learning experience as part of the SUNY Stands with Puerto Rico initiative in summer 2018. The System-wide initiative sent approximately 250 SUNY students and faculty to Puerto Rico to assist with recovery and rebuilding efforts across the island following the devastating hurricanes of early fall 2017. Julissa and her faculty leader, Krista LaVack (also from SUNY Potsdam) will share their personal reflections of the experience, with focus on learning outcomes as they relate to completing an applied learning experience within a service learning capacity.

6. Students Team Up to Build a Rain Garden

- Nina Shah-Giannaris, P.E., LEED AP, CPHC, Associate Professor Engineering/Physics/Technology, Nassau Community College

The presentation will include details of construction of a rain garden with the participation of over forty students in a two-hour period. This project has served as a model to the college community and is used by different classes in the engineering and science areas as teaching tools. Numerous classes visit the site each semester and discuss the benefits of the rain garden and ease with which it was built using teamwork. The key to this project was the planning.

5. SUNY Stands with Puerto Rico: Reflections of Service Learning

- Krista LaVack, Director International Education, SUNY Potsdam
- Julissa Santana, Undergraduate Student, SUNY Potsdam

Julissa Santana, a SUNY Potsdam student, recently completed a two-week service learning experience as part of the SUNY Stands with Puerto Rico initiative in summer 2018. The System-wide initiative sent approximately 250 SUNY students and faculty to Puerto Rico to assist with recovery and rebuilding efforts across the island following the devastating hurricanes of early fall 2017. Julissa and her faculty leader, Krista LaVack (also from SUNY Potsdam) will share their personal reflections of the experience, with focus on learning outcomes as they relate to completing an applied learning experience within a service learning capacity.

7. Utilizing a NYS DEC Forestry Grant to Expand Applied Learning Opportunities

- Abdulkareem Abu Shanab, Student Intern, Mohawk Valley Community College
- Cole Blowers, Student Intern, Mohawk Valley Community College
- CJ Hanarahn, Student Intern, Mohawk Valley Community College
- Brian Judycki, Professor, Mohawk Valley Community College
- Daniel Michael, Student Intern, Mohawk Valley Community College

This session highlights use of a Forestry Grant to expand applied learning opportunities outside of the classroom. Mohawk Valley Community College is the first college to be awarded a NYS DEC Forestry grant provided by the Environmental Protection Fund. Learn about how to apply, manage and implement the grant for summer applied learning opportunities for students to collect tree identification data, tagging and use of a GPS to locate trees and to create GIS maps of the data.

8. Application of Project-Based Learning to an Upper Level Engineering Course

- Dr. Zhanjie Li, Assistant Professor of Civil Engineering, SUNY Polytechnic Institute
- Dr. Daniel D. White, Director of Health Professions, Siena College

This session reports the results of a project to infuse research into an upper-level engineering course. We introduced a scientifically authentic project to model hand morphology into a course that teaches students the theory, software, and hardware of three-dimensional modeling. Hand grip strength predicts health outcomes
This session will focus on establishing connections between SUNY institutions, active alumni, and current students to create new internship and career opportunities. This program design will not only energize alumni bases, but equip students with first-hand experiences via a verified program provided by their campus.

10. An Effective and Reciprocal Partnership within the Staten Island Community

- Michael Nastacio, Professor, Empire State College
- Louise Vallario, Professor, Empire State College
- Mary V. Zanfini, Professor, Empire State College

Empire State College launched a pilot program with Intellectually Disabled (ID) adults from “Lifestyles for the Disabled.” Courses were developed and taught by staff from Empire and Lifestyles. The first course was in “Creative Writing.” Lifestyles’ students worked with Empire students to write poems that were later presented in a poetry slam attended by family and friends of the Lifestyles’ students. Next was a course was in “Money Management.” Empire students helped teach budgeting to Lifestyles' students who have apartments and receive monthly funds. Future classes are planned with Empire students to write poems that were later presented in a poetry slam attended by family and friends of the Lifestyles’ students. Next was a course was in “Money Management.” Empire students helped teach budgeting to Lifestyles’ students who have apartments and receive monthly funds. Future classes are planned in “Everyday Science” and “Literature.” A “Certificate of Completion” was approved by the College during the pilot.

