This document is a compilation of applied learning stories from each of the 64 SUNY campuses. It is broken down into SUNY Works, SUNY Serves, and SUNY Discovers, with every campus represented in each section. You will see testimonials from students engaged in internships and cooperative education placements, examples of service and civic engagement projects, descriptions of research and entrepreneurship programs, and much more.

Today's high-tech, global economy is fast-paced and moving forward every day, and we have to ensure that, above all else, we are preparing our students to be a part of it. That's why there is so much hype—and justifiably so—surrounding the expansion of applied learning opportunities in college, including everything from clinical placements and cooperative education to service learning, volunteerism, student research, international opportunities and field study.

SUNY sees its role in education from cradle to career. We don’t stop at graduating students—we go one step further—ensuring that our graduates are prepared for the careers they want and New York needs.

The goal of The State University of New York’s (SUNY) Applied Learning Initiative is to ensure that every SUNY student has the opportunity to take part in at least one Applied Learning experience before they graduate.

Applied Learning refers to a hands-on, real-world approach where students learn by doing. Although the setting and context may vary for each applied learning opportunity, these traditionally include planning, training, monitoring, reflection, and evaluation, and can be credit bearing or not, at home or abroad.

At SUNY, we believe in the power of learning by doing. That’s why we are working to ensure that every SUNY student will have access to an applied learning opportunity, even those attending online.

And through innovative on-the-job training programs like apprenticeships, internships, and co-op programs across our system, SUNY faculty are working side-by-side with the state’s employers to craft new, engaging curricula that integrates classroom study and (often paid) work experience. So our graduates have a significant advantage as they enter the workforce.

APPLIED LEARNING OPPORTUNITIES AT SUNY INCLUDE:

**SUNY Works** – clinical placements, in which more than 20,000 SUNY students are already enrolled; internships, in which more than 21,000 students participate; and cooperative education programs (“co-ops”), in which SUNY faculty and area employers have jointly developed curricula that integrate classroom instruction and on-the-job experience. Approximately 1,740 students are currently enrolled in co-ops across SUNY.

**SUNY Serves** – service-learning, community service, civic engagement and volunteerism. More than 30,000 SUNY students are currently engaged in formal service-learning programs for which students earn college credit, while tens of thousands more participate in community service and volunteer locally, nationally, and around the globe.

**SUNY Discovers** – student research, entrepreneurial ventures, opportunities abroad, and field study. While SUNY research has historically resulted in breakthrough discoveries, inventions, and startups, increased focus on applied learning has led to an unprecedented level of collaboration between SUNY students, faculty, and industry experts to enable commercialization of the best ideas and innovations born on SUNY campuses.
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SUNY ADIRONDACK

Through the internship program at SUNY Adirondack, Business Administration student Ryan Haig currently works 10 hours a week for the Adirondack Regional Chamber of Commerce. In addition to attending Board meetings and creating a social media plan for the Chamber, he is the coordinator for the newly-formed Non-Profit Business Council and is planning and organizing this year’s business symposium. He has found the internship experience to be very empowering, both in terms of the level of responsibility the Chamber has given him and in the business connections he has made in the area. “This internship has helped me to apply what I’ve learned in a business setting,” Ryan says. “It has given context to what we do in the classroom.”

UNIVERSITY AT ALBANY

Collaboration, awareness and opportunity have been created through the SUNY Works initiative at the State University of New York at Albany (University at Albany). SUNY Works has allowed the University at Albany to increase the number of partnerships between faculty and students and engagement with employers. Here are a few examples of the impact of SUNY Works:

- Our most recent Job and Internship Fair, a collaborative effort with the Student Association, experienced a record number of employer and student attendance. Faculty were instrumental in promoting the fair to students and in identifying additional potential employers. As a result, this year’s event included nearly 160 employers and 1,700 students.

- We have also experienced increased opportunity. Our Office of New Student Programs transformed the traditional Orientation Assistant position into an internship program, which engages 20 students each summer. This internship enables students to increase their leadership, mentoring, marketing and collaboration skills during their nine-week employment period.

- Students are becoming increasingly aware and engaging earlier and earlier in the career process; an increased number of freshmen are attending our events and programs. Students recognize the importance, value and process of early career planning.

ALFRED STATE COLLEGE

Alfred State integrates a “real and live work” aspect in all programs. “Real and live work” is defined as curriculum and hands-on learning experiences that mimic and/or complete tasks required in the profession for which a student is being trained. Here are a few examples:

- Each year, School of Applied Technology students build and sell a house, valued at an estimated $150,000. It’s an amazing opportunity for them to put their learning into practice. Under the supervision of their instructors, tomorrow’s craftsmen and women apply their knowledge and skills to forge a unique partnership between the college and the region’s non-profit organizations.

- CyberSEED students participate in many competitions that mimic tasks performed in the work place, and CyberSEED: Cybersecurity, Education, and Diversity Challenge Week is just one example. Sponsored by UConn and Comcast, the event is intended to hone the cybersecurity skill sets of students “who will eventually be employed to protect our nation’s infrastructure.”

- Many programs, such as business, computer information technology, human services management, engineering technology and nursing include a clinical/internship component.

NYS COLLEGE OF CERAMICS AT ALFRED UNIVERSITY

Students in the School of Engineering at the NYS College of Ceramics at Alfred University participate in a semester-long, full-time co-op experience for a company within their field for approximately six to eight months. On average, 10 students leave each semester for a co-op and return with a wealth of knowledge and experiences that they apply back to the classroom—and their résumés—upon return. For example, Dianne Mattar, Ceramic Engineering student, completed her co-op experience at Ceralink, Inc. in Troy, NY. Under the guidance of Dr. Holly Shulman, AU alumna and founder and major shareholder of the company, Dianne gained valuable experience in strategic development for new materials and products, microwave and RF processing of materials, fabrication and analysis of ceramics, glass, and metals, additive manufacturing and clean, green and lean consulting. Dianne’s main project for Ceralink was tape casting. Tape casting is a process of producing thin sheets of ceramic materials. Beyond her research, Dianne assisted Ceralink in becoming certified as a woman-owned business. She was treated as a full-time engineer, wore multiple hats and presented her research at the 2013 Materials Science and Technology Conference in Montreal, QC. She also entered a poster competition and won first-place in the undergraduate category. Dianne won AU’s McMahon Award (Outstanding Co-op Award for a student in the Ceramic/Materials field) and was nominated and placed in the top three for the Cooperative and Experiential Education Division (CEED) Intern Student of the Year Award. She drafted the final project report for the New York State Energy Research and Development Authority and will be listed as a co-author.
BINGHAMTON UNIVERSITY

Through the Liberal Arts to Careers Externship (LACE) program, Samantha Cowen was assigned sponsor, Jay Benet ’74, CFO of Traveler’s. The advice, motivation and inspiration she garnered from Benet and everyone else she met at Traveler’s Insurance will remain a priceless asset as she pursues a career as an actuary. Cowen, a sophomore double-majoring in actuarial science with economics at Harpur College, was encouraged to look into the Liberal Arts to Careers Externship (LACE) program after her Harpur 101 instructor, LACE Coordinator Wendy Neuberger ’81, MBA ’84, told her about the opportunity. But, even after Cowen’s interest drew her in, she did not expect to have the vice president and CFO of Traveler’s Insurance as her mentor. “I didn’t think anything of it when [Neuberger] told me ‘You have a position with the CFO of Traveler’s.’ I’d never heard of Traveler’s and when I told my dad he almost jumped out of his seat. He told me I’d be crazy if I didn’t do it” Cowen said. The Westchester, N.Y. native drove an hour and half to Hartford, Conn., on about five different occasions over the summer of 2013 for her externship. Each day provided Cowen with a new experience, as she was able to converse with and shadow a variety of employees from Traveler’s. “The first three times I went, [Benet] had me meet for an hour with different people in the company,” Cowen said. “It was great because I just sat down with them and they told me about how they got to where they are and their career paths and what made them want to be actuaries or statisticians. "I was able to see inside of what an actuary does on a day-to-day basis and see how many different opportunities there are once you get into the actuarial world,” she added. After Benet harkened back to his Binghamton days, he imparted some of what he’s learned since graduating onto Cowen. “He really stressed how you can start off somewhere and end somewhere completely different,” Cowen said. “You’re the one that makes that change, so you have to know what you want.” While Cowen entered the externship with a firm idea of what she wanted to do in her remaining time at Binghamton and after school, her desire to work hard to achieve her goal was amplified by the end of it. Cowen acknowledged that she was ahead of schedule in relation to her peers in terms of becoming an actuary, but after learning so much, so fast through LACE, she realized she has to keep her foot on the gas. LACE helped light a fire under Cowen, and she hopes more people take advantage of, what she called, “one of the best programs Harpur has to offer.” “It needs to be advertised as much as it can be through word of mouth,” Cowen said. “People need to know how great this opportunity is. It did so much for me.”

SUNY BROCKPORT

The SUNY Brockport Washington Internship Program enables students to experience first-hand the excitement of our nation’s capital—an ideal location in which to be immersed in politics. Students spend the fall, spring or summer in Washington, DC, studying, working and earning between 6 and 16 academic credits. More than 3,700 students have participated in this elite internship program since 1967, and it is open to sophomore, junior, senior and graduate students.

SUNY BROOME

Sarah McKercher’s SUNY Broome Community College education opened the door to a new career in the insurance industry—while she was still in school. McKercher was the first SUNY Broome Community College student to participate in a co-operative partnership between the college and Security Mutual Life Insurance Company of New York, a landmark business in Binghamton and one of the leading life insurance companies in the United States. The partnership began last summer when McKercher was recommended by Professor Glen Wood for a credit analyst assistant position. “I was able to see how what I was doing tied into what I learned in class,” the recent graduate said of the internship. McKercher worked 30 hours per week at the firm during the summer and 15 hours a week during the school year. Her dedication paid off: in June, she joined Security Mutual Life as a full-time employee. “This is a great story of how, in cooperation with a local area business, a student is leaving SUNY Broome Community College with a full-time job,” said Assistant Professor and SUNY Works Grant Director Brian Loy. SUNY Works is intended to expose students to hands-on learning outside the classroom, allowing them to see how theoretical principles are applied in the real world. In addition to working with a local employer, students in the program write a weekly essay on what they have learned. “Our focus was to create future jobs for individuals that want to stay in the community,” said Security Mutual Life CEO Bruce Boyea, the leading figure in making the co-op a reality. “We felt that an internship with SUNY Broome Community College would be an ideal connection to fulfill this objective. We were especially pleased with the interface with SUNY Works, as this was exactly what we were thinking as we try to connect the business community with the educational institutions that are doing so much for our youth today.”

BUFFALO STATE COLLEGE

Buffalo State’s location, in the heart of the city’s cultural corridor, provides a wide-array of student internship opportunities. Just last year, over 1,100 students representing 35 academic majors, completed internships all across the city and surrounding suburbs.

In addition, under the leadership of the Career Development Center, the Associate Director and a team
of eight faculty members developed and piloted a Professional Skills Development Module (PSDM). The module, comprised of four distinct tracks, was administered by faculty in seven departments (Theater, Psychology, Music, Social Work, Sociology, Biology, Fashion Business) during the fall 2014 and spring 2015 semesters. The four tracks are customizable and include both online and face-to-face learning opportunities for student interns.

- **Track 1: Job Search Track**: Resume, cover letter, interview and LinkedIn workshops offered by the Career Development Center.
- **Track 2: Personal Habits of Health Track**: Stress and Time Management workshops offered by the Counseling Center.
- **Track 3: Professional Skills Track**: Online modules hosted on Blackboard. Lesson topics include: Digital dirt and online presence, dress for success, small talk and informal communication, diversity, and professional relationships.
- **Track 4: Customizable Track**: Content that can be added specific to the major/industry.

Additional departments have adopted the PSDM for implementation and pre- and post-survey data is being collected from students in the pilot groups to evaluate the overall effectiveness of the initiative. Initial student feedback has been extremely positive. Internships at Buffalo State remain a successful path to professional employment.

**UNIVERSITY AT BUFFALO**

Students at the University of Buffalo complement their learning in many ways; they have climbed glaciers, tested their research at NASA, met with the president of the United States and observed endangered animals. They have also interned with some of the world’s biggest companies, such as Google, Amazon, General Electric and Yahoo!

The UB Road Trip to New York City is just one of the exciting ways in which UB students learn about career possibilities. Over four days, students visit top New York City employers, connect with alumni, engage in conversations regarding their future and participate in workshops about current career trends. The culminating event is an alumni gathering, with hundreds of professionals from various industries in attendance. This pivotal experience opens doors to internship and co-op experiences and has a profound impact on their career goals and future opportunities. Leslie, a UB freshman, was particularly affected by her Winter 2015 Road Trip to NYC experience. Through a meeting with an alumnus from Viacom, she realized that her skills and passions were better aligned with the marketing and advertising industry. She has since changed her major and then obtained an internship as a Digital Content Curator, continuing her journey toward her dream career.

**SUNY CANTON**

SUNY Canton is committed to experiential learning reinforced through academic disciplines. All 23 bachelor’s degree programs and 21 associate degree programs offer capstone experiences—including internships, fieldwork, preceptorships, real-world scenario applications, applied projects and presentations and clinical placements. In 2013, over 600 SUNY Canton students were engaged in internships or clinical placements off campus, while many more participated in applied projects or learning activities.

Students apply their acquired learning in a variety of places, such as: police agencies; major league baseball teams; medical examiner’s offices; veterinary hospitals and animal shelters; licensed child care centers and Head Start Programs; community hospitals, mental health agencies and Hospice programs; dental hygiene clinics; physical therapy clinics and acute care hospitals; banks, law firms, government and non-profit agencies; emergency management organizations and numerous businesses and industry sites.

**CAYUGA COMMUNITY COLLEGE**

Cayuga Community College provides a variety of educational opportunities that allow students to “learn by doing,” connecting classroom content with real-world situations and reflecting on the experience. As a result, students at CCC obtain a deeper understanding of their discipline, are more prepared for service and leadership in their careers and communities, and develop critical thinking skills. A student engaged in experiential educational activities at CCC may take part in:

- Internships, field experiences and practicums;
- Service learning;
- Entrepreneurship;
• Community projects; and
• Travel study and cultural immersion.

The Engaged Learning (EL) designation, adopted in 2013, aligns with CCC’s core values of Academic Excellence, Student Achievement, and Service to the Community, specifically: the integrity and effectiveness of the College’s academic programs and instruction as they develop both general and applied knowledge and skills; students’ attainment of educational goals, personal and social growth and success in career or further education; and maintaining high standards of citizenship by partnering with local organizations to enhance the quality of life for community residents.

CLINTON COMMUNITY COLLEGE

Students in HUS 282: Field Practicum, an upper-level course in Clinton Community College’s Human Services A.A.S. degree program, enter into a learning contract with a local social services agency in their field of study. The objective of the field practicum is to provide students the opportunity to discuss, examine and evaluate their internship experiences and observations. Currently, students are placed at the United Way of the Adirondack Region, Joint Council for Economic Opportunity, the Plattsburgh Housing Authority, Champlain Valley Family Center, Clinton County Probation, and Behavioral Health Services North.

SUNY COBLESKILL

The Agricultural Engineering Technology Department at SUNY Cobleskill continues to develop and grow relationships with industry partners. Students in the department are actively recruited for sponsorships, internships and cooperative work experiences by businesses in the industry. Examples of this growing relationship range from the long-standing formal sponsorship program with the John Deere Company and associated dealerships to the developing relationships with companies such as Caterpillar, Komatsu, Bobcat, Volvo, Case IH and New Holland. The level of work required from the student varies from one to three weeks for an introductory cooperative work experience to 15 weeks for a full-scale internship. These external opportunities provide extremely valuable “real world” experience and, in cases like the John Deere Program, result in a guaranteed job upon successful completion of the program.

In addition, SUNY Cobleskill has long-maintained a strong working relationship with the NYS Department of Environmental Conservation (NYSDEC). In the early 1970s, SUNY Cobleskill’s Associate of Applied Science Degree in Fisheries and Wildlife Technology was created to serve as a feeder school for NYSDEC. When conditions for employment changed in the 1980s, SUNY Cobleskill adapted by creating BT programs in various areas in agriculture. And, in 1995, the BT program in wildlife management was created as a concentration under the BT degree in Animal Science and later became a stand-alone degree program in wildlife management in 2005. That was the year that Patricia Riexinger of NYSDEC approached Dr. Michael Losito of SUNY Cobleskill about establishing an internship program with the college for the purpose of providing students trained in wetland delineation to assist agency biologists with day-to-day field work. Since then, “DEC MOU” has grown to include students trained in wildlife and fisheries work. As of December 2014, the program has provided 182 paid internships to SUNY Cobleskill students—with a net value of over $1.3 million dollars in student wages. Interns work side-by-side with New York State biologists and officials and represent the state in all public affairs. This is the largest internship program of its kind in the history of SUNY Cobleskill; the 2015-19 agreement with NYSDEC is valued at $1.06 million in student salaries.