11. Understanding Macroeconomic Theory Through Analysis of Economic Indicators

- Dr. Renata Kochut, Assistant Professor, SUNY Empire State College

Researching and understanding economic reports provides students with examples of how economic concepts can be useful in our work and everyday life. This presentation provides the attendees not only with examples of how students learn to perform research and apply their knowledge to analyze data but will also show how to translate classroom knowledge to real-world situations.

12. SUNY-Facebook Workplace

- Kelly Williamson, Workplace Community Manager, Center for Professional Development, SUNY

Kelly Williamson, SUNY’s Workplace Community Manager, will be offering an informational session on Facebook Workplace.

13. uConnect

- Estelita Young, SVP of Higher Education, uConnect

uConnect is a higher education marketing platform that helps schools leverage the career resources and services they already have to more confidently make, and effectively deliver on, the promise of career advancement.

6:20 pm – Dinner on your own

For assistance, please refer to the list of nearby restaurants and things to do in the area document provided to you.

FRIDAY, NOVEMBER 2ND, 2018

7:30 am – 8:15 am

Registration and Hearty Breakfast, Grand Pre-North & Multifunction

8:15 am – 8:30 am

Morning Remarks, Grand Ballroom Salon 1-3

The SUNY Applied Learning team will provide conference updates as well as an opportunity to reflect on Day 1 programming.

8:35 am – 9:35 am

CONCURRENT SESSIONS

Attendees will choose between one speed session comprised of three 20-minute sessions or one 60-minute session of their choice.

Using Data to Make the Case for an Internship Course in Psychology (20-minute)

Hudson Room A-C

- Dr. Laurel McNall, Associate Professor of Psychology, The College at Brockport, SUNY

This presentation will discuss the results of a survey of student perceptions of internships in psychology, and how these results were used to make the case for developing an internship course within the major.

Developing Cross-Disciplinary Collaborations for Service Learning Projects or Other Applied Learning Experiences (20-minute)

Hudson Room A-C

- Dr. Pamela Schuetze, SUNY Buffalo State

This “make-and-take” interactive workshop will address methods for promoting faculty collaboration across disciplines in the development and execution of service-learning projects. The presenters will share their experiences in developing and conducting a cross-disciplinary service learning project involving courses from the exceptional education, psychology and speech/language pathology departments at SUNY Buffalo State. The identification of barriers to their own cross-disciplinary collaborations as well as strategies for overcoming these barriers will be discussed by attendees in a productive and collaborative exchange. Attendees will be encouraged to share their ideas and exit with a preliminary action plan for collaboration within their own campuses.
This workshop will focus on using a web-enhanced course to monitor and manage students’ internship experiences. The course serves as a home base or repository of essential information for students enrolled in the three-credit business course. Career resources, relevant assignments, and necessary forms and links are easily accessible throughout the course. Announcements and course messaging keep the communication channels open between mentor and interns. Organizing all information at one site provides both intern and mentor with a user-friendly, consistent structure in which to monitor progress regularly, engage in reflective activities, and ultimately satisfy course learning outcomes.

The Best of Both Worlds—Embedding Blackboard into Student Internship Experiences (20-minute)
Hudson Room A-C

- Catherine M. Roche, Business Faculty and COIL Campus Coordinator, SUNY Rockland

This presentation will focus on using a web-enhanced course to monitor and manage students’ internship experiences. The course serves as a home base or repository of essential information for students enrolled in the three-credit business course. Career resources, relevant assignments, and necessary forms and links are easily accessible throughout the course. Announcements and course messaging keep the communication channels open between mentor and interns. Organizing all information at one site provides both intern and mentor with a user-friendly, consistent structure in which to monitor progress regularly, engage in reflective activities, and ultimately satisfy course learning outcomes.

Student Led Panel on Research-Based Applied Learning Experiences through the Research Aligned Mentorship Program at Farmingdale State College (60-minute)
Grand Ballroom Salon 5

- Tonuza Ahmed, Student, Farmingdale State College
- Dr. Erwin Cabrera, RAM Associate Director, Farmingdale State College
- Seiji Clark, Student, Farmingdale State College
- Dr. Erica Friedman, RAM Assistant Director, Farmingdale State College
- Heamily Singh, Student, Farmingdale State College

The Research Aligned Mentorship (RAM) program at Farmingdale State College (FSC) has placed over 75 students in research. RAM scholars will present projects they’ve worked on in 2018, such as: blending technology with New York City’s High Line park space, researching strategies to improve relations between police and LGBTQ communities, analyzing educational inequity on Long Island, forecasting the revenue generated for the 2018 fiscal year with the IRS, and performing energy efficiency surveys of buildings with NYC District 2030/Geatain. RAM scholars will describe their projects, reflect on their experiences, and discuss the benefits of research-based applied learning experiences at FSC.