COLUMBIA-GREENE COMMUNITY COLLEGE

As a result of the internship program at Columbia-Greene Community College, Jason Miller of Nassau, went straight from his graduation this past May to a full-time job at the Bank of Greene County. “Internships are a necessity for college students in today’s job market,” said Diane Johnson, counselor and career development advisor in the Counseling, Career and Transfer Services office at C-GCC. “Employers expect students to have some type of related experience in addition to a college degree. Jason’s internship is a great example of how applied learning can complement a college degree program.” Miller interned part-time at the bank last fall, helping them upgrade their computer system software to Windows XP. He learned of the internship opportunity while searching CareerLink, the college’s online job board. “Until then,” said Miller, “I had done personal IT. But working at the bank, I got to see how IT functions in a real business environment. I learned so much and the bank’s staff was very welcoming.” The 2002 Red Hook High School graduate says he was always involved in science and math. After high school, he took a physics class at SUNY New Paltz. “I was always interested in computers,” said Miller. “All my friends were programmers. So, I enrolled in computer science at Columbia-Greene, and turned my hobby into a career.”

“It’s rewarding to see a student’s part-time internship turn into a full-time job upon graduation,” said Bianca Englese, Employment Development Specialist. “Jason’s experience is a prime example of the
benefits of an internship.” Englese cultivates internship opportunities from area businesses. They are posted to CareerLink, along with part- and full-time jobs. The employment development specialist also provides help with résumés and cover letters, a process that Englese says can be daunting. She also works one-on-one with students, preparing them for interviews. The counseling office has developed an extensive network within the community. “There are organizations within the community that are more than willing to work with us to develop opportunities that are specialized for our students’ needs—everything from local banks to hospitals to non-profit foundations in the arts.”

NYS COLLEGE OF AGRICULTURE & LIFE SCIENCES AT CORNELL UNIVERSITY

A career is more than a job, it is work nested in community—a place where one works, lives and plays, contributes and belongs. The CALS New York State Internship Program connects businesses, non-profit organizations, and government agencies to exceptional and motivated CALS students seeking opportunities to explore careers and contribute to community. Embedding young, educated talent in local communities through civic involvement goes one step further than typical internships. It lays the foundation for enduring personal connections and reasons for interns to return and establish careers, helping to keep New York State competitive and vibrant. Not only do CALS students gain valuable career-related experience during the core internship position, internship hosts benefit from the skills, resources, and fresh perspectives students bring from campus, as well as the opportunity to cultivate future, post-graduate employees. A small portion of the student’s time is also committed to structured community engagement projects, contributed to by interns year after year. As an example, a 2014 intern with the City of Amsterdam’s Department of Community and Economic Development helped launch the City’s first farmers’ market. The student’s proposed “Building Better Blocks” project will be the interns’ focus in future years for the City.

CORNING COMMUNITY COLLEGE

Corning Community College is one of several SUNY campuses that have partnered with the New York State Education Department (SED) to offer students paid internships at SED’s 26 offices across New York State. This partnership offers SUNY students a unique opportunity to gain valuable professional experience in educational leadership, public policy and administration, government, management and much more.

SUNY CORTLAND

Long Island Bagel, the newest and busiest shop in downtown Cortland, was conceived and developed through SUNY Cortland’s fledgling entrepreneurship program. During the year-long course, taught in a formerly vacant downtown building and redeveloped through the college, Paul Mangiamele, SUNY Cortland class of 2014, researched the local market for his idea. He then created a business plan and started talking with potential investors. And, with the support from his professors, Mangiamele launched the new business just months after his graduation.

SUNY DELHI

Students in the Hospitality Department at SUNY Delhi have the opportunity to participate in paid internships for credit at Disney through one of their Orlando, Florida parks. Students receive room and board, a salary, and a place to live with others in the internship program, as well as transportation to and from work and Disney park passes. They may take up to eight courses taught by Disney for students in the internship program. These course credits can then be transferred back to SUNY Delhi to meet requirements in marketing, business communications, etc. To receive credit, student interns are required to write a report when they return from their internship to document what they have learned.

DOWNSTATE MEDICAL CENTER

In the Minority Affairs Office of Downstate Medical Center, diversity adds an essential ingredient to the educational process. The office is dedicated to helping minority students enter the field of medicine as effective and empathetic medical professionals and role models who inspire young people of any background or heritage to pursue dreams and opportunities in health care. This ensures a healthcare workforce that is better equipped to provide culturally competent care to an increasingly diverse population. Students who attend SUNY Downstate find themselves in a community that is vital, active and engaged in improving the lives and opportunities of fellow students now, and in years to come. This office shares resources, including internship opportunities for students.
DUTCHESS COMMUNITY COLLEGE
For over twenty-five years, students in the ENG 218: Advanced Composition/Peer Tutoring in Writing course at Dutchess Community College have trained to become effective writing tutors in the College Writing Center. The course provides an intensive writing experience for accomplished, highly motivated individuals, many of whom are interested in becoming teachers. In this seminar course students read textbooks and articles on tutoring, then discuss and write journal reflections on their experiences in the Writing Center. Additionally, they exchange all of their papers and write focused critiques of the varying assignments, thereby building a vocabulary useful to their tutoring work. The students’ work in the Writing Center is supervised by the director, who also teaches ENG 218. The immediacy of the students’ experiences in the Writing Center adds to the richness of the classroom sessions and assignments. The student tutors work side-by-side with four professional tutors, who serve as supportive mentors. The Writing Center’s model, we believe, truly exemplifies the practices of applied learning.

EMPIRE STATE COLLEGE
The Advanced Certificate in Public History at Empire State College follows the recommendations set forth by the National Council on Public History’s “Best Practices in Public History” statement adopted in October 2008. With the help of faculty members, students identify a museum or archive with which to work. The process of identifying an internship site and setting up an internship agreement (including a plan for the evaluation of the student’s work) occurs at least one semester before the internship begins. Every internship experience requires a site supervisor, who meets with and mentors the student. Faculty members in the Advanced Certificate in Public History continue to work with and advise students during their internships. This program offers a unique means for students to work with museums and archives in their own communities. Using a learning management system (Moodle) and a community space online to discuss projects with other students, the Public History Internship allows students at a distance more constant access to their peers and to instructors while simultaneously giving them the freedom to work at a distance from the course instructor.

COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY
Austin Demarest, a junior at the College of Environmental Science and Forestry (ESF), majoring in aquatic and fisheries science, dreamed about studying freshwater fish and coral reefs in the tropics. He made that dream a reality last summer through a fellowship that gave him an opportunity to plan his own career-related experience. Demarest was a participant in the college’s Rosen Fellowship Program, which gives students a chance to learn while pursuing real-world experience linked to their career and life goals. The fellowships are supported by a $25,000 gift from the Florence and Robert A. Rosen Family Foundation. The Rosens are successful business people who have also sponsored ESF interns at their Lakeside Farms property in the Hudson Valley. The fellowship supplied Demarest with the funding needed to conduct research in the northernmost portion of Palawan in the Philippine archipelago. He went snorkeling off Snake Island while conducting coral reef surveys and quantifying a native turtle population. Before he headed to Snake Island, Demarest studied the fish species of Lake Manguao in Tay Tay, Palawan, and helped provide evidence that a non-native species of Nile tilapia is threatening endemic minnow populations in the lake. “This experience also gave me an idea of how to work and collaborate with local governments, conservation professionals and locals to do research in their home towns,” he said.

ERIE COMMUNITY COLLEGE
Workforce Development at Erie Community College provides customized non-credit professional development training to local businesses, individual community residents and government employees. For more than 20 years, Workforce Development has complemented Erie Community College’s academic mission and positioned itself as the Workforce Development Leader in Western New York. Workforce Development’s four divisions: Community Education, Corporate Training, Driving Programs and the ECC One Stop have created an innovative entrepreneurial workforce team assisting local businesses in remaining globally competitive in a growing technologically and knowledge-driven economy. The reason for Workforce Development’s success is largely attributed to the development of partnerships, strategic alliances with the community and collaborative relationships working with the local, regional and federal government. Courses are customized short-term training programs that meet business and industries training needs. These non-credit professional development or lifestyle training programs are offered onsite, or are held at any one of ECC’s three campuses.
FARMINGDALE STATE COLLEGE

Farmingdale State College has an abundance of students engaging in credit-bearing internships. Young minds, representing all four of our schools, are utilizing the knowledge they have attained in the classroom to make a difference in the workforce prior to graduating. Our goal is that their experience lay the foundation for their careers. These experiences are essential to learning real-world basic skills and happenings that occur on a daily basis. There are a number of companies and businesses that have sponsored our students and have helped jump start their careers. Some of these businesses/companies include Long Island Hospitals, labs, ClearVision Optical and financial institutions. As information continues to be supplied by faculty as to where students are placed, we are anticipating well over 100 students enrolled in credit-bearing internships for the 2015 spring semester.

FASHION INSTITUTE OF TECHNOLOGY

A key part of the Fashion Institute of Technology’s (FIT) brand of career education is experiential learning, which is often accomplished through an internship. The college’s close ties to industry result in internship opportunities at a wide-range of leading companies. Yui Yasuda, Global Fashion Management MPS ’15, who has a particular interest in corporate social responsibility, was one of the first recipients of a Tomodachi-Uniqlo Fellowship, sponsored by the clothing company Uniqlo and the U.S./Japan Council. Part of her fellowship is an internship with Uniqlo’s recycle-reuse program, which has donated hundreds of thousands of garments to refugee camps in the Philippines and Jordan. Ayelet Cohen, Direct and Interactive Marketing ’14, is committed to applying her business skills to a charitable organization or nonprofit, and interned at a foundation that provided women entrepreneurs who were just starting out with access to low-cost loans and networking and mentoring opportunities. The internship perfectly suited her interests—corporate philanthropy and fashion all in one.

FINGER LAKES COMMUNITY COLLEGE

All students in Finger Lakes Community College’s (FLCC) Instrument Control Technologies (ICT) program are required to complete 270 hours of a co-op experience. Through co-op placements with local businesses, 95 percent of graduates from the program are employed in ICT fields. Students have found careers with GW Lisk in Clifton Springs, ITT Goulds Pumps, Inc. in Seneca Falls, Redcom Laboratories in Victor and Optimax Systems in Ontario - just a few of the over 33 companies who offer FLCC students a work experience. In addition, FLCC students in the Allied Health Careers of Chemical Dependency Counseling, Registered Nursing, Massage Therapy and Human Services participate in clinical and field placements through their coursework. Many students find full-time employment as a result of these placements.

SUNY FREDONIA

The Career Development Office at SUNY Fredonia helps students understand how they can make the most of internships by sharing intern stories. To this end, Fredonia has developed a useful webpage for interns and an “Intern Hall of Fame.” http://www.fredonia.edu/cdo/x-main.asp

FULTON-MONTGOMERY COMMUNITY COLLEGE

The Collaborative Career Learning (COCAL) program at Fulton-Montgomery Community College (FMCC) offers a unique approach to specialized career training which combines off-campus “hands-on” experience with on-campus related instruction. Students enrolled in COCAL learn as they train at a local business for 12 hours per week (180 hours per semester). Placement is competitive and determined by the student’s personal interview with a COCAL advisor and the business/industry mentor, as well as site availability. Through the program, student Tai Ekundayo trained at Nathan Littauer Hospital in Phlebotomy. Nathan Littauer Hospital is a full-service, acute care hospital with a skilled nursing home. I supported the lab with the collection of blood specimen from patients through venipuncture, prepared and organized patients’ specimen for testing, collected urine and screen specimens, delivered blood samples to various departments, and answered phone calls from patients and requests for blood draws. I also used the hospital’s medical software to accession specimens, process patients’ data, print test labels, and scan requisition forms. The COCAL program was well coordinated and arranged in such a way that I could spend three days each week at the clinical site and two days at the college attending classes to complete my required nursing prerequisites. With my new experience of working in a hospital, I believe that the internship has given me an edge and a better chance of getting into the nursing program in the fall.”
GENESEE COMMUNITY COLLEGE
Internships and cooperative education experiences at Genesee Community College are designed to provide students with the necessary support and resources to identify and arrange for practical work experience related to the student’s major and career goals. The coordination, placement and academic requirement of each cooperative education/internship placement is the responsibility of the career program faculty member and student. The Career Services Center works along with the student and faculty to support the identification of possible employment sites. One example of a cooperative education experience is the Disney to College Program.

SUNY GENESEO
A number of students at SUNY Geneseo have interned at the Livingston County Historical Society and Museum. Internship duties include accessioning artifacts, labeling, measuring, describing and photographing those artifacts and then uploading the information into the Museum database, PastPerfect. Many of these Livingston County Historical Society and Museum interns go on to additional prestigious opportunities such as the Cooper Hewitt Smithsonian Design Museum and Metropolitan Museum of Art in New York City.

HERKIMER COUNTY COMMUNITY COLLEGE
Herkimer County Community College students are encouraged to schedule an individual Career Counseling appointment to discuss job search strategies or to prepare for an interview. All opportunities—part-time, full-time, internship, nationwide or on-campus—are posted to an on-line job posting system powered by College Central Network (CCN). All registered students are automatically registered with CCN. Additionally, each spring semester, the college hosts local and regional businesses at the annual career fair.

HUDSON VALLEY COMMUNITY COLLEGE:
Hudson Valley Community College encourages its students to engage in applied learning activities and provides them with numerous opportunities to do so. A number of the college’s academic programs, such as Biotechnology, Business Administration, Early Childhood, and Entrepreneurship, require an internship experience to graduate. Hudson Valley students are doing internships with a wide variety of companies and agencies such as Albany Medical College; Albany Molecular Research; The Ayco Company, L.P.; Disney; General Electric; New York State Department of Environmental Conversation; New York State Department of Transportation; Office of the New York State Comptroller; Regeneron; Sheep Meadow Animal Hospital; Shenendehowa Central Schools; and Taconic Biosciences, to name but a few. One important component of the success of the college’s internship offerings are the college’s advisory committees. Each academic program at Hudson Valley has an advisory committee made up of professionals in the field. These individuals provide a real-world perspective and provide guidance and advice in curriculum development and planning, as well as being an excellent resource for developing internship opportunities.

JAMESTOWN COMMUNITY COLLEGE
In the summer prior to his sophomore year at Jamestown Community College (JCC), student Jacob Hirschman began his internship with Anderson Precision, a company that produces and manufactures precision components. Of all the parts that go into an engine and make it run, Anderson precision parts are regarded as requiring the highest degree of production skill and accuracy. Jacob, an engineering science major, started on the ground floor learning how to operate the various pieces of machinery and about the processes used to ensure quality and efficiency. It was fascinating, he said, and he loved that Anderson Precision was interested in giving him experience in each area of the company. Before long, he had a complete picture of how the company operated. As he continues his internship during this fall, his task is not just to understand how Anderson Precision works, but to determine how to make it work even better. Anderson Precision has resurrected an old program that encourages employees to submit suggestions for how to improve efficiency and quality at the plant. They assigned Jacob the task of implementing those suggestions. “We analyze the ideas and what the costs and benefits are, and then we decide whether to implement them. And so I have leadership in getting people to help me implement the ideas, whether they’re process changes or mechanical and design changes.” The quick progression at Anderson was a reflection of the way he obtained the internship in the first place. During a conversation with his roommate at the end of his freshman year, his roommate mentioned Felix Muzza, the coordinator of experiential learning, and encouraged Jacob to meet with him. “I thought, I would love an internship, you get credit hours and if you can get a paid internship, that’s kind of a no-brainer.” A few days later, Jacob met with Felix, told him what his interests and skills were, and within a week Jacob had interviewed for and secured a paid internship with Anderson Precision. The entire process, Jacob said, “was just really easy.” Although working at Anderson and keeping up with his classes keeps him plenty busy during the semester, he’s found that
his time at his internship deepens his understanding of the concepts he’s learning about at JCC. When you’re first taught the concepts in class, he said “you understand it, but it’s a foggy understanding. When you actually go and work and experience it, it’s like a light bulb comes on, and you’re like, ‘Oh, that’s how that’s actually applied.’”

JEFFERSON COMMUNITY COLLEGE

The Winery Management and Marketing Concentration of the Hospitality and Tourism A.A.S. degree program at Jefferson Community College is designed to give graduates maximum access to the best jobs in the field. The program has an internship component, which allows students to gain real-world experience in their field and make job/career contacts. Students graduating from the Winery Management and Marketing Concentration of the Hospitality and Tourism A.A.S. degree program are expected to understand how to develop an effective business model for winery operation, including the basic legal, financial, human resource, ethics, and other management issues critical for successful winery operation. Students also learn the characteristics of successful grape varieties, site selection, and layout for a vineyard in Northern New York.

MARITIME COLLEGE

All students at Maritime College are required to undergo a form of applied learning as part of their degree programs. Students in Maritime College’s Licensing program undergo professional experiential learning on the College’s training ship or on commercial merchant marine ships. These students receive hands-on training as deck officers or engineers as part of the requirements to receive U.S. Coast Guard licenses as Third Mates or Third Engineers. Students not in the License Program are required to participate in internships, which involve practical experience, research or summer employment related to their field of study.

MOHAWK VALLEY COMMUNITY COLLEGE

Mohawk Valley Community College (MVCC), in collaboration with the Masonic Medical Research Laboratory, has conducted research-intensive internships in the life and health sciences and STEM programs.

MONROE COMMUNITY COLLEGE

EBL 101, Experience Based Learning, at Monroe Community College (MCC) is a relatively new course. Designed for students in programs that do not require a co-op or apprentice course, EBL 101 is an opportunity to earn college credit for experience-based learning. Participation guidelines include the following:

1. The student is responsible for selecting an employer interested in supervising in either a paid or unpaid position for one semester.

2. The work experience must be related to the students’ career interest(s).

3. The student should have completed a significant portion of his/her undergraduate studies with a GPA of 2.0 or higher.

4. The student will be awarded three (3) elective credits upon successfully completing 112.5 hours of work experience, completing a weekly journal and final reflective paper.

MORRISVILLE STATE COLLEGE

Most of the programs at Morrisville State College include an internship or work experience course. Each year, 95 percent of bachelor’s degree recipients complete a full-semester internship as their capstone experience. These applied learning activities promote program completion and achievement of success in the marketplace. For example, Selasie Tettevia, a Ghana native, is a Morrisville State graduate who owes his successful career to an internship he completed with the City of Syracuse Police Department. “I was born and raised in the West African country of Ghana. By age 15, my sister and I moved to the United States to join our parents. We lived in the Bronx and later moved to Long Island where we both attended Brentwood High School. My sister and I were both accepted to Morrisville State College, but I decided to take a year off and head to college the following year. The following year, I reapplied to Morrisville State College and was accepted. This was a journey that was the best decision of my life. Morrisville State College has been my home away from home since August 2005 and has made a tremendous impact on my life. I was able to utilize the college’s high-tech simulator and to develop my skills in crime scene investigations and crime scene management. My hands-on classes allowed me to be a step ahead of those in the police academy. My professors provided me with advice that helped me to be successful in the future. Above all, they never gave up on me, even when I felt like giving up. Clare Armstrong-Seward helped me immensely. Whenever I wasn’t doing what I was supposed to be doing, she found ways to get me to work hard and strive to be successful. She believed in me, as well as Dave Amico, Joseph Jeffris, Ronald Cary—other professors
who had an impact in my life during my college and post-college years. One of the most important aspects of Morrisville State College is the wide array of networking it has to offer along with the hands-on, applied learning. Also listening to and following the advice given by faculty members helped me get to where I am today. Before I graduated, I had an opportunity to intern with the City of Syracuse Police Department in January of 2012. Through this experience, I learned a lot about law enforcement and what the department had to offer. I was hired by the Syracuse Police Department in August of 2014 and started the academy. It was the most intensive 26 weeks of my life, and I credit the education and the discipline I got from Morrisville State College to my successful completion of the training. I am on to the next phase, which is 11 weeks of field training required by the New York State Division of Criminal Justice (DCJS). This is my Morrisville success story.”

NASSAU COMMUNITY COLLEGE

Nassau Community College offers a number of course-based internship and field training courses. For example, Human Services (HMS 205) - Community Service Internship is a course that includes five field work hours per week plus one and a quarter seminar hours per week. Students are placed in an established human service agency under professional supervision. This internship focuses on the practical aspects of working in a human service agency and includes professional responsibilities, supervisory, organizational skills, values, ethics and stress management. Special attention is given to working with diverse populations. Hospitality internship students, through Hospitality (HTL 242), work for business firms, institutions and/or agencies to enrich the theoretical concepts developed in the classroom. Students are required to complete 350 hours of on-the-job training, along with assigned papers and coursework. International Field Training (IWS 142) provides work abroad training for students through international business firms, institutions and/or agencies. These experiences all enhance the theoretical concepts developed in the classroom.

SUNY NEW PALTZ

For SUNY New Paltz student Nadine Ahrabi-Nejad ’14 (Marketing), the last internship of her college career led to a full-time job with one of the best-known humanitarian organizations in the world. A Massachusetts native, Nadine originally planned to attend Northeastern University in Boston. At the last moment, she switched to New Paltz, which she heard about from family friends. “I realized Northeastern is such a big university and I really wanted something smaller, where I felt I could get one-on-one attention or be able to talk to professors,” she said. “Throughout the application process at New Paltz, they were so responsive and so kind. It felt more welcoming.” Nadine worked as a marketing intern with Médecins Sans Frontières (Doctors Without Borders) as part of the inaugural year of the SUNY Global Engagement Program, in which students hold internships with globally engaged organizations in New York City while conducting research and critically reflecting on their work with other students. Nadine said the SUNY program served as an excellent foundation for her job, since she is required to interact with people of many cultures and be aware of global situations that could affect her daily operations. The Global Engagement Seminar component of the program gives students a critical, social scientific understanding of the role these organizations play in the world. In addition to the internship experience, students develop substantive knowledge of the issues they are working on through a research colloquium, a substantive research paper related to an issue that their organization addresses.

NIAGARA COUNTY COMMUNITY COLLEGE

Niagara County Community College features one, two, and three-credit internship courses that are offered independent of any certificate or degree program. These stand-alone courses allow every student to elect to participate in a meaningful internship with defined learning outcomes and workplace competencies. Students first meet with Career Services to discuss careers, skill-sets, professional development, and general areas they wish to gain practical experience in. Career Services identifies appropriate work sites and collaborates with faculty to develop internship opportunities aligned with student expectations, academic targets, and career goals. Career Services workshops on a variety of topics help students prepare for their roles as interns, including appropriate workplace communication, prioritization and self-management.

NORTH COUNTRY COMMUNITY COLLEGE

The Sports and Events Management Program Internship at North Country Community College is a graded, required capstone course for the Sports and Events Management Program, which requires 135 hours at the internship site. The student and coordinator select the location based on the student’s career and professional interests. Included among the internship sites in the “Winter Sports Capital of the World” are the following: Olympic Regional Development Authority involving Whiteface Ski Resort, Olympic Cross-Country/Biathlon and Sliding Complex; USA Bobsled/Skeleton Federation; Sports Development Program; Fitness Revolution; USA Luge Federation; and the Saranac Lake Chamber of Commerce.
OLD WESTBURY
Through the SCOPE program, Old Westbury students conduct visits to businesses and other organizations across metropolitan New York City. They are exposed to career opportunities related to their studies, workplace values and cultures, and discuss with professionals the educational preparation required, as well as the prospects for entry into the given field. Coordinated by the Office of Career Planning and Development, recent SCOPE visits have included organizations such as CA Technologies, Canon, Financial Industry Regulatory Authority and the corporate headquarters of New York Sports Club.

SUNY ONEONTA
The Career Development Center at the State University College at Oneonta offers several resources for students who are researching and preparing to apply for internships. Internships are a great way to gain experience in your field of study. In fact, students’ marketability for full-time employment increases when real-world experience complements academic learning. Students who are interested in obtaining an internship for credit should first talk to their department Faculty Internship Coordinator to find out what the protocol is for their particular area of study. Though each department has unique requirements for earning credit through internships, the college has general requirements that apply to all students. To be eligible to participate in an internship, a student must have completed at least 56 credit hours, earned a cumulative GPA of 2.0 or better and passed the College Writing Exam.

ONONDAGA COMMUNITY COLLEGE
Onondaga Community College has made a strong showing at NASA’s National Community College Aerospace Scholars program. Only six students in all of New York State were invited to participate, and four of them came from Onondaga: Joshua Manrow (Elbridge), Bryan Morris (Fair Haven), Elijah Tillman (Syracuse), and Shaquille Young (Brooklyn). To be selected, students were required to put together a presentation that would send a lunar rover to Mars. Their plan needed to include objectives and goals, a strategically selected landing site, a carefully planned budget, and a design of their rover. Those with the best plans were selected to visit NASA in Huntsville, Alabama in February where they took part in meetings and briefings conducted by NASA engineers and scientists. The program had a big impact on Onondaga’s student representatives.

“Going there confirmed what I always believed: that I wanted to get into aerospace engineering. It gave me a boost to work even harder.” -Elijah Tillman

“I learned I need to go beyond getting a bachelor’s degree. All of the engineers we interacted with had master’s or doctorate degrees, and they all loved what they were doing. Seeing this pushed me to go further.” -Shaquille Young

“The experience was very eye-opening. To create anything you need an entire team. We learned a lot about working together with people from very diverse backgrounds. You have all of these very intelligent people, and they all think they have the best idea for it. You all have to learn to work together.”-Bryan Morris

“To have four students out of six in the entire state come from here was remarkable. It’s quite a feather in our cap,” said Fred Jaquin, Ph.D., Department Chair of Chemistry and Physical Science.

COLLEGE OF OPTOMETRY
All of the Doctor of Optometry students at the College of Optometry complete external clinical rotations at dozens of sites across the country and at least a couple of sites around the world. Some of these rotations are in hospital settings or inter-professional practices, providing primary and advanced care to patients.

ORANGE COUNTY COMMUNITY COLLEGE
Supported through a State University of New York Workforce Development Training grant, ShopRite Supermarkets, Inc., has teamed with SUNY Orange to offer one of the college’s supervisory skills programs to more than 70 associates. The MT3 (“Managing the Team, Time and Task”) Program is one of a handful of workforce development and supervisory training programs delivered to interested local businesses by the College’s Continuing and Professional Education staff. The 27-hour MT3 Program improves supervisors’ skills in the following areas: role of the supervisor; performance management cycle; team building techniques; effective delegation; problem solving techniques; and time management. ShopRite targeted the training to associates presently in the company’s “People on the Move Program” with the goal of enhancing their basic supervisory skills as a part of their overall
development program. During the training, associates worked through real-life business situations that were focused on the development of other associates in the organization while also targeting improving the customer experience in the stores. Due to the success of these projects, they will be presented to the senior leadership of the organization for possible implementation. “ShopRite is proud to partner with SUNY Orange on a program that enhances the skills of our associates. We strongly feel that our associates are a key driver of the great experience our customers receive while shopping in our stores. We are proud of the work they have accomplished,” said Tom Urtz, vice president of operations for ShopRite Supermarkets. The program also helped ShopRite associates to learn about the community college system and the opportunities it provides.

SUNY OSWEGO

Micale, a student from SUNY Oswego, tells the story of her internship with the National Academy of Television Arts and Sciences at USA Network in Los Angeles: “I worked in both development and current scripted original programming. I also worked with network executives who listened to pitches and read script submissions, as well as met with writers and producers about potential shows and network executives working with current programming. The internship provided me with an opportunity to shadow two shows, where I read all script revisions and watched new cuts for the current seasons. Among my responsibilities were script coverage, episode outline synopsis, printing script revisions, and making sure all the network executives had an updated and collated script for all the episodes of all of the shows on which they were currently working. I occasionally listened in on notes, calls and pitches, while taking notes for executives. I also served as an assistant to two network executives, who didn’t have one, answering their phones, booking their meetings, and making sure their calendars were up-to-date. I definitely learned to think on my feet. When a network executive asks you to do something and there’s no one around to answer your questions, you have no choice but to figure it out. Especially when moving to a big city - where I didn’t know a single person or have a car - “don’t worry, I’ll figure it out” became my motto. I also learned how difficult and demanding it is to actually work in this industry. I technically had a “desk job” and I was on my feet all day, coming in early and staying late to get all my work done. The most exciting part of my internship was being acknowledged by the academy. Being an academy intern you had access to all the academy events of the summer. I was able to network and make connections with some of the industry’s finest. I also loved scanning my I.D. badge and walking onto the Universal lot, hoping in a golf cart and driving around all the sound stages and celebrity’s trailers. That never gets old, you feel like you’ve finally made it! My major is Communication and Social Interaction with a concentration in Broadcasting. I not only wanted the experience, but many professionals I have met in the entertainment industry have said when they are looking to hire people, they don’t even read resumes unless there’s at least one internship on it. This internship helped me in too many ways to count. Not only did it further all the learning I did in school, but it gave me hands-on experience in a field where that is absolutely necessary. Learning about working in television is one thing, doing it is entirely different. I learned how to work under pressure, amid tight deadlines and with all types of people.

SUNY PLATTSBURGH

SUNY Plattsburgh provides exceptional applied learning options for students. A full 35 percent of SUNY Plattsburgh students participated in credit-bearing experiences, such as internships, field experiences, research, clinical service, student teaching, art performances, practica and publications. These students span the college’s three schools of Education, Health and Human Services, Business and Economics, and Arts and Sciences. During the 2014-15 academic year SBE facilitated 156 internship placements, a 22 percent participation rate. In the School of Arts and Sciences, 65 percent of students in the Public Relations program complete internships, and students in the senior-capstone class participate in a client-driven service-learning project annually. The School of Education, Health and Human Services boasts an even higher participation, with 100 percent of all students completing a form of applied learning in directly-related professional settings. These settings include public schools, clinics, fitness centers and social service agencies. In addition, various non-credit options enhance learning and provide a high-impact education. These experiences include service in Student Government, Residence Life, Peer Health Educators, tutoring, Peer Career Assistants, leadership clubs, teams and Greek life. The Annual Student Employment Expo afforded students with over 460 part-time employment options on- and off-campus.
SUNY POTSDAM

The 5x5x5 2014 Summer Internship Program was a collaboration between SUNY Potsdam’s Toby White and Daniel Seddiqui, from Living the Map and author of 50 Jobs in 50 States. Together, they provided four students an opportunity to complete five internships, in five states/regions, in five weeks. Each student completed five jobs in five weeks in the communication, criminal justice and petroleum career fields. Students traveled to the following states and stayed each week with host families: Colorado, Wyoming, New Mexico, Texas, Illinois, Oklahoma, Delaware, Rhode Island, Pennsylvania and New York.

PURCHASE COLLEGE

Purchase College students greatly benefit from having the Neuberger Museum of Art on campus. The museum offers a variety of internship opportunities for students interested in visual arts, art history, education, and arts management. The internship program introduces students to museum professions and the role of the museum in society. The program brings students together with museum staff to allow students to explore careers in museums. Students work in one area of the museum and contribute to current projects. The Neuberger offers internships during each academic term for credit or non-credit. Internships are offered in the following areas of the museum: Collections Management, Curatorial, Development/Membership, Event Planning, Education, Exhibitions, Public Programming, Marketing/Public Relations, and Visitor Services.

ROCKLAND COMMUNITY COLLEGE

Each year, more than 600 Rockland Community College (RCC) students take part in internships and practica in a wide-array of businesses, non-profit agencies and government offices. However, students often do not have appropriate career clothing for even the initial interview, much less the following weeks of their internship experience. As a result, RCC’s Career Services has developed a career clothing closet, “Clothes the Deal,” which provides students and alumni with free career clothing for their internship and employment needs.

The career clothing closet offers a valuable service for students who need assistance in presenting themselves positively. Created with donations from college faculty and staff, as well as community members, the clothes closet houses an inventory of over 800 new and/or gently used, professional clothing items and accessories for women and men. Interestingly, one of the most unique aspects of the “Clothes the Deal” program is its incorporation into the College’s annual fashion show, during which students from the campus Fashion Club model career clothing from the closet on the “runway.”

SCHENECTADY COUNTY COMMUNITY COLLEGE

At Schenectady County Community College (SCCC), experiential components are interwoven into many of the most popular programs among students, as well as programs that meet local industry needs, such as Criminal Justice, Casino Gaming Management, Nanotechnology and Culinary Arts. Emily L. Miller graduated from SCCC in 2010 with an associate degree in Tourism and Hospitality Management, then earned a bachelor’s degree in Business Administration from SUNY Delhi in 2012. As part of a partnership program between the colleges and a local company, Emily later secured a full-time position with Mazzone Hospitality, one of New York’s largest hospitality companies.

“Being able to work in the field I was studying was an unbelievable experience that helped to further my education,” says Emily, who has now worked at Mazzone for five years. “It was because of SCCC that I was introduced to and given the opportunity to work for this company, which I have been able to turn into a career beyond anything I have ever imagined.”

STONY BROOK UNIVERSITY

Coordinated by SUNY Global at three campuses (Stony Brook University, Binghamton University and SUNY Geneseo) and funded by the Jewish Foundation for the Education of Women, this two-year program aims to diversify the field of international relations. It engages ten high-achieving women, with demonstrated financial need, from each campus with the organization’s international leaders where they learn about pressing challenges and the inner workings of the international relations community. Students are placed in a ten-week summer internship within a NYC-based NGO and paid by the Foundation. Internship sites include the U.S. State Department, Charity Water, Carnegie Council for Ethics in International Affairs, Clinton Foundation, Foreign Policy Association, UN affiliates (such as the Global Partnerships Forum) and many others. Students read books by pre-eminent scholars, engage in conversations with leaders in the field and are matched with successful female mentors during their summer placements. Graduates of the program have joined the international relations community through employment, gap year service opportunities and graduate programs.
SUFFOLK COUNTY COMMUNITY COLLEGE

Students at Suffolk County Community College (SCCC) have the opportunity to incorporate classroom and applied learning into their degree programs through a variety of methods. These include supervised field study, field practicum assignments, clinical experience, prior learning assessment and the Cooperative Education and Internship Program. Experiential course offerings enable students to explore areas of employment or advanced studies in a wide variety of disciplines including automotive technology, business, chemical dependency counseling, criminal justice, information technology, culinary arts, journalism, health information technology, human services, HVAC/R, interior design, paralegal studies, occupational therapy, physical therapy, public service, radio and television production, and veterinary science technology. As a SUNY Works pilot site, Suffolk County Community College has developed a Cooperative Education and Internship Student Guidebook.

SULLIVAN COUNTY COMMUNITY COLLEGE

Nearly 40 students are registered in the Medical Assistant program at Sullivan County Community College. The capstone of the program, which began in 2009, is the Medical Assistant externship where students gain first-hand experience and apply their skills in a medical setting. The externship requires Sullivan students to complete 135 hours of unpaid time performing administrative and clinical duties in local healthcare facilities. Graduates of the Medical Assistant program have experienced job placement success; many have received job offers from the locations where they served their externships. Since receiving their degrees several Medical Assistant graduates have also returned to Sullivan to complete additional degrees in Respiratory Care, Nursing and Liberal Arts & Sciences: Health Sciences.