SENCER (SCIENCE EDUCATION FOR NEW CIVIC ENGAGEMENTS AND RESPONSIBILITIES): Going Beyond the Classroom – On-Campus Community-Based Engagement Projects to Address Complex Problems of Civic Consequence (60-minute)
Grand Ballroom Salon 4

- Hasan Chan, Student, SUNY Old Westbury
- Hugh Fox, Associate Director, Community Action, Learning and Leadership (CALL) Program, SUNY Old Westbury
- Nicholas Lightburn, Student, SUNY Old Westbury
- Kevin Ram, Student, SUNY Old Westbury
- Kaitlyn Sunder, Student, SUNY Old Westbury
- Dr. Duncan Quarless, Assistant Vice-President, Academic Affairs; Professor, Co-Primary Investigator, IUSE, SUNY Old Westbury
- Melody Young, Student, SUNY Old Westbury

As part of institutionalizing aspects of the “Helmley Charitable Trust project” on the SUNY Old Westbury campus, the College’s Community Action, Learning and Leadership (CALL) program piloted a potential model, the SENCER (Science Education for New Civic Engagements and Responsibilities) program, within its integrative structure during the Spring 2018 semester. The potential for broader community-building and retention impacts beyond course-related student learning outcomes, in search of structural elements that likely make it a scalable model for a course pedagogy for a CL 3000-level “applied learning” course, are envisioned either as a practicum or research or field study.

Enhancing the Internship Course Syllabus: Incorporating NACE-focused Activities (60-minute)
Grand Ballroom Salon 1-3

- Dr. Jennifer Gillis Mattson, Associate Professor of Psychology, Binghamton University
- Cassandra Spencer, Career and Internship Consultant, Binghamton University

Helping students to develop career-readiness skills is the foundation of the Career Development Centralized Internship (CDCI) program at Binghamton University. Through the CDCI program we aim to prepare students with the skills and experiences they need for advanced education, careers, and purposeful living. This presentation will provide insight into how incorporating the NACE Career Readiness Competencies into the CDCI course assignments has helped to provide a more meaningful internship and learning experience for Binghamton students.

Integrating Applied Learning Activities in Undergraduate Human Services Courses for Non-traditional Adult Students (60-minute)
Plaza 1-4

- Dr. Carrie Steinman, Mentor/Assistant Professor, Community and Human Services, SUNY Empire State College, Hauppauge Center

Adult, non-traditional college students differ from traditional college students in a few ways. By identifying these differences, educators can help non-traditional students integrate into the academic setting and improve their chances to successfully reach their academic goals. This presentation will identify the special needs of adult learners in non-traditional college settings. We will consider approaches of including applied learning activities for adult learners for different modes of study. Participants will concentrate on courses in Human Services and discover ways to integrate applied learning activities into their courses.

9:40am – 10:40am
CONCURRENT SESSIONS

Attendees will choose a 60-minute session of their choice.
This session will describe the implementation of a six-week...application process for identifying experience gaps, creating a digital solution, and practice developing an applied learning solution for a pre-professional readiness issue faced in their course or curriculum.

Cars, Culinary, and Coding: Technology Supported Applied Learning
Grand Ballroom Salon 4

- Lisa Boyle; Health Information Technology Instructor, Alfred State College
- Luke McIntosh, Assistant Professor, Alfred State College
- Danyelle O’Brien; Director of Online Learning, Alfred State College

This panel session, consisting of three instructors who employ applied learning in their classes will provide practical applications for the infusion of technology into the applied learning activities used in face-to-face, web-enhanced, and online courses. The technology features used to enhance and support their applied learning classroom will be shared. Insights from students will also be shared. Functionality of rubrics, wikis, grading, online testing, and embracing the mobile environment have proven to be invaluable in supporting students through their coursework. Join the Master Automotive Technician, Chef, and Medical Coder to see how they have embraced technology to best serve their students.

10:45am – 10:55 am
Break
11:00am – 12:00 pm
CONCURRENT SESSIONS
Attendees will choose a 60-minute session of their choice.

Navigating Applied Learning with a Criminal Offense or Being Justice Involved
Plaza A&B

- Klarisse Torriente, Prison Education Coordinator, SUNY System Administration

Effective January 1st 2018 all SUNY applications no longer included a question regarding criminal history. After an applicant has been accepted as a student, SUNY campuses shall inquire if the student has a prior felony conviction only if such student seeks any of the following: access to campus housing, participating in clinical field experiences or internships, and participation in student abroad programs.
This presentation consists of a tiered approach to applied learning

As with any new policy, training and education are the key to ensuring this. This presentation will share a series of License Guides to support justice-involved individuals and applied learning professionals navigating the licensing process for occupations in New York State, demystify stigmas of those who are justice involved, and depict examples of SUNY students who are formerly incarcerated. A brief competency training for those who will be campus standing review committee members will be provided.

**Applied Learning and the Military-Connected Student**

*Ballroom Salon 5*

- **Diana Pasterchick**, Coordinator Veteran and Military Affairs, SUNY System Administration

This interactive discussion will include methods offered that may enable military-connected students to obtain credit for varied types of applied learning. The session will explore both strengths and barriers military students may face as they pursue a degree program.

**Using the Arts to Inspire Dialogue (Student Oriented)**

*Hudson A-C*

- **Professor Lisa Strahley**, SUNY Broome Civic Engagement Coordinator, SUNY Broome

Applied learning enhances student learning outcomes by exposing students to real world experiences. SUNY Serves focuses specifically on engagement that address community issues through civic participation. In this workshop, participants will learn how public deliberation, the arts, and collaboration resulted in a rich learning experience, not only for the students enrolled in a class on death and dying, but for the community at large. Join Professor Lisa Strahley to learn how this event was designed and how this approach could be applied to any course you teach.

**From First Year to Fourth Gear: A Tiered Model for Implementing Applied Learning Across the Foreign Language Curriculum**

*Plaza 1-4*

- **Alejandra Escudero**, Lecturer, SUNY Oneonta
- **Dr. Maria Cristina Montoya**, Associate Professor, SUNY Oneonta

This presentation consists of a tiered approach to applied learning in the Department of Foreign Languages and Literatures (FLL) at SUNY Oneonta. Through SUNY’s applied learning umbrella, FLL’s model attempts to engage students and give them the opportunity to experience their learning through hands-on, real life applications at different stages of their academic major. Opportunities are provided for students through Collaborative Online International Learning (COIL) activities, local community outreach by volunteerism, civic engagement through Service-Learning initiatives that promote social justice pedagogies, and activism funded in the pursuit of knowledge through applied research, field experiences and creative activities.

**My Internship is Better than your Co-op: Defining and Understanding the Differences in Immersive Learning Experiences**

*Grand Ballroom Salon 4*

- **Chris McKenzie**, Director of Partnership and Program Development, The Academic Internship Council

Job shadow, industry immersion, field study, practicum, research, internship, co-op, and apprenticeships are all immersive experiential program types that are often perceived as the same or similar experiences. In an attempt to help codify these experiences, a continuum will be presented in order to understand each of their unique characteristics and differences so that Universities have a tool to help structure, re-structure, or implement appropriate programming that is integrated into the curriculum and offered at the appropriate time in a student’s academic career to prove most beneficial. Through discussion and worksheets, participants will help further define and shape the continuum.

12:00pm 12:45pm

**Lunch and Networking, Grand Ballroom Salon 1-3**

12:50pm 2:20pm

**90-MINUTE WORKSHOPS**

Attendees will choose a 90-minute workshop of their choice.

**High Tech but Personal Touch: Cross-Cultural Connections Empowered by Technology/Applied Global Learning For All: COIL Case Studies and Best Practices for Successful Collaboration (45-minute session)**

*Hudson A-C*

- **Katherine Copp Brown**, Faculty/Green Building Technology Dept., SUNY Rockland
- **Talia Lipton**, Faculty/Speech/Communication Studies Dept., SUNY Rockland
- **Eileen MacAvery Kane**, Faculty/Chair of Art Dept., SUNY Rockland
- **Catherine M. Roche**, Business Faculty and COIL Campus Coordinator, SUNY Rockland

A COIL faculty panel will share the tools used to engage students in cross-cultural experiential learning. These tools facilitate interactive collaboration across the globe by enabling students to experience a culture on a personal level without actual travel. Tools to be discussed and demonstrated include Google applications such as Hangouts, Plus, Classroom, and Forms; Skype; Vimeo; Instagram; WhatsApp; Facebook; and TED-Ed.