SUNY POLYTECHNIC INSTITUTE

SUNY Polytechnic Institute (SUNY Poly) student Lauren Lowe, who earned national recognition as an “Emerging Leader” this year, is an example of the world-class students and opportunities found on SUNY campuses. Lowe, currently pursuing a Master of Science degree in Nursing from SUNY Poly’s Family Nurse Practitioner program, was named an “Emerging Leader” by the American Association of Colleges of Nursing’s Graduate Nursing Student Academy (GNSA) in the February issue of the GNSA publication Bulletin. A Bachelor of Science degree in Nursing from SUNY Brockport launched her career, and a desire for further career advancement led her to pursue graduate study at SUNY Poly. Lowe says SUNY Poly’s nursing program embodies a philosophy of nursing that promotes a holistic approach to practice and lifelong learning. Following graduation in May 2015, she plans to work in a primary care office and practice that philosophy throughout her career by making health education and resources more easily available to the community.

TOMPKINS CORTLAND COMMUNITY COLLEGE

Tompkins Cortland Community College (TC3) requires students in nearly 20 academic programs, including culinary arts, paralegal, nursing and wine marketing, to complete internships as part of their academic experience. One example is the Disney College Program. They provide full-time internship opportunities (with academic credit) for TC3’s domestic and international students at Walt Disney World in Orlando, Florida.

ULSTER COUNTY COMMUNITY COLLEGE

More and more employers are seeking to hire graduates with both strong academic preparation and practical work experience. The internship program at Ulster County Community College is providing both, as internships can be arranged in most programs and fields of study. The most commonly applied learning initiatives are collaborative student-only team projects, community-based guest speakers, independent research projects, field trips, actual clients and role playing. In addition, applied learning techniques take place with great frequency, as they are part of course requirements and include nursing and veterinary hospital placements, education placements for teacher education students and 30 academic discipline-based internships each semester. Here is a sampling of our opportunities . . .

- Nursing received a Coca-Cola “Hundred Thousand Strong” grant. The focus of the grant is outside of the customary clinical practice with an emphasis on obesity. It is a collaborative effort spread among three locations: Stone Ridge, NY, SUNY Oswego and Brazil.

- The Graphic Design program’s Real World Classroom curriculum is a comprehensive model that includes actual studio clients, instructor and student lead on-location research, international COIL collaboration, as well as an emphasis on internships, freelance, public exhibitions and a newly formed design club.
• The Business-focused entrepreneurial studies program includes a student run business on campus. The program engages in the community with a speaker’s series featuring innovation and success in business. Along with reaping the benefit of internships the program is engaged in international online learning through COIL.

• Computer Science has embarked on real-life projects for actual clients as course content and structure. Most recently, computer science students collaborated with the Graphic Design Real World Classroom to develop an app for a student education and career plan.

UPSTATE MEDICAL UNIVERSITY
Upstate Medical University places students in meaningful clinical placements to help them acquire real-world skills.

WESTCHESTER COMMUNITY COLLEGE
Westchester’s internship program is now on Twitter! Follow @WCCInternships to get the latest updates on new internship postings on CollegeCentral, our online job posting board. Also, get tips on how to be the most attractive internship candidate out there! Have a quick question about internships? Tweet it to us!
Service-learning, community service, civic engagement and volunteerism. More than 30,000 SUNY students are currently engaged in formal service-learning programs for which students earn college credit, while tens of thousands more participate in community service and volunteer locally, nationally, and around the globe.
SUNY ADIRONDACK

Faculty, staff and students at SUNY Adirondack traveled to volunteer in a clinic in Chocola, Guatemala as part of a Global Health Issues service learning course in spring 2014. Students experienced first-hand the health care needs and state of the health care system in Guatemala through opportunities to assist in all facets of the clinic, including the operating room, post-operative care area, hospital recovery and the outpatient clinic. The group also spent time with the local people, who were eager to share their culture. The course helped students to develop an appreciation for the arts, history and civilization of the region—and they got to enjoy the occasional game of soccer too!

ALFRED STATE COLLEGE

Civic engagement is a pillar of education at Alfred State. The college has had longstanding programs in which its students engage in community service locally, across the United States, and abroad. One such program is Semester in the South, a semester-long experience in which students gain valuable hands-on learning and make a difference in struggling communities in the southern states. Alfred State senior carpentry students enrolled in the college’s building trades program spend the fall helping to rebuild two cities ravaged by Hurricane Katrina: New Orleans, LA, and Bay St. Louis, MS. This program has been in existence since 2009. Another program that is enhanced by community services is our Veterinary Technology program. Twice a year, students go to Haiti to host veterinary clinics and work with animals. In addition, Alfred State has recently established a “Civic Engagement” designation that recognizes classes in which faculty actively engage students in civic and service activities. This designation is becoming increasingly popular and participation in these courses is listed as “Civic Engagement” on students transcripts.

NYS COLLEGE OF CERAMICS AT ALFRED UNIVERSITY

The Drawn to Diversity program combines creativity and social justice to promote equality, reduce violence and strengthen communities. Founded in 2006, Drawn to Diversity features the Art Force 5 team, a real-life superhero team composed of students from the New York State College of Ceramics and Alfred University who spread the program message by leading community-based art projects, creativity workshops, and engaging history exhibits. The group features heroes wearing colorful

Navigator, Katie Merrill helped Joan review the online health plan options ultimately helping her to select a plan with $0 deductible and $0 co-pays. With tax credits, she was able to save several hundred dollars each month. She was overjoyed to find that she would no longer have to pay copays for her MRIs and cancer treatments. Because of the ACA, no insurance company could discriminate against her due to her cancer diagnosis. These examples highlight the hard work each navigator gives to every individual especially those with unexpected life events that need specific coverage.

UNIVERSITY AT ALBANY

This spring, University at Albany launched a new comprehensive data collection system to capture and communicate the many research, teaching and service projects of faculty, professional staff and students. The System is driven by annual surveys of faculty and graduate students and a web-based reporting system for undergraduate students. The system also includes new tracking attributes for courses with related components. This data will better position the campus to report its progress, understand the nature of this work and its outcomes, and develop more reciprocal partnerships while integrating efforts for greater impact.

One of the many programs the campus will capture information on is the UAlbany School of Social Welfare Navigator Program, (UAlbany Navigators) the program helps individuals, families and small businesses navigate healthcare options. UAlbany Navigators work to ensure that individuals, families, and small businesses are educated about health insurance options and receive assistance when navigating the online New York State of Health Marketplace. The program’s “no wrong door” policy allows individuals and families to use the UAlbany Navigators to compare health care plans to learn how plans differ, which doctors participate in each plan, and what subsidies are available to an individual to maximize health care coverage. The goal is to assist people in making decisions about their health care needs that allow them to receive preventative and ongoing health care. The UAlbany Navigators work with all individuals and families, with a focus on those who have previously been without health insurance, including young adults, individuals with employer-sponsored family coverage but high premiums who might save money in a New York State of Health Marketplace plan, individuals who have a recent job loss or divorce, victims of domestic violence, refugees, and others who have been without health care. UAlbany Navigators are also available to help those who speak Spanish. As UAlbany Navigator Caroline Margolis explains, “We’re supporting access to medical care, educating about how the process works and empowering individuals and families to take care of their physical health as they work towards greater well-being in the community. Some are receiving health insurance for the first time in their lives.”

UAlbany Navigator, Kevin O’Keefe recalls an individual who called the Navigator program “worried because she had been recently divorced and was no longer on her spouse’s insurance. She was overwhelmed since she knew she needed health insurance but didn’t know what to do. As a navigator, I helped this woman work through her options and the complicated online enrollment to get health insurance.” Navigator Katie Merrill assisted another client, “Joan,” who was terrified of the cost of her health options as she battled cancer and required weekly MRIs.
aprons (“capes in reverse”) and each possess their own artistic power. The team consists of Graphite, the illustrator; Brushstroke, the painter; Zoom, the photographer; 3-D, the sculptor; and Runway, the fashion designer. Their workshops use numerous modalities of learning including role playing, magic tricks, art activities, and positive reinforcement with prizes. Outreach is designed to address the unique needs of each school, community, or company. For example, Community-Based Art provides a productive and creative outlet for community members to express emotion and a diversity of viewpoints. Such projects can be used as a means to heal in the wake of tragedy, celebrate in response to triumph, or just acknowledge the events and issues that impact our lives. Drawn to Diversity recently hosted The Albany to Alfred Tour which paid tribute to the 50th anniversary of the Selma to Montgomery marches which led to the passage of the Voting Rights Act of 1965. The seven-day tour began in Albany on Saturday, March 7 and ended back in Alfred on Friday, March 13.

BINGHAMTON UNIVERSITY

Community Engagement, a 400-level, research intensive course involving semester-long research projects with sustainable outcomes, taught under the Departments of Asian and Asian American Studies and English, is a featured component of Binghamton University’s commitment to service. The course was created and is taught by Dr. Lisa Yun, a 2015 Engaged Faculty Fellow at Binghamton University. The course is student driven, with Dr. Yun and students working as partners to develop their goals and research agendas. “Pedagogically, I push the students to become engaged citizens through targeted research that addresses culture and community,” says Dr. Yun. “Philosophically, the ethos of the course is about producing research that addresses a knowledge gap on issues related to race, gender, culture, education, and justice. They lead to sustained dialogue among diverse peoples and construct the basis for productive relationships and work that extends beyond one class.” Community members act as participants and advisors, and their final assessment of student projects is an important part of determining final course grades. Designed like an honor’s thesis class, students must produce substantive research projects with an added requirement that the projects be sustainable from one cohort of students to the next.

Another unique feature of the course is the number of guest affiliates with whom the students are required to interview and correspond. Of these affiliates, a good number are Binghamton University alumni who have a long-term relationship with the course and Dr. Yun. As a result of his interaction with students in the Community Engagement course, one alumnus established a permanent endowment to the Community Engagement Program (CEP). Each summer, the Chang Memorial Internship provides a stipend to an undergraduate student who interns with a New York City community organization focused on Asian American communities and social justice. “Because of Professor Yun’s influence on me and my research, and helping me to interact with and embrace the community around me, I now have a more complete résumé and am a more complete person, more prepared for my graduation and future employment. Professor Yun has made me into a lifelong member of the community that she helps to enrich and bond together,” Joshua Chorman, Senior, Cinema and English Double Major. One example of a student project from the Community Engagement course is the Broome County Immigrant Guide, which fills a gap for new arrivals to Broome County, international students and local immigrants. Another student project is the mini-documentary film, “First Asian Settler of Broome County,” which was heavily researched and specifically addressed the need for more knowledge about “Asians” in Broome County.

SUNY BROCKPORT

SUNY Brockport teacher candidates in both childhood (grades 1-6) and content-specific adolescence (grades 7-12) programs take courses to become certified in both general and special education. Together with The Advocacy Center in Rochester, New York, students participate in service learning through a program called Together Including Every Student (TIES). After training and program development is complete, teacher candidates collaborate with each other, the course instructor, and the TIES program director to create activity sessions that include a varied representation of music, arts, games, and sports related activities. This community-based program promotes the participation of students with developmental disabilities in extracurricular and community activities with support from trained student volunteers.
SUNY BROOME

SUNY Broome Community College has made an extensive commitment to service in Haiti. Students in the 2015 Health for Haiti class at SUNY Broome Community College worked prior to traveling to the country to collect over-the-counter medical supplies and raise money to purchase prescription medication. In Haiti, students worked with Haitian doctor Germaine Robinson, seeing over 300 patients, establishing medical records for Haitian communities, distributing over 1,500 prescriptions and even helped to deliver a baby. As part of Clean Water for Grande Saline, students are working to install a Pall Aria AX1 water treatment/filtration system that can provide enough clean water for the entire community. This project was made possible by a generous donation of equipment, engineering time, and funds from the Pall Corporation. The families who live in the remote area of Grande Saline obtain their water from the local river which is contaminated by waste and garbage. Clean water will help to prevent a host of diseases that are caused or exacerbated by ingestion of dirty and contaminated water. The equipment has been delivered to Grande Saline (thanks to Geodis for shipping help) and we are in the process of completing installation of the system and training the operators in Haiti. The next step will be securing solar equipment to power the operation of the water filtration system. The campus has already partnered with ETM Solar Works in Endicott to obtain and install equipment to power the computer lab previously established in Grande Saline. The equipment was installed by students from the 2015 Health for Haiti class under the direction of ETM CEO, Dr. Gay Canough. Prior to installation of this system, the lab was powered by an unreliable and noisy gas generator. The computer lab currently serves ninety children and thirty young adults. The program hopes to set up a similar system for the computer lab that we established in Cite Soleil. Finally, the campus has partnered with Bridging the Digital Divide (BDDP, a collaborative effort between SUNY Broome Community College and the Binghamton University Center for Civic Engagement) to establish computer centers at rural and urban sites in Haiti. We use donated laptop computers that are refurbished and set up by BDDP volunteers to create the computer labs. BDDP computer literacy documents were translated into Haitian Creole and are being used to teach basic computer literacy to hundreds of children and young adults. We have also partnered with George F. Johnson Elementary School to set up an information and idea exchange between local children and children in Haiti.

BUFFALO STATE COLLEGE

The Volunteer and Service-Learning Center at Buffalo State College leads campus efforts to integrate service and learning, while working to support local agencies and schools in meeting community-identified needs. This award winning program connects community agencies with faculty, staff, and students in two highly effective ways: 1) linking agencies with faculty who teach service-learning classes to provide programming and support related to course content; and 2) facilitating student volunteerism through campus managed programs such as campus community service days, alternative breaks, and web-based volunteer postings. Recent community partner survey results indicate 95% of partners found the volunteer and/or service-learning interaction with Buffalo State influenced their organization favorably in one or more ways: 80% reported that the interaction assisted in meeting organization’s mission and objectives; 55% reported an improvement in meeting community needs; 50% reported new ideas were brought by students; and 38% reported an increase in the number of clients served. Service-learning and volunteer activities include school-based and after-school program support, homework help, dance classes, health and wellness supports, and academic offerings as well as organization supports including public relations, marketing, and advertising assistance, creative problem solving, assessment, community gardening, and housing renovation.

UNIVERSITY AT BUFFALO

The University at Buffalo (UB) offers students many exciting ways to learn and serve. Although our faculty and students engage with communities throughout the world, we are particularly committed to serving and collaborating with our immediate neighborhood. Each academic year begins with a UB Neighbor’s Day Block Party and Safety Fair that offers community neighborhoods and UB students living off campus a great opportunity to get to know one another in a comfortable social atmosphere. Throughout the year, students participate in a variety of service-related activities and programs involving the University Heights neighborhood. This year the Office of Student Engagement focused their “Saturdays of Service” on partnering with community leaders and organizations through painting, clean-ups, gardening, and other tangible neighborhood improvements. Students from the Academies, Honors College, and other programs throughout UB pitched in through tree planting, Operation Door Hanger, and the UB a Good Neighbor program. These student service activities complement ongoing collaborations with many community organizations within the South Campus neighborhood, providing meaningful opportunities for our students to serve, learn, and discover.
SUNY CANTON

Each year, hundreds of SUNY Canton students engage in philanthropic and community outreach initiatives, giving their time and effort to help others and promote civic responsibility. Students have conducted voter registration drives and disaster relief fundraisers for causes such as Hurricane Sandy. For the past three years, SUNY Canton has hosted the New York State North Country Region Special Olympics Summer Games with nearly 300 Special Olympians competing and some 200 students, faculty and staff volunteering for the event. In addition, students volunteer to work in soup kitchens, organize food drives, help build homes, help elderly and disabled community members with spring lawn clean up, help organize and assist with blood drives, organize book drives for young children, and provide hours of animal-related community service. For a number of years, students in the SUNY Canton Habitat for Humanity Campus Chapter have been spending their spring breaks helping to build or renovate homes for families in need throughout the country including Georgia, Florida, Kentucky and North Carolina. This year’s group also teamed up with the Raquette Valley Habitat for Humanity affiliate in St. Lawrence County on a local build site in Norwood, New York. “I admire our students’ dedication,” said William Fassinger, president of the Raquette Valley Habitat for Humanity affiliate and a professor in the Criminal Investigation program. “They will learn new skills while helping others. I’m certain they will remember this experience for the rest of their lives.”

CAYUGA COMMUNITY COLLEGE

Cayuga Community College (CCC) embraces education beyond the formal classroom and encourages students and faculty to find opportunities to link classroom learning with practical, service-oriented applications in the community. Service learning takes on many forms at CCC from student club activities to off-site community service as part of coursework as well as volunteering with community organizations in need of assistance. Students at CCC provide valuable service at local hospitals, nursing homes, elementary schools and Head Start, provide tax preparation services for low-income families, and conduct fund-raising on campus for local non-profit organizations serving those in need. Among the numerous Community Partners of CCC are Auburn City School District, Auburn Memorial Hospital, Auburn YMCA, Audubon Society, and Upstate Hospital, American Red Cross, United Way of Cayuga and Oswego Counties, and the Oswego County School districts.

CLINTON COMMUNITY COLLEGE

The Honors Program at Clinton Community College is a key example of service learning. The program supports a community where bright, intellectually curious and creative learners can thrive and develop their talents. The Honors Program also challenges and motivates students through special educational opportunities and enrichment experiences. Honors Scholars are expected to complete a minimum of four enrichment experiences to satisfy program requirements. Enrichment experiences allow students to engage in informal learning experiences, and are designed to provide services, leadership and/or international experiences. Each experience is a minimum of fifteen logged hours in the student’s choice of predesigned experiences or individually designed experiences.

SUNY COBLESKILL

Throughout the academic year, SUNY Cobleskill students volunteer their time to help combat food insecurity. In addition to supporting the annual Feed the Need food drive, various teams of students participate in outings to area soup kitchens such as the Lord’s Table in Oneonta, where they serve meals and help clean-up, and the Interfaith Partnership for the Homeless in Albany, where they cook and serve hot meals to shelter residents. In addition, several teams have volunteered at the Northeast Regional Food Bank in Latham where they sort and repackage food donations for distribution to over 1,100 food pantries in Upstate New York.

COLUMBIA-GREENE COMMUNITY COLLEGE

Involvement in the COARC program is one of many service learning opportunities for Columbia-Greene Community College (C-GCC) students. COARC is an organization whose mission is to, “expand abilities, one person at a time, so people experiencing disabilities can achieve their individual goals” in Columbia County, New York. The program consists of ten mini-courses taught by C-GCC faculty and staff on topics that have included: Women’s Circle, Men’s Violence Prevention, Introduction to Italian, Public Speaking, Historical and Contemporary Poetry, Diversity, CPR and First Aid, World History, and Computer Applications and Safety. C-GCC Human Services students mentor participants. The program began after...
COARC requested an educational program through the college. Dawn DeFino, Assistant Professor of Human Services developed the program. It includes the implementation of specialized training for student mentors, as part of their Human Services education. It also provides training for faculty and staff. “We saw this as an opportunity not only to meet a community need,” said Defino, “but to develop a state-of-the-art learning opportunity for our students who are majoring in the field of Human Services.” Students mentor in projects including the Women’s Circle, Men’s Violence Prevention, Introduction to Italian, Public Speaking, Historical and Contemporary Poetry, Diversity, CPR and First Aid, World History, Computer Applications and Safety, and Compass and Orienteering.

NYS COLLEGE OF VETERINARY MEDICINE AT CORNELL UNIVERSITY

The Southside Healthy Pet Clinic held in downtown Ithaca and sponsored by the New York State College of Veterinary Medicine at Cornell University is now entering its 20th year. The clinic was founded for the purpose of providing preclinical first- and second-year veterinary students the opportunity to develop their basic physical examination skills in a peer-mentored environment. It also serves the community by providing affordable preventive health care to pets of underserved and/or underprivileged local area residents. The clinic is held in the gymnasium of the Southside Community Center on the second and fourth Wednesdays of each month. Beginning three years ago, with a grant from the Kaplan Family Foundation, the clinic began reaching out to various underserved communities around the state with one traveling clinic each semester. Clinics have now been held in Buffalo, Queens, Brooklyn, Bronx, Syracuse, Albany, and Binghamton New York. This coming month the next traveling clinic will be held at a community center in Rochester. The clinic functions in a peer-mentored fashion and is staffed entirely by volunteers. Second-year students, who participated in the program in their first year, are the directors of the program and design the clinical program each month. They are there to assist and mentor the first-year students during their history taking and physical examinations. The students are fully in charge of the health appointment from start to finish. In the background are clinicians and faculty from the Cornell University Hospital for Animals who act as consultants when students require aid. When the clinic is on the road, Veterinary College alumni based in the areas visited are asked to serve as mentors themselves. The alumni working around the state love to come and see the young people who are currently training at the College, and they love contributing to that training. The Southside Healthy Pet Clinic program will be endowed by the end of May 2015 with one half of the endowment coming from the College of Veterinary Medicine Alumni Association. Last year, the clinic officially became a college course entitled “Directing Community Practice” where eight second-year student directors gain credit as they acquire skills in mentoring, clinic management, and community engagement.

CORNING COMMUNITY COLLEGE

More than 150 students participated in the 2014 Southern Tier First Lego League competition hosted by Corning Community College. The day-long competition uses Legos and robots to help students explore the fun and excitement of science and technology and is part of an international event that began in 1998. Today, more than 25,000 global teams of students aged 9 to 14 participate in the annual competition. According to League Coordinator Carl Strong, the teams will compete in three areas: the Robot Game; the Project; and the First Lego League Core Values. During the Robotic Game portion of the competition, teams must negotiate a robot that they built through nearly a dozen timed tasks. This year’s Project challenged students to identify a new or improved way for people to learn. The third element of the competition required that students demonstrate core values such as working together, responsibility, and respect for others’ ideas. “The teams are guided by coaches who serve as role models and our decision to host the competition at Corning Community College is an easy way to highlight the path that will show students a clear option to transform the excitement they feel when they leverage science to make the world better into a career that will actually allow them to use science and technology to do just that,” said Strong.

SUNY CORTLAND

Every year approximately 250 Cortland students work with hundreds of people with disabilities in the Cortland community through weekly adapted recreational and physical education programs on campus. SUNY Cortland, a leader in adapted physical education, also runs a mentorship program that pairs students with community members who have disabilities with the goal of increasing their physical activity.
SUNY DELHI

Both the construction and hospitality departments at SUNY Delhi include service learning projects in and around the Delhi community as part of the curriculum. In construction, a number of community projects are assigned each semester. A recent project included development of information kiosk boards for the Town of Delhi. SUNY Delhi students also work with a chapter of the not-for-profit Habitat for Humanity to build a home in the community. The Hospitality Department offers a course entitled Banquet Management where students hold fundraisers as part of the course curriculum—proceeds from a recent corned beef dinner were donated to the senior services charity in the Delhi area.

DOWNSTATE MEDICAL CENTER

A hospital is more than a place where people go to heal, it is a part of the community. Each year, as part of National Hospital Week Celebration, Downstate Medical Center hosts a Community Health Fair. The event, free to the public, features a series of free health screenings—asthma, blood pressure, cholesterol, hearing, vision, multiple types of cancer and more. This event is organized by the University Hospital at Downstate and Downstate’s Health Disparities Center and is a true community event that even offers fun activities for children. The 2015 fair marks the 29th anniversary of this important event.

DUTCHESS COMMUNITY COLLEGE

Dutchess Community College’s THE120 – Performance Skills for the Classroom course has the primary goal of empowering future teachers with theatrical skills that will help them improve their teaching and make more meaningful connections with future students. To that end, one of the three big projects in the class is bringing a children’s storybook to life. Students work with partners and use props, costumes and music to develop a highly theatrical presentation of their chosen book. It is a great project that encourages students to focus on teaching as a performance. THE120 classes have visited pre-schools and elementary schools to perform.

EMPIRE STATE COLLEGE

Faculty members are currently building service learning and community service opportunities for adult students at the Empire State College location in Staten Island. In addition to shifting college demographics and the enrollment of younger students, trends show that working adult students are looking to change careers or pursue college degrees to enhance opportunities for advancement in their current field; service learning can be a valuable part of that discovery process. Students have done work as part of their credit bearing coursework in community programs such as: Lifestyles for the Disabled, the local YMCA (work with children and families), local Jewish Community Center (primarily work with the elderly), and Stephen’s House (a residence for foster youth and pregnant teens). In addition, faculty members are currently developing and piloting instructional strategies for internships with adult students, as the literature in this area is sparse. Thus far, approximately 30 students have participated in the piloted applied learning opportunity with the community programs and one student was placed at the local YMCA during the 2014-2015 academic year. During the summer term of 2015, a group of students will be placed at Lifestyles for the disabled, while another small group of students will be placed at Stephen’s House and the local YMCA, and the local JCC in the Fall of 2015.

COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY

ESF is among the Peace Corps’ Top Volunteer-Producing Schools. The College of Environmental Science and Forestry (ESF) ranks No. 8 in the small schools category of the Peace Corps’ 2015 Top Volunteer-Producing Colleges and Universities across the country with 12 alumni currently volunteering worldwide. ESF alumni are serving in Ethiopia, Gambia, Madagascar, Malawi, Nicaragua, Panama, Senegal, Sierra Leone and Zambia in agriculture, education, environment and health. “The Peace Corps provides an indispensable opportunity for young people out of college to put their unique skills to work making a difference for communities around the world,” Peace Corps Director Carrie Hessler-Radelet said. “Volunteers make lasting change by living and working at the grassroots level in their communities of service and using their talents to tackle some of the most critical challenges in international development.”

Alumni from more than 3,000 colleges and universities nationwide have served in the Peace Corps since the agency’s founding in 1961, including 170 ESF alumni.

“My main project is to work in two elementary schools co-teaching a science class, leading youth groups and gardening with the students,” said Leah Davis, a 2014 ESF graduate who is serving as an environmental education volunteer in Nicaragua. “I hope to do other projects such as building improved ovens and stoves as well as projects related to reforestation and trash.”
ERIE COMMUNITY COLLEGE

Senior Dental Hygiene students from Erie Community College recently participated in National Give Kids a Smile Day at the Just 4 Me Pediatric Dental Office in Getzville. As part of the very successful day, 180 children without dental insurance received treatment including exams, dental X-rays, cleanings and fillings and 175 preventive sealants were placed on children’s molars to help prevent future cavities. Several junior students also assisted in this program. Dr. Marti Peterson, ECC alumnus is now on staff as a dentist for the practice.

FARMINGDALE STATE COLLEGE

Freshman and sophomore dental hygiene students at Farmingdale State College serve both the campus and surrounding communities via the campus’s state-of-the-art Dental Hygiene Care Center. In addition to providing preventive oral health services at the Center, the students also attend many community health fairs, soup kitchens, Head Start programs, and informational events where they provide free oral cancer screenings, blood pressure screenings, dental nutritional counseling, fluoride varnish, and oral health education to the public. During their sophomore year, students work collaboratively on a community service project where they are required to identify a target population (i.e., nursing home residents, elementary, middle, or high school classes), complete a full assessment of this population’s oral health needs, develop an educational program that is appropriate for their target population and present it to the community.

FASHION INSTITUTE OF TECHNOLOGY

Under the direction of Fashion Institute of Technology Associate Professor Carmita Sanchez-Fong, five Interior Design students helped build a school in the Guatemalan village of Chidonjuan, using 6,000 plastic bottles. The bottles are filled with inorganic trash, attached to chicken wire connected to a wood frame, then covered in concrete. The project was a collaboration with the Community of Friends in Action of Leonia, New Jersey, and Hug It Forward, a nonprofit that builds “bottle schools” in Latin America for half the price of traditional construction. This is one of more than 330 volunteer service initiatives in which more than 2,700 FIT students participated last year, reflecting the college’s commitment to community service. Projects ranged from Toy Design students’ storytelling workshop with second-graders in the child welfare system to an annual dance-a-thon to benefit KIDS (Kids in Distressed Situations).

FINGER LAKES COMMUNITY COLLEGE

The A.S. human services degree program at Finger Lakes Community College (FLCC) has developed a conscious engagement with the community. Students work with children, young adults, persons with disabilities, the elderly, and/or those who are in need. Projects across the program have an immediate impact and develop skills for later employment in community agencies providing health, education and welfare services. Members of the Human Service/Social Science Club at FLCC actively participate in activities with Gleaner’s Community Kitchen, Oxfam Hunger Banquet, and The Adam Walsh Center for Missing and Exploited Children and also participate in the CROP Walk and March of Dimes Walk.

SUNY FREDONIA

Fall Sweep is an annual community service opportunity in which students go out into the community to rake citizens’ leaves and ultimately build rapport between SUNY Fredonia and the surrounding town. Nearly 500 student volunteers participated in Fall Sweep, an event is hosted by the Applied Communication Association (ACA) and co-hosted by the Public Relations Student Society of America (PRSSA). Fall Sweep has grown to be one of Fredonia’s largest service events each year, and it is an excellent opportunity for student group members to bond while making a difference in the community. This year’s Fall Sweep was done in conjunction with Fredonia’s Days of Service, a week-long event that combines volunteer efforts and service-learning projects at various locations throughout the local community.
FULTON-MONTGOMERY COMMUNITY COLLEGE

Students in the Think Peace Club at Fulton-Montgomery Community College (FM) celebrated this year’s “Random Acts of Kindness Week” with daily events including: Pay it Forward— Random Acts of Kindness Commitment; a Building Peace Class; an Inspiration Kindness Quote Exchange; Be Kind to Yourself Meditation Break; a Compliment Booth; Be Kind to the Earth Day; and the Annual Club Fair. “The club’s goal is to help others to support a kinder, more civil and peaceful world at FM, in the community, and globally. In the words of Desmond Tutu, do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world,” says Club Advisor and Psychology Instructor John van Bladel. According to van Bladel, the Think Peace Club has four simple goals: helping to promote peace through patience, equality, awareness, civility, and empathy; helping promote peaceful/ nonviolent methods of resolving conflicts; helping promote peace by respecting the dignity, diversity, and human rights of all people; and, supporting the practice of civility individually, in the school community, and in the local community.

GENESEE COMMUNITY COLLEGE

Students in Genesee Community College’s (GCC) education program volunteer their time at a local EcoFest function. Co-sponsored by GCC’s Student Activities Office, College Village, and Brockport-based Generation Cool, Cool Kids ECOfest is a fun-filled, educational event that aims to increase awareness of important environmental issues while celebrating Earth Day. The event is free and open to the public. More than 40 exhibitors will have booths including exotic wildlife, environmental educators, and “make-it, take-it” activities.

SUNY GENESEO

For the past six years, students from SUNY Geneseo help grant wishes during their alternative spring break trip to Give Kids The World Village in Kissimmee, Florida. Give Kids The World is the nonprofit resort where children with life-threatening illnesses and their families are treated to a week-long, cost-free vacation. Over the course of the week, Geneseo students work side-by-side with Give Kids The World staff serving meals, assisting with work projects, and participating in evening entertainment for the families.

HERKIMER COUNTY COMMUNITY COLLEGE

Herkimer County Community College’s Athletic Department provides outreach to youth in the community by visiting local schools to present an anti-bullying program. The “Adopt a School” outreach initiative was developed three years ago by Athletic Director Donald Dutcher and Assistant Athletic Director Richard Dawkins. Students are taught about physical, emotional, social and cyber bullying, with visual demonstrations given by Herkimer College athletes. In January, presentations were made at Herkimer BOCES, Herkimer Elementary School and Westmoreland Road Elementary School. The program was designed to give participants a thorough understanding of the types of bullying and where it is most prevalent during their daily schedule. The Athletic Department coaches and administrators have presented a variety of topics during their “Adopt a School” visits over the past three years. Their goal is to teach students and potential student athletes the importance of exercise, eating healthy and studying on a regular basis, and that it pays to be good to others.

HUDSON VALLEY COMMUNITY COLLEGE

Faculty and student volunteers at Hudson Valley Community College worked to create opportunities for residents of the city of Troy to engage in discussions leading to a clear, non-partisan direction for the city, allowing individuals and organizations of Troy to work together to create a better and more vibrant future. The results of preliminary discussions held throughout the city were used to facilitate city-wide forums during the winter of 2013/2014. In addition to Hudson Valley Community College, Russell Sage College, Rensselaer Polytechnic Institute and Emma Willard School participate in the program, which recently received a Louis and Hortense Rubins Community Fellows Program Grant.

JAMESTOWN COMMUNITY COLLEGE

Students in Jamestown Community College’s environmental science program have joined the Roger Tory Peterson Institute of Natural History and the Chautauqua Watershed Conservancy in the quest to find the Hemlock Woolly Adelgid (HWA) invasive species and halt its spread. Survey teams evaluated the South Valley State Forest in Cattaraugus County and Hatch Run Conservation Demonstration Area in Warren County. HWA is an aphid-like insect, originating from Japan and China, which feeds off of the food storage cells below the needles of a hemlock tree and hides itself under white woolly masses for protection. Within three to five years, an individual tree can succumb to an HWA infestation if left
unnoticed. Infestations, which have spread throughout much of the eastern United States, were found recently in Zoar Valley Multiple Use Area, Allegany State Park, and an expansive woodlot in Fredonia. Early detection of the pest is crucial as the spread of HWA can be slowed and possibly prevented.

JEFFERSON COMMUNITY COLLEGE

The Center for Community Studies at Jefferson Community College supports and facilitates a wide range of community-building and educational activities that engage the community. In collaboration with community partners, the Center conducts unbiased community-based research and provides a forum for the productive discussion of ideas and issues of significance to the community. Through the Center, nearly 400 JCC students each year gain real-world experience applying the concepts and mathematics knowledge learned in their classes to actual research. Under college supervision, students in Mathematical Probability and Statistics I and II, as well as many students in Elementary Statistics, have the opportunity to participate in all levels of research-design, formulation of questions, data collection, data cleansing and analysis, interpretation, compilation and presentation of data to community-at-large. The research conducted by the Center is often the catalyst to improve communities with the data used by local leaders, planners and grant writers to validate, support and fund the development of new initiatives. Research topics are relevant to the local community and the data collected and analyzed is local, not statewide, national or even regional in nature.