This active learning environment involves discussions and project-based learning with numerous opportunities for reflection. Students not only increase their cross-cultural awareness and hone soft skills such as teamwork, problem solving, and civic engagement but also learn about themselves.
Applied Global Learning For All: COIL Case Studies and Best Practices for Successful Collaboration (45-minute session)
Hudson A-C

- Jan McCauley, Assistant Director, SUNY COIL Center
- Joe Ziolkowski, Associate Professor of Photography and Art/COIL Coordinator, SUNY Genesee Community College

In this interactive workshop session, COIL Center Staff and Faculty Practitioners will explore the pedagogy of online international collaboration from a theoretical to a practical level. Presenters will briefly outline the COIL model, explain what makes it a scalable, high-impact learning practice, and review practical considerations related to COIL teaching and learning. Participants will then review case studies of existing COIL modules with a particular focus on best practices for institutional and faculty partnership, student engagement and participation, and avoiding common obstacles to a successful COIL collaboration.

Educational Partnerships for Innovation in Communities (EPIC) and SUNY Applied Learning: A Quickstart Workshop to Build an EPIC Program at your Institution
Grand Ballroom Salon 5

- Dr. Elise L. Amel, Director of Office of Sustainability Initiatives, University of St. Thomas
- Irene Boland Nielson M.P.A., Climate Change Coordinator, U.S. EPA Region 2
- Dr. Daniel D. White, Director of Health Professions, Siena College

The goal of this session is to introduce the powerful and scalable EPIC framework for sustainable university/community partnerships. EPIC programs are partnerships between universities/colleges and municipalities that bring the power of the university curriculum, faculty, and students to bear on authentic challenges faced by large and small towns throughout the state. EPIC programs share five elements: 1) education and learning for the public good; 2) real partnership; 3) investment by both sides; 4) community focused; and 5) scaled for impact. These elements match SUNY approved applied learning criteria and have the potential to address Chancellor Johnson’s theme of expanding partnerships.

The High Quality Internship: Turning Experience into Deep, Wide, Transformative Learning
Grand Ballroom Salon 4

- Dr. Mary A. King, Professor Emerita, Fitchburg State University
- Dr. H. Frederick Sweitzer, Provost and Professor of Educational Leadership, University of Hartford

This interactive session will focus on the experience of a High Quality Internship (HQI), specifically what it entails and ways for those who oversee internships to ensure that students experience this level of learning regardless of the reason for the internship. The presenters propose that a High Quality Internship (HQI) is characterized by deep, wide, and transformative learning and that these goals are achieved when students engage in meaningful internships with multiple domains and dimensions of learning, are afforded both affective and cognitive experiences during the work and context of the internship, and engage in intentional, transformative learning practices.

Finding Your Groove: How to Create Your Dream Job
Plaza 1-4

- Michael Eagle, Speaker and Educator, Rhythm Monster, LLC

Made for all ages, all majors, and for all careers, Michael Eagle has gone from small-town-Arkansas to creating his own dream job as a world-renown musician, educator, and business owner who has performed in 15 different countries (so far), started an online music education company quoted as, “The Khan Academy of Drumming and Percussion,” and has even played at the Super Bowl. He details how musicians, dancers, and other artists are taught to develop their craft to perfection and how can you apply these unique practices to your career and discipline.

This interactive session offers the secrets of the world’s top performing artists so you can put them into practice to help create the career and life of your dreams. You might even get to play some drums. No experience needed.

2:20pm-2:30pm

FAREWELL
Ballroom Salon 1-3
The Office of Applied Learning wishes to acknowledge the following offices and individuals for their contributions to this conference:

**CONFERENCE COMMITTEE:**
- Tracy Collingwood, SUNY Fredonia
- Gina Chase, SUNY Broome
- Jayden Donahue, Finger Lakes Community College
- Lisa Lopez, SUNY Cobleskill
- Merissa McKasty, SUNY System Administration
- Dr. Laurie Miller McNeil, Westchester Community College
- Dr. Deborah Moeckel, SUNY System Administration
- Nicole Pereira, SUNY System Administration
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- John Suarez, SUNY Cortland
- Laura Trottier, SUNY System Administration
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- SUNY Maritime College Color Guard
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- SUNY System Administration Events Staff
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