MARITIME COLLEGE

More than 40 first-year students from Regiment Section 2 at Maritime College performed a service project for the Life Is Priceless Foundation’s (LIPF) 2014 Commit Courage Gala aboard the USS Intrepid in NYC. SUNY Maritime cadets assisted the Foundation in its donation of $100,000 to the Wounded Warrior Project. LIPF supports research and treatment of depression and suicide prevention.

MOHAWK VALLEY COMMUNITY COLLEGE

Service learning is incorporated into many degree programs at Mohawk Valley Community College (MVCC). Students in MVCC’s Carpentry and Masonry program engaged in a service learning project by creating exhibit carts, shelving and storage for the Oneida County Historical Society.

MONROE COMMUNITY COLLEGE

Students taking Monroe Community College’s ESL 100 course invite ESL (English as a Second Language) high school students from local school districts to visit them at Monroe Community College. The ESL 100 students present Getting Started at MCC as well as discuss college expectations. They hold poster sessions on the application process, placement testing, financial aid, Student Support Services (high school vs. college preparedness), and campus clubs. The high school students are also provided campus tours conducted by Student Ambassadors. Simultaneously, the ESOL Program Coordinator and cross-cultural counselor (who registers all new incoming ESOL students) meets with the high school teachers and counselors to provide them with ESOL Program information. The high school students can see themselves as future MCC students, and many attendees have matriculated at MCC (reoccurring event since 2013).

MORRISVILLE STATE COLLEGE

The April Month of Service is an annual event at Morrisville State College organized through the college’s Mustang Outreach and Volunteer Efforts (MOVE), an organization that reaches out to help those less fortunate in the community. Although students are only on the college campus for a few short years, they understand what it means to be part of a community and take pride in giving back. In a campus automotive lab, four Ford ASSET students volunteered to perform oil changes for the elderly, while dozens of other students donated blood, helped clean up the Morrisville neighborhood and swapped t-shirts to help local families in need. Massage therapy students pitched in too, providing massages at the Hope Network in Liverpool and members of the college’s Conservation Tri-Society assisted with cleaning up the trout pond at Roger’s Environmental Education Center. “It feels great to be helping out,” said Chad Smith, of Clay, one of four Ford ASSET students who provided oil changes to selected elderly residents in the community. “I was happy to give something back to the community.”

NASSAU COMMUNITY COLLEGE

The Conversation Partners (CP) Program at Nassau Community College matches English as a Second Language students with volunteer faculty, staff and students. Conversation Partners focuses on assisting students improve their conversational English-speaking skills. Students and their partners commit to meeting once a week, for at least 30 minutes, to practice English conversational skills throughout the semester. Many volunteers participate in the Conversations as part of their service learning experience at NCC. Last year, over 100 students were paired with volunteers.
**SUNY NEW PALTZ**

The New Paltz Rescue Squad (NPRS) has been providing advanced life support coverage to the Village and the Town of New Paltz since 1973. It has expanded from a small staff, single-ambulance unit to a 24-hour care provider, thanks in part to the contribution of dozens of student volunteers from SUNY New Paltz, who freely offer their time in hopes of serving the community and accruing valuable training and experience. Jason Conway, chief of operations at the NPRS, said he currently has about 25 volunteers on staff who are also SUNY New Paltz students, and that these make up nearly 30 percent of his total volunteer pool. “We find that the New Paltz students are especially enthusiastic,” Conway said. “They want to be here, and they want to help serve their community. They may only be here for three or four years, but they’re helping the people they see every day—store owners, retired people, even their fellow students on campus. It’s a nice way to give back.” Volunteering with the Rescue Squad also offers students interested in medical careers valuable training opportunities, including EMT classes and ambulance driving lessons.

**NIAGARA COUNTY COMMUNITY COLLEGE**

Niagara County Community College students taking PSY270: Psychology of Teaching & Learning receive training as peer mentors. Students in the class are then paired with students with disabilities who self-report to the college’s Accessibility Services office in a mentoring partnership. Mentors and mentees are matched according to academics and core interests. The peer mentors apply concepts from class, including cultural diversity, interacting with students with exceptionalities, and applying motivational theories. Mentors meet with their assigned mentees weekly and assist them with various aspects of college life including time management, study skills, and organization strategies, while also linking them to important campus resources such as the Academic Achievement Center, Wellness Center, and the offices of Student Development and Student Life. The program offers mentees an additional avenue for gaining academic support on campus while providing mentors, many of whom plan on careers as teaching assistants or teachers, with opportunities to apply their knowledge about student learning and gain practical experience working with students.

**NORTH COUNTRY COMMUNITY COLLEGE**

Students majoring in Sports and Event Management at North Country Community College annually join forces with the Saranac Lake Winter Carnival planning committee to implement a fun-filled day of community activities at the village-owned ski center at Mt. Pisgah. Students run the inner tube races, ensure safety and cheer youth as they embrace winter, share time with friends and family and celebrate Winter Carnival.

**OLD WESTBURY**

SUNY Old Westbury’s award-winning Community Action, Learning and Leadership Program (CALL), requires all first-year student to participate in course-embedded community service as a core component of their first year curriculum, providing a unique learning experience that promotes civic engagement while building the capacity of partner organizations to address the needs of their community constituents. The SUNY Old Westbury chapter of Active Minds was named National Chapter of the Year in 2014 during the 11th Annual National Mental Health on Campus conference. The Old Westbury students involved in this student organization were recognized for innovative programming that was deemed to have made significant strides in changing the campus culture surrounding mental health. The students planned and led large-scale programs like No Stress Fest, Operation Beautiful and PostSecret U.

**SUNY ONEONTA**

First-year students at SUNY Oneonta are encouraged to perform volunteer work in their new community. This annual event is led by the campus’s Center for Social Responsibility and Community which works in collaboration with nearly 100 nonprofit agencies across Oneonta. Students work on such projects as invasive species mitigation, assisting local teachers with instructional materials, and visiting nursing home residents.

**ONONDAGA COMMUNITY COLLEGE**

Ask anyone who participated in Onondaga Community College’s Architecture + Interior Design Club Alternative Spring Break trip and you will hear words like: “the best,” “amazing,” “life changing,” and “memorable.” Participating with the American Hiking Society at James River State Park in Virginia, fifteen Architecture + Interior Design students, along with their professor, spent six days on a unique service-learning project.
A request by the staff at James River for an addition to the Children’s Natural Play Area was the basis for the largest project the group completed. Volunteers designed and constructed a gazebo and tunnel for this area providing the opportunity to apply classroom knowledge in the field. All construction was done with donated or scavenged natural materials including bamboo, grape vines and oak disks from a fallen tree on the site. Construction techniques and design concepts from coursework were utilized in the structures. Collaboration was mandatory to complete the work within the time allotted and critical thinking and problem-solving skills were utilized to get the job done efficiently.

This Alternative Spring Break experience was an effective method to help students become active, responsible citizens. It exposed students to the needs of the larger society, engaged them in addressing those needs through community service, and connected what they have learned in the classroom to the real world.

Altogether, the group committed 480 hours to the service work at James River State Park. As a result of these hours, combined with the service hours the Club did in the fall semester, they earned and were honored with the President’s Volunteer Service Award, a national recognition, which came with a silver pin, a certificate, and a letter from President Obama.

**COLLEGE OF OPTOMETRY**

Service learning is an integral component of the College of Optometry’s mission and is carried out across its academic programs. College of Optometry faculty and students provide free eye and vision care to underserved populations throughout New York City. The college’s partnership with the Bowery Mission enables it to provide free care at two locations in Manhattan. In addition, providing care to those who are home-bound is a key part of the service program. The campus conducts dozens of vision screenings at schools and community centers throughout the city each year.

**ORANGE COUNTY COMMUNITY COLLEGE**

The 11th annual holiday Adopt-A-Family campaign at SUNY Orange was once again a success, as the college provided gifts and grocery support for 220 individuals in 48 families. Since 2003, SUNY Orange faculty, staff and students have been working with local non-profit organizations to adopt less fortunate families during the holidays. Over the 11-year period that the program has been running, SUNY Orange has helped a total of 2,272 individuals in 643 families. Contributions and donations this year were provided by SUNY Orange employees and 14 student clubs. Gifts and groceries this season were distributed to local schools and organizations, including Safe Homes of Orange County, Presidential Park and Truman Moon Elementary Schools in Middletown, and Horizons-on-the-Hudson Elementary School in Newburgh.

**SUNY OSWEGO**

The Mentor-Scholar Program at SUNY Oswego, now in its third year, is built upon decades of collaboration between the campus and the Oswego City School District. The program was developed to support student retention initiatives in Oswego County and continues to be a unified effort between SUNY Oswego, the Oswego City School District and AmeriCorps VISTA. The program pairs SUNY Oswego undergraduates and at-risk scholars from the Oswego City School District in one-on-one mentor/mentee relationships designed to help District students achieve higher levels of academic and social success. The program, which requires that the mentoring pairs meet after school twice per week for one hour, provides SUNY Oswego volunteers with an opportunity to improve their community while gaining useful knowledge for their future careers and lives. The Mentor-Scholar program is coordinated by a full-time professional staff member, a full-time AmeriCorps VISTA member and a part-time graduate assistant. Highlights from a recent program assessment reveal that 98% of SUNY Oswego mentors feel they have gained professional skills that will be advantageous in their future careers; 98% of SUNY Oswego mentors also state a stronger feeling of civic engagement and awareness of the Oswego community; 95% of Oswego City School District students report enjoying spending time with their mentor, along with feeling that they are making positive decisions; and 100% of active participant families report that the program is making a positive difference with their student.

To support the program’s social initiatives, Mentor-Scholar also coordinated a variety of social events to help mentees connect with the local community, including a bowling outing at Lighthouse Lanes, a campus visit with a tour of the new Shineman Center, a Fahrenheit 451 Event, ice skating and more. The annual Mentor-Scholar Recognition Dinner gathers school administrators, program staff, mentors, mentees and their families to congratulate all participants on their hard work and to celebrate the year’s successes.
SUNY PLATTSBURGH

Service learning has long been part of the academic mission at SUNY Plattsburgh as illustrated by three key programs: alternative break, Shine On!, and the Ted K. Earth Day Million Can Plan.

The Alternative Break Program has been active at SUNY Plattsburgh since 1994 with over 1,500 students and faculty/staff volunteering to help communities in need. The program aims to increase students’ sense of civic responsibility, develop their leadership skills, and increase their appreciation of diversity. In 2013-14, 77 students and staff participated in seven Alternative Break trips, working with organizations such as Head Start and Habitat for Humanity, to provide over 3,000 service hours. After the hands-on service experience and guided reflection activities, 96% of Alternative Break survey respondents indicated that because of the experience they would volunteer for other activities in the future; 92% felt they developed a skill through the experience, including communication, leadership, organization, teamwork, time management, and practical skills such as carpentry and child care; and 96% felt that their Alternative Break experience complimented their educational experience.

The Shine On! program, now in its fifth year, is also a two-semester, six-credit, applied learning class. Each year, a committee of approximately eight female students creates the Shine On! conference for over 200 third- to fifth-grade girls. The mission of Shine On! is to build resiliency in young girls to better prepare them for middle school and life. The three themes are media and marketing literacy, communication skills, and tips to improve character strengths. Key to the program are 50 college women mentors who lead the young girls through 10 workshops during the weekend conference held on campus. In addition, all the workshops are designed by the committee which recruits community professionals and graduate students to teach the sessions. Shine On! also has a Raising Resilient Girls parent workshop series that teaches parents how to raise a strong daughter full of self-confidence. The student committee creates the workshop topics, finds experts to teach the workshops, handles all the logistics such as food, publicity, etc., and does some of the grant writing to find funding.

The goal of the Ted K. Earth Day Million Can Plan is to collect and redeem one million cans and bottles from the college and Plattsburgh community to benefit the Ted K. Center, the youth center located within the Plattsburgh Housing Authority. Over the course of two semesters, 10 upper level students coordinate the participation of over 65 SUNY Plattsburgh clubs, Greek organizations and sports teams as well as every residence hall in the campus-wide effort. With over 20 local businesses having also agreed to take part, it is estimated that close to 5,000 students and community members participate. Find the project website at www.millioncanplan.weebly.com.

SUNY POTSDAM

The Jamaica Field Service Project at SUNY Potsdam is a 10 day, short-term, international service learning experience where students learn about the diverse people, society, culture, and music of the Caribbean and West Indies. The course begins with a detailed introduction into the elements of Jamaican society. Coursework continues in Jamaica, where students participate in daily training sessions and service work at local schools and care centers. Students take part in supervised tutoring, music education, health care, sound recording and music therapy activities related to their area of academic specialization. This experience is open to all SUNY students and there are currently five trips offered per year.

PURCHASE COLLEGE

Service learning at Purchase College combines teaching, learning and reflection; merging classroom course curriculum with meaningful community service, high impact learning, and opportunities for civic engagement. The campus Division of Student Affairs offers a 4-credit course through the Interdisciplinary Studies program entitled, Fundamentals of Service Learning (IDII100). Utilizing the social capital lens, students look at how an environment impacts the way service learning is done, and how it is viewed by members of society. In addition to weekly class meetings, the students perform service opportunities with campus stakeholders. Students take part with groups including Great Potential and CASA Purchase as service learning experiences for internship credit. Both organizations provide hands-on service learning experiences that students discuss through intricate class reflections. Service projects in this course include designing and presenting interactive workshops to students in local middle and high schools, assisting with conversations of English Language Learners, and participating in campus-wide achievement programs.
ROCKLAND COMMUNITY COLLEGE

The Volunteer Service Program at Rockland Community College provides a wide array of opportunities for students to develop a sense of social awareness and an understanding of life, work and responsible citizenship. One of the program highlights is the semi-annual Volunteer Fair, which brings an array of local non-profit agencies to the campus so that students who want to volunteer their services have the opportunity to interact directly with agencies whose needs are potentially compatible with the their own skills and interests. The Volunteer Fair, which typically attracts over 200 students twice a year, creates a unique opportunity for students to meet and interview multiple agencies. When a student’s skills and interests are matched with a local non-profit program, a partnership is formed from which the whole community benefits. The Volunteer Service Program works with over 95 local non-profit agencies. Students who achieve 42 hours of volunteer services throughout their academic career receive credit on a co-curricular transcript.

SCHENECTADY COUNTY COMMUNITY COLLEGE

At Schenectady County Community College (SCCC), service learning is defined as “an active teaching and learning strategy that integrates meaningful community service with student learning.” SCCC students and instructors have embraced this modality of learning as an exciting methodology of teaching and learning. Service learning was defined and formalized at SCCC in 2010 by participation in Project Slate (Service Learning and Teacher Education): Capacity Building for Stronger Schools and Communities in NY’s Capital Region, and was a consortium grant-funded initiative. Slate was a three-year federally funded grant project. At SCCC, the grant resulted in service learning requirements embedded in credit-bearing courses. While originally housed in Early Childhood and Teacher Education Transfer courses, the concept soon spread to Human Services courses and the Liberal Arts: Honors Concentration. Additional instructors from multiple disciplines have added service learning assignments to their courses. To support faculty efforts, Academic Affairs launched a service learning web page that provides links to national, international, and discipline specific resources, as well as sample service learning assignments at SCCC. Service learning is officially embedded in 10 courses at SCCC. Service learning provides students with a pathway to connect and become familiar with the community and its resources. Another benefit is that students form bonds with one another. Research indicates that students are more likely to remain in college and complete a degree when they feel connected to other students.

STONY BROOK UNIVERSITY

Stony Brook University (SBU) is the site of the Children’s Defense Fund (CDF) Freedom School. The CDF Freedom Schools program is a summer enrichment program designed to reach underserved youth through a structured learning environment that brings communities and families together and uses the best practices of teaching within a culturally appropriate environment to engage children in learning. Each year, the SBU Freedom School hosts 50 low-income students from the Longwood and Wyandanch school districts in its summer program. The program’s mission is to boost student motivation to read, generate positive attitudes toward learning, and to instill a commitment to social justice and community service and change. An essential part of the program is that it engages and trains Stony Brook University undergraduate and graduate students to act as mentors and role models to the children. Faculty and staff from across the University are engaged in the Freedom School. The Freedom Schools’ Integrated Reading Curriculum (IRC) is designed to excite the young participants about the joy and fulfillment that comes from reading with each week’s lesson to be revolved around the theme, “I Can Make a Difference.”

SUFFOLK COUNTY COMMUNITY COLLEGE

You will find engaged students serving members of the community across Suffolk County Community College’s three campuses, extension sites, and clinical and field placement locations. Examples of service learning include: nursing students shadowing professional colleagues and providing care at numerous county hospitals; education students in early childhood classrooms; and advanced writing students designing public relations material for INN, a network of interfaith Suffolk soup kitchens. In addition, the service of SCCC students extends far beyond the county confines to national service and service honoring veterans and law enforcement officers. For example, after intensive group preparation, spring break 2015 found a cadre of SCCC students working with some of San Diego’s homeless under the direction of the college’s Office of Student Affairs.
**SULLIVAN COUNTY COMMUNITY COLLEGE**

Metamorphosis, one of the Freshman Seminar courses offered at Sullivan County Community College, is required of all first-time, full-time students, and provides a theory-based mechanism of student support within the first semester of college. The course is designed to achieve six goals: provide academic support; foster a collaborative cohort; establish faculty-mentorship; instill a sense of place; promote critical self-analysis pertaining to the development of personal and professional identity; and cultivate a value of service within the context of sustainable community. Students utilize a range of resources on campus to improve both academic and personal success and together complete a sustainability-oriented class service project. Students in one of the fall 2014 Metamorphosis classes raised close to $500 from the “Zombie 5k” run which they used to purchase supplies for 50 survival kits to be distributed through Sullivan’s County’s Court Appointed Special Advocates (CASA) program. CASA speaks for the best interests of abused and neglected children in the area’s court system. Each kit contained a blanket, hat, scarf, gloves, tooth brush and tooth paste, hand sanitizer, basic first aid supplies, crayons, coloring book, stuffed animal, two books, one toy, a candy cane, a calculator and other miscellaneous school supplies.

**SUNY POLYTECHNIC INSTITUTE**

In 2014, SUNY Polytechnic Institute students Nick Arbour and Adam Peters received worldwide attention upon completing a project to enable an injured war veteran to continue pursuing his passion for golf. Arbour and Peters, both recent engineering graduates from SUNY Poly, took on the challenge to design and fabricate an adaptive golf club, specially designed for Sgt. Rick Yarosh, who suffered extensive injuries when a makeshift bomb hit his tank while he was on patrol in Iraq in 2006. More than 60% of his body was burned and his right leg had to be amputated below the knee. Upon hearing his story, Arbour and Peters set out to create an adaptive golf device unlike any other. Their creation can accommodate different clubs and be used with only one hand, giving Yarosh the opportunity to return to the sport he loves. Arbour and Peters worked on their prototype for 12 weeks, in and out of classes, and presented Yarosh with the finished product in fall 2014.

**TOMPKINS CORTLAND COMMUNITY COLLEGE**

The Student Activities Office at Tompkins Cortland Community College (TC3) leads a campus-wide food drive to restock local food pantry shelves after Thanksgiving. The food drive began several years ago with donation boxes placed on campus and has now grown to include events such as CANstruction, where teams of students, faculty, and staff use cans of food to be donated to build structures in a friendly competition. The drive now provides enough food to stock the pantry shelves well into the spring.

The Hunger Banquet is scheduled during campus-wide International Education Week, sponsored jointly by the Global Initiatives Council, the Office of Multicultural Affairs, and Student Activities. Entry to the hunger banquet is a suggested donation of one can of food or one dollar, both to be donated to the Dryden Kitchen Cupboard. Upon arrival, students are assigned to represent one of three socio-economic classes and are asked to read from randomly assigned character/family cards, descriptive of each class. These anecdotes offer the evening a personal feel, where participants learn about genuine experiences of people around the world and within the U.S. dealing with food insecurity and hunger. The event concludes with a meal where the quality and quantity of food available for consumption varies within each class.

**ULSTER COUNTY COMMUNITY COLLEGE**

Volunteer service and service learning opportunities are many at Ulster County Community College. As part of its 50th anniversary celebration, the college organized the “Honoring Our Community: SUNY Ulster Promotes Reading!” book drive. Students, faculty and staff donated hundreds of new and gently used books to be distributed through The Lisa Libraries to local children whose families are served by social service agencies. In an effort to spur economic development through the arts, SUNY Ulster arts students provided design services to local non-profits. Design students gained real world experiences while providing pro bono services to organizations such as the Ulster County Habitat for Humanity and Strand Community Organization for Rehabilitating the Environment (SCORE).

**UPSTATE MEDICAL UNIVERSITY**

The Center for Civic Engagement at Upstate Medical University coordinates volunteer experiences for students in the Syracuse community. The Center maintains relationships with many community partners, primarily not-for-profit organizations and social service agencies. Through these relationships, Update students have worked with more than 300 youths at 16 local community organizations. The Center also facilitates international opportunities in selected countries where Upstate Medical University has an established presence.
WESTCHESTER COMMUNITY COLLEGE

The Commit to Change Leadership Development Program at Westchester Community College (WCC) is a 12-week leadership experience in which teams of students work together to create plans to generate social change on campus or in the local communities. For example, in spring 2014, three students began their quest to educate students at WCC about the cycle of domestic violence, provide information about local resources, and collect funds to purchase and donate much needed toiletries to domestic violence survivors. Belzabeth Ceja, Craig Codella, and Sebastion Larsen began their work with a week of events dedicated to education including a lecture about domestic violence prevention among veterans and a “Students Fight Back” interactive lecture on sexual assault and domestic violence where students had the opportunity to learn self-defense techniques. At all of their events, this amazing group of students handed out information about Hope’s Door and My Sister’s Place, our local domestic violence partners. Lastly, the groups of students petitioned faculty, staff, and students to raise over $250 worth of toiletries and personal hygiene items. These three students are now working on the next steps of their campaign to educate the WCC community on domestic violence after attending the Clinton Global Initiative University in March 2015. By attending the conference, this team of students was exposed to new ideas and they returned inspired and motivated to continue to do their exceptional work.
Student research, entrepreneurial ventures, opportunities abroad, and field study. While SUNY research has historically resulted in breakthrough discoveries, inventions, and startups, increased focus on applied learning has led to an unprecedented level of collaboration between SUNY students, faculty, and industry experts to enable commercialization of the best ideas and innovations born on SUNY campuses.
SUNY ADIRONDACK
Ten students and two faculty members from SUNY Adirondack were selected for the 2015 Cisco Networking Academy Dream Team, assisting in the set-up, maintenance and tear-down of the network at the NBA All Star Weekend in New York City. Students worked under pressure, networked with industry professionals and showcased their skills to potential employers. They also worked directly with the NBA’s Vice President for Operations and Infrastructure, and his staff to maintain a network that spanned two venues and four hotels. SUNY Adirondack student Andrew Torres was selected to blog about his experience for Cisco. And, as a result of their impressive work over the weekend, students Adam Setteducato and Desmond Crandall were offered job opportunities with Safari Telecom.

UNIVERSITY AT ALBANY
The Office for Innovation Development and Commercialization in the Division for Research at the University at Albany initiated an Entrepreneur in Residence (EIR) Program in the 2013-14 academic year. The goal of the EIR Program is to create a culture of entrepreneurship that permeates the campus and allows any member of the campus community in any field or discipline to develop skills and relationships that help them translate an idea into an enterprise that creates value—not just financial, but societal as well. Two initial objectives of the EIR were to create an entrepreneurship organization serving the entire campus and to launch a new Living-Learning Community. Local businesswoman Beth Coco, founder and long-time leader of a training and consulting company, who has lived in the worlds of entrepreneurship and applied learning, is University at Albany’s first EIR and she brings both of these perspectives to her work. The entrepreneurship organization, Albany Center for Entrepreneurship (ACE), was built through an experiential learning process in which Ms. Coco coached the founding members through the steps of building a new enterprise. In existence less than three semesters, ACE is a growing, vibrant organization that is providing its members (who hail from every college and school on campus) opportunities to learn from other entrepreneurs and to exercise skills such as organization and planning, research, building and serving effectively on teams, public speaking, networking, interviewing, self-reflection and leadership. Members attest to the role ACE has played in building their knowledge, skills, motivation, networks, and self-confidence, which have helped them to win internships and summer jobs, launch businesses, and open new career possibilities.

In addition to ACE and the World of Creativity and Entrepreneurship, the EIR also advises individual aspiring entrepreneurs on campus, helping them create personalized strategies for advancing their goals, which are in effect customized applied learning experiences.

ALFRED STATE COLLEGE
Alfred State provides diverse experiences for its students to gain a deeper understanding of their subject matter across the globe. Alfred State offers two study abroad programs in Sorrento, Italy and Tokyo, Japan, which allow students to learn more about their technical areas of study. A full semester program in Sorrento provides students in architecture and business the opportunity to directly engage in studios and business organizations in a different culture. Digital Media and Animation offers a short-term study abroad experience in Japan, where students collaborate with host institutions and create joint projects. Alfred State’s International Student Office also works to place students in other study abroad programs and international internships.

NYS COLLEGE OF CERAMICS AT ALFRED UNIVERSITY
The New York State College of Ceramics initiated an innovative collaboration with the Central Academy of Fine Arts in Beijing China featuring a semester-long programmatic exchange. Students in the second semester of their junior year have the opportunity to study in Jingdezhen, China’s renowned “Porcelain City.” At the confluence of China’s ceramic heritage, massive industrial engine, booming economy, and influx of western modernity exists a fertile ground for a new kind of designer. The program seeks to both educate the next generation of ceramic designers in China while providing American participants hands-on experience in recognizing their place in global culture, using a contemporary voice to interpret their own traditions in different environments. Students navigate a complex course incorporating art and design, industrial process and material science, marketing and business strategy.
BINGHAMTON UNIVERSITY

Early in his undergraduate career in psychology at Binghamton University, Ariel Katz joined two research laboratories and completed an honors thesis in psychology. Knowing the importance of these experiences, he decided to create something to help his fellow students find research opportunities of their own. He reached out to his childhood friends at Columbia University, Babson College, and fellow Binghamton students to join in on his mission. What initially started as an idea quickly grew into a national business. Katz now serves as CEO of ResearchConnection, a networking platform for students and researchers to share knowledge, find jobs, and generate analytical data for university administrators. When ResearchConnection partners with a university, students have access to a portal that provides information about research projects and research opportunities at their university. Researchers gain a platform for exposure, and an efficient method for recruiting high performing students to assist with research. Universities gain a centralized database and networking platform for their campus research community, as well as analytical reports for tracking and administrative decision making.

Ariel Katz reports that he “...was inspired to allow other students to have the amazing research experience that he had at Binghamton and received the needed support from his research labs that constantly gave him advice and mentorship to refine an idea and build a company.” All members of the RC team are graduating in May 2015 and are going on to work full-time at ResearchConnection with the mission of uniting students and researchers globally. Katz concludes, “Binghamton provided the education, support, and springboard to create a company that will change the world of research forever.”

SUNY BROCKPORT

Engaging in undergraduate research broadens a student’s experience and knowledge in a chosen field while helping them improve problem-solving skills that potential employers value. Thirty-seven percent of Brockport seniors who responded to the 2014 National Survey of Student Engagement indicated that they had participated in, or planned to complete, an undergraduate research project prior to graduation. Undergraduate research is presented annually at Scholars Day and is an event that promotes a culture of research and creative activity among students. In 2014 there were 305 presentations, poster sessions and performances presented by 730 student and faculty members.

SUNY BROOME

The donation of a celebrated local photographer’s entire collection to SUNY Broome Community College prompted an in-depth lesson in entrepreneurship across campus. A commercial-industrial photographer since 1954, photographer Ed Aswad donated his entire collection—some 100,000 photographic negatives, 1,000 small photographic prints and 200 larger prints, as well as postcards, architectural drawings and photographic glass plates from the 19th century—to the Binghamton-area college in 2014. When Ed Aswad chose to donate his life’s work to the college, he intended to offer students a vehicle to involve themselves in their own learning, explained Executive Vice President and Chief Academic Officer Francis Battisti, a friend of the photographer who helped coordinate the donation. “The vision for this collection was to carry his wishes forward by assisting students in developing an entrepreneurial mindset,” Battisti said. “With the variety of academic departments that have already been involved with this project, we are moving toward fulfilling his request.” During the Fall 2014 semester, 26 students from Laura Knochen-Davis’ Entrepreneurship class used the collection to learn how to create a viable photography business. They learned how to apply extensive market research and analysis theories and interviewed more than a dozen professional photographers throughout the Northeast. They also studied direct and indirect competition, compiled financial statements, and developed promotional and distribution strategies.

Entrepreneurship student Rebekah Moore said the experience gave her an appreciation for the many details behind the creation of a small business. “Working on this project made this real,” she said, gesturing at the reception and the prints on sale behind her. “I had the distinct pleasure of interviewing professional photographers and local business owners, who also helped me understand the financial aspect of running a business such as this, as well as the weaknesses, threats and risk,” she added. “It is one thing to research statistics and crunch numbers from a report, but it is a very rewarding experience to actually go through the process with a real person who is willing to have an educated conversation about the realities of owning a business and how to make it successful.”

BUFFALO STATE COLLEGE

Buffalo State engages undergraduate students in research and scholarly and creative activities that advance disciplinary knowledge and lead to the creation of new works of art. The Undergraduate Research (UR) Office coordinates and funds a number of summer and academic-year programs
to support learning through discovery and to promote high-impact learning practices in students’ educational experiences. These opportunities are available to students in all academic disciplines and include: an annual student research conference where students share their findings; exhibit works of art and present musical and theatrical performances; a summer research program that provides a student stipend and supplies/travel related to conducting the project; a small grants program that supports supplies/travel to conduct a semester-long project; and, a travel program that supports students presenting their research, scholarly, and creative works at national and international conferences.

To integrate research, scholarly, and creative activities directly into the curriculum, the ‘Integrating Undergraduate Research into the Curriculum’ program supports the revision and development of courses. The annual student research conference, known as the Student Research and Creativity Celebration, is in its 17th year. Since its inception, over 6,000 students have given nearly 4,000 presentations. The summer research program also is in its 17th year with 284 fellowships awarded representing more than $1.2 million in funding. The UR Office has provides leadership in evaluating student outcomes from participating in research, scholarly and creative activities. The innovative model developed for Buffalo State’s summer research program provides an evidence-based assessment that is appropriate for students in all academic disciplines. With funding from the National Science Foundation Division of Undergraduate Education, the Buffalo State research evaluation model is being scaled-up to the national level so colleges and universities across the country will be able to adopt and implement it.

**UNIVERSITY AT BUFFALO**

The State University of New York at Buffalo (UB) offers students many exciting ways to grapple with complexity and discover novel solutions. This spring, two teams of UB students from Civil, Structural, and Environmental Engineering designed a floating classroom, located on Lake LaSalle, in partnership with the UB Child Care Center. Design goals included introducing toddlers and preschoolers to water-based learning activities, creating an off-shore site for experimentation and class meetings and a gallery space to be used for receptions and celebrations. Teams are encouraging sustainability through the use of pre-used and/or recycled materials while competing to make their designs functional and cost-efficient. In addition to catalyzing creativity and innovation, intramurals foster close engagement with area partners and employers, preparing students for real-world expectations and opportunities.

**SUNY CANTON**

The ASCE (American Society of Civil Engineers) student chapter at SUNY Canton, commonly known as the Steel Bridge Team, has been a source of campus pride for many years. Each year, Civil Engineering students compete in the American Society of Civil Engineers and American Institute of Steel Construction competition. The contest challenges future engineers to display their skills in design, fabrication and teamwork by building a one-tenth scale model bridge to meet certain criteria, such as construction speed, lightness and economy. SUNY Canton students have won the regional competition an impressive 14 times in 18 years and also won the national competition in 2009 against top colleges and universities in the country. In 2014, the students placed 13th in the National Competition held at the University of Akron, Ohio.

**CAYUGA COMMUNITY COLLEGE**

For more than 30 years, Cayuga Community College has provided travel-study opportunities for students, including a two-week trip to London. Cayuga has long been known for its travel-study programs, and approximately 100 students participate in the London program each January, including students from public and private colleges and universities across the state. Numerous three-credit courses are directed by experienced faculty members who guide students through this memorable cultural experience. Adriana Mucedola, recent program participant, said, “The London program was an unforgettable experience. I was able to immerse myself in a totally different culture, learned a lot about myself, and experienced what a classroom setting couldn’t provide.”

**CLINTON COMMUNITY COLLEGE**

A Humanities Department initiative launched HUM 285 International Experience in the 2015 spring semester to support Clinton Community College’s goal of preparing students to meet the challenges of a global society. This course is designed to encourage students to develop a global perspective through a cross-cultural learning experience on campus and in Montreal and Quebec City, Canada. Overall, students will develop knowledge, skills and strategies to enhance their cultural observation,
communication, and acculturation skills, as well as acquire basic knowledge of Quebec’s history and culture. They will also visit sites that are historically and culturally significant in Quebec.

During class meetings from January to May, the instructor will assist students in preparing for and completing the travel arrangements. Students will be required to participate in a four-day class trip to Montreal during spring break and a four-day class trip to Quebec City after the semester and final exams are over.

**SUNY COBLESKILL**

SUNY Cobleskill’s endangered fishes program provides a unique opportunity for environmentally conscious undergraduate students to make significant research contributions to restore endangered and threatened fish in the Northeast. Students utilize the most diverse university aquaculture facilities in the northeast to carry out their research projects. These include quarantine hatcheries, a 40,000 gallon cold-water hatchery, three warm-water and tropical hatcheries for fish and shellfish and an experimental pond complex including ponds in high tunnel greenhouses.

Students are supervised by Dr. John Foster and Brent Lehman, and have opportunities to work with a variety of researchers from the New York State Department of Environmental Conservation, U.S. Fish & Wildlife Service, U.S. Geological Survey, the New York Power Authority, Pennsylvania Fish & Boat Commission and Conservation Fisheries Incorporated, Seneca Indian Nation, NYS Museum and West Virginia Division of Natural Resources. In recent years the research has been primarily focused on three species, Lake Sturgeon, Paddlefish and Gilt Darters.

**COLUMBIA-GREENE COMMUNITY COLLEGE**

As an extension of a new course, Research Methods for the Behavioral Sciences, Columbia-Greene Community College students wishing to broaden their learning beyond classroom boundaries were given an opportunity to conceptualize original research projects, collect and analyze data, and present their findings at the 2015 Eastern Psychological Association conference in March in Philadelphia, PA. This was an opportunity for students to engage in every aspect of the research process, to gain practical research experience, and to share their findings with the academic community.

**NYS COLLEGE OF HUMAN ECOLOGY AT CORNELL UNIVERSITY**

The Global Health and Development course at the New York State College of Human Ecology at Cornell is taught collaboratively with Kilimanjaro Christian Medical University College (KCMUC) in Moshi, Tanzania. The team-based learning course brings together 12-15 students from each institution for a four-week summer course co-taught by the College of Human Ecology and KCMUC. The course uses a policy case study approach in which four to six person teams (with equal numbers from each institution) research and write a substantial case study addressing an issue relevant to the context of the Kilimanjaro Region of Tanzania. The course is structured to lead student teams through the processes of: analysis of a published case study; problem selection; problem analysis; stakeholder analysis; stakeholder interviewing; internet-based library research; and, the crafting of the written report. Lectures are interspersed throughout the course, but for the most part, students work as teams mentored by the joint faculty team. KCMUC staff facilitates fieldwork by connecting students with stakeholders, who have ranged from Regional Medical Officers to families with albinism to underemployed youth. The course is conducted in English (the language of instruction at KCMUC) and the case studies are typically 20-35 pages in length with academic citations. A few case studies have been published, used in the KCMUC 2nd-year community health curriculum, or presented by students at public health meetings in Tanzania or the U.S. In 2015, one of the student teams won an award when they presented their policy research at the Annual Biomedical Research Conference for Minority Students, sponsored by the American Society for Microbiology and the National Institutes of Health.

**CORNING COMMUNITY COLLEGE**

Starting and growing a business is one of the biggest—and most rewarding—challenges for an entrepreneur. Corning Community College’s Small Business Development Center connects individuals with experienced advisers who help businesses grow and thrive. The Small Business Development Center offers free, practical business counseling to entrepreneurs in Chemung, Schuyler and Steuben counties for any stage of business development. Counseling is directed to specific business needs and provided by experienced business advisers through confidential in-depth counseling and training, with services geared towards start-up, existing and home-based businesses.
SUNY CORTLAND

Undergraduate research has become such a part of the SUNY Cortland experience that a special degree notation—the President’s Recognition for Engaged Learning and Leadership, Designation in Undergraduate Research—was created to recognize student achievement in original scientific or academic inquiry. Tyler Potter ’14, the first recipient, received three chemistry fellowship awards for two major research projects, (1) The Search for a More Efficient Fiber Optics Material and (2) Successfully Synthesizing Pheromones to Control Larval Insect Pests. Potter is currently a Ph.D. student in chemistry at Yale University.

SUNY DELHI

Students engage in a number of entrepreneurial ventures offered through classes in the hospitality program SUNY Delhi. One of the classes is Advanced Pastries and Confections. Students in the course create a baker business “from scratch.” They identify themes, such as Tropical Cakes (ex. Margarita-flavored cakes) and Guinness Cakes for St. Patrick’s Day, and then solicit orders, bake and package the items, and either deliver them to the customer or prepare them for pick-up. The class advertises and sells to the on-campus community at this point, and the money earned pays for products to continue the venture.

The Butcher Shoppe is another example of a student-run venture. It is operated by students in the Advanced Meat Cutting course and works like the bakery. Each Friday, students send an order form out to the Delhi campus. They identify the cuts of meat for purchase for the following week. Students then cut and prepare the meat to fulfill the orders. Orders are picked up by the customers on campus and money earned goes toward sustaining the shop.

DOWNSTATE MEDICAL CENTER

Downstate Medical Center is currently working to develop the Brooklyn Center for Health Disparities, a multi-phased, community centered project. Phase I—analyzing the need, conceptualizing the structure, and identifying appropriate institutional partners—was completed through a study commissioned by the Brooklyn Borough President, Marty Markowitz, who has made addressing health issues and health disparities a major focus of his administration. The Report Establishing a Brooklyn Institute on Health Disparities was conducted by the Robert J. Milano Graduate School of Management and Urban Policy, New School University. The report recommended that the Institute be sited at SUNY Downstate Medical Center, the borough’s only academic medical center, and work in partnership with the Arthur Ashe Institute for Urban Health. SUNY Downstate will serve as a unifying structure providing organizational support and research for Brooklyn’s numerous hospitals and community-based organizations.

The Center’s overall goal is to reduce health disparities among minorities and new immigrants in Brooklyn through clinical and community-based research, education, outreach and training. To achieve such an ambitious goal, the Center operates under four main Cores - Administrative, Research, Training, and Community Outreach.

DUTCHESS COMMUNITY COLLEGE

Students taking the GLG 294 - Geology of New York course at Dutchess Community College visit rock outcrops from the mid-Hudson Valley north to the Adirondack Mountains and west to Niagara Falls. Along the way, they study “hands-on” selected rock formations, including some of the economically important minerals of New York State, such as garnet in the Barton Mine in North River. A saying attributed to Confucius—“I hear and I forget. I see and I remember. I do and I understand.” expresses why geology students consider a field course so valuable. Through field investigation, students can see the geologic landscape and apply what they have learned in class to understand the geologic history of New York State.

EMPIRE STATE COLLEGE

Dr. Amanda Sisselman, Empire State College Assistant Professor, received a grant from the Achelis Foundation to adapt an existing community-based grassroots life skills empowerment program model for homeless youth. Included in the grant were plans for a pilot evaluation of the first program cycle. An undergraduate research assistant was hired and trained in focus group interviewing, as well as survey data collection procedures. This student collected the data associated with the evaluation project and will assist with data entry and final analysis for the funder report.
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY

College of Environmental Science and Forestry (ESF) senior Emily Hall received the award for the best poster for the Division of Invertebrate Zoology at the National Meeting of the Society for Integrative and Comparative Biology in West Palm Beach, Florida. Hall, an environmental and forest biology major and member of the ESF Honors Program, participated in the National Science Foundation (NSF) Research Experience for Undergraduates (REU) program at the College of Charleston in the summer of 2014. The program gives undergraduates real-world and hands-on experience in scientific research and supports active research participation by students in any of the areas of research funded by the NSF.

Hall’s poster presented her work on, “A Test of Genetic Variation for Resistance to Effects of Seawater Acidification on the Skeletal Development of Sea Urchin Larvae.” She studied how marine organisms might respond to a more acidic ocean. Ocean acidification, considered “the other CO2 problem” in addition to climate change, is caused when the ocean absorbs carbon dioxide emissions from the atmosphere. That absorbed carbon dioxide reacts with seawater to form carbonic acid, making the ocean more acidic.

ERIE COMMUNITY COLLEGE

The Entrepreneurship Certificate Program at Erie Community College is designed to assist students in the establishment and operation of a small business. While most of the courses satisfy partial requirements for an Associate in Applied Science degree in Business Administration, many students take this program solely to acquire the knowledge needed to meet entrepreneurial goals. In addition to honing computer and writing skills, the program focuses on developing the skills needed to write a business plan, keep books and create a marketing plan.

FARMINGDALE STATE COLLEGE

For the past two years, the Office of International Education and Programs at Farmingdale State College has actively promoted study abroad opportunities offered through SUNY partner institutions in Italy and Spain. They have also assisted professors in developing new programs. One example in service-based learning is a unique travel course, Nurses Without Borders, which enables nursing students to spend two weeks in Guyana volunteering in hospitals and clinics. New for the spring 2015 semester, were two piloted hybrid courses that included a ten-day travel component over spring break. Professors and students met once a week during the semester, then traveled together to Ireland and Germany to discover the culture, business and society overseas. Through programs such as these, student participation has more than tripled at Farmingdale. Study abroad is an experiential learning opportunity that serves Farmingdale students well during their studies, opening their eyes to new perspectives and broadening their career opportunities.

FASHION INSTITUTE OF TECHNOLOGY

Three Textile Development and Marketing students at the Fashion Institute of Technology (FIT) developed an innovative project to explore solutions to environmental problems caused by textile production. The students were invited to present their project at the 2014 Clinton Global Initiative University (CGIU), held at Arizona State University in Phoenix. The FIT Rooftop Natural Dye Garden, which underscores the college’s commitment to sustainability, was among thousands of proposals submitted by college students around the globe. FIT students Caitlin Powell, Amber Härkönen, and Meghan Navoy created the project because “global textile production is an alarmingly heavy burden on this planet.” Excess water use, toxic effluents, the use of petrochemicals on fiber plants and in synthetic dyes, and intensive farming all directly contribute to climate change. This project aims to raise awareness of these issues, and, more importantly, give the FIT population a tangible way to move away from these practices. When they returned from CGIU, the students worked with Brooklyn Grange, a leading rooftop farming business, to install the Natural Dye Garden at FIT. They grew a range of plants that yield sustainable dyestuffs, including sunflowers, purple basil, and zinnias, and after harvest experimented with creating dyes of various colors. Though the three students graduated in 2014, the garden continues under the stewardship of other students equally passionate about protecting the environment.

FINGER LAKES COMMUNITY COLLEGE

In 2010, Finger Lakes Community College was awarded a $3.35 million grant from the National Science Foundation to develop and implement undergraduate research experiences at community colleges across the nation. The grant includes support for three SUNY community colleges—Finger Lakes Community College, Jamestown Community College and Tompkins Cortland Community College.
Since the grant was awarded, more than 4,000 students at 38 community colleges across the country have participated in undergraduate research experiences. After participating in an undergraduate research experience, students report increased interest in education and careers in STEM fields and increased confidence in their ability to do well in science courses.

**GENESEE COMMUNITY COLLEGE**

The continued growth of global retailing, combined with the new dynamics of e-commerce, has created a wide-range of opportunities for both entrepreneurs and retail businesses. For creative and enthusiastic people, retail business management and entrepreneurship offers the potential for early career advancement and recognition for unique abilities. At Genesee Community College, the majority of the entrepreneurship program can be completed online. Some students engage in credit-bearing travels to Europe, a field trip to New York City, or an excursion to Toronto, evaluating and comparing international and domestic retailing, marketing and entrepreneurial enterprises. To make learning relevant to the working world, the program blends classroom preparation with a full-time internship, expanding opportunities for employment after graduation.

**SUNY GENESEO**

Geological science faculty members at SUNY Geneseo led a group of juniors and seniors on a major field trip in January 2015 to explore the geological richness of Chile, where Professor Scott Giorgis just completed a semester as a Fulbright Scholar. The trip was one of the rugged educational camping trips that the department conducts every other year to connect classroom learning with a visual spectrum of geology in the field.

**HERKIMER COUNTY COMMUNITY COLLEGE**

Students in the Travel & Events Management A.A.S. program at Herkimer County Community College are prepared for exciting careers in the travel and tourism industry and the hospitality and events planning field. Graduates complete a hands-on internship experience as part of the program. Internships range from 60-120 hours and 3-6 credits. Sites include airlines, resorts, convention centers, event management companies, hotels, travel agencies, convention and visitors’ bureaus, and Walt Disney World. Many of the courses are taught in the Travel Suite which features a mock airplane, hotel front desk and computer lab. Optional annual trips, conferences and tourism activities are available.

**HUDSON VALLEY COMMUNITY COLLEGE**

Imagine studying liberal arts in England, business in Germany, Spanish in Spain or fine arts in Italy. These and other programs are available at Hudson Valley Community College. Through its affiliation with the College Consortium for International Studies (CCIS), Hudson Valley Community College offers a choice of more than 75 study abroad programs in 31 countries. CCIS is one of the nation’s oldest and largest international education consortia. Study abroad gives students an international dimension and a global perspective; it increases understanding of other cultures and helps students gain new perspective on their own culture. Students returning from study abroad programs have said they enjoyed meeting new people and seeing new places.

**JAMESTOWN COMMUNITY COLLEGE**

Biotechnology students at Jamestown Community College are being lauded for their critical reasoning abilities. A critical thinking assessment (CAT) test, administered through the Center for Assessment & Improvement of Learning at Tennessee Tech University and supported by the National Science Foundation, was used to measure critical reasoning in JCC’s biotechnology program after completion of a year-long research experience to assess the impact of undergraduate research on student learning. Undergraduate research is integrated throughout the JCC curriculum, beginning with Biology: A Molecular Approach (BAMA) in the first semester. BAMA emphasizes research-based labs and critical thinking about biology and its relationship to chemistry. The tests revealed that first year biotechnology students at JCC who took BAMA and engaged in a year-long research experience achieved levels of critical reasoning that exceeded the national average for students graduating with a four-year degree. “Undergraduate research requires students to think deeply about the science they learn, troubleshoot in an interdisciplinary manner when things don’t work, and do lab math accurately,” says Jackie Crisman, director of JCC’s biotechnology program. “This intensive focus on their research generates success. Without undergraduate research, this program and BAMA would not be what it is today.”
JEFFERSON COMMUNITY COLLEGE

Jefferson Community College’s (JCC) annual Entrepreneurship Conference gives high school students the opportunity to vie for cash prizes in a business concept competition and meet a variety of local entrepreneurs at a business networking expo presented by the JCC business club. The 2014 conference theme was Go Green and featured keynote speakers James S. Juczak, a local expert in renewable energy and sustainability, and Jay M. Matteson, Jefferson County Agricultural Coordinator and host of The Home Grown Show, 790 WTNY AM. Participating entrepreneurs included The Spicy Wench, Monarch Photography, Cross Islands Farm, Morgia Designs, Revolution Real Estate, and others. Students from Indian River High School, Lyme Central School, Watertown High School, South Jefferson High School, Jefferson-Lewis Board of Cooperative Educational Services (BOCES), and Jefferson Community College attended the program. Jefferson’s entrepreneurship program is jointly organized by representatives of JCC and the area Small Business Development Center in addition to business competition sponsors: Jefferson Lewis Workforce Investment Board, Jefferson County Local Development Corporation and the Greater Watertown North Country Chamber of Commerce.

MARITIME COLLEGE

Students in one of Martime College’s history classes may gather enough evidence to submit a publishable monograph on the provenance of a particular artifact. As part of the recurring project, students must research the artifact from creation to the present, personally identify with the artifact, and significantly add to the body of knowledge on the chosen artifact. In the past few semesters students have uncovered some pretty incredible ‘unknown’ artifacts, including a lost letter with two revisions to his famous poem Evening Star from Henry Wadsworth Longfellow. They have also uncovered some strange locations for other artifacts like a working WWI Hotchkiss machine gun installed in the center of a junior high school playground on Long Island (it will need a little gun oil, but all the parts are there!). They have found two of the actual lifeboats from the 1956 Andrea Doria disaster and have a line on the possible whereabouts of three of the original lifeboats from the RMS Lusitania (torpedoed by a German U-boat in May 1915). Last semester students were researching a whole new set of lost or lost-in-plain-sight artifacts ranging from “lost cannons” at the entrance of the local county courthouse to a copy of a 1907 U.S. Army contract to buy planes from the Wright brothers (signed by Wilbur). And, in the past few years, students have tracked down the provenance and stories behind hundreds of additional artifacts that all relate to American history, but more importantly relate to the student personally. One student is on the track to locate the actual Triumph motorcycle that Bob Dylan wrecked (spilled) on a country road just outside of Woodstock, New York, in the summer of 1966. That crash re-oriented Dylan, his music, and the entire folk music genre in the 1960s.

MOHAWK VALLEY COMMUNITY COLLEGE

The Honors Program at Mohawk Valley Community College strives to motivate exceptional students in all fields of study to develop to their fullest potential. The program enriches students’ learning experience through independent research, challenging projects, and collaborations with faculty and peers—all while preparing them for further study or a vibrant career. To be eligible for the “Graduate with Distinction” honor, a student must: successfully complete HP 101 Introduction to Honors, a course designed to prepare students to conduct an independent research project and help build community among the Honors Program students; choose to either take an Honors Seminar or conduct an independent research project; and complete an honors capstone research project with the guidance of a faculty mentor.

MONROE COMMUNITY COLLEGE

Monroe Community College is planning two international experiences for 2016 and 2017 that provide a research-based community service component and have the potential for building partnerships with the in-country organizations. The first course focuses on photography, field studies and local speakers as a means to explore questions of place and identity across all disciplines. The course will be offered on location in Iceland during the spring 2016 semester with travel in August 2016. The second course is still in the planning stages, but is an honors course that focuses on understanding global development and poverty in theory and practice. The goal is to offer the course in El Salvador in spring 2017. There will be an opportunity for the students to engage in economic development focused community service in the local community.

MORRISVILLE STATE COLLEGE

Faculty, staff and students are involved in Bioenergy Research and Demonstration Plantings at Morrisville State College. The (SUNY STEM) funding awarded for this project was used to complete the site preparation for two bioenergy research and demonstrations fields on Morrisville State College property. Students participate in site evaluation, site preparation, planting, tending, harvesting and processing. Students also collect annual harvest data for crop production and yield.
In addition, Morrisville faculty, staff and students continue to study the viability of converting tons of stable waste produced at the college’s equine facilities weekly into an alternative energy source. The study is part of a multi-million dollar grant, Distributed On-Farm, Biofuels & Biochemicals (FarmBio3), awarded by the United States Department of Agriculture’s (USDA) National Institute of Food and Agriculture (NIFA). This research project specifically involves studying on-farm production of liquid biofuels from thermal conversion (pyrolysis) of biomass which includes switchgrass, agricultural wastes (equine manure and stall bedding) and low-grade wood from forest operations. The college is also working with MESA Reduction Engineering in Auburn, New York, another project partner, on processing (drying and/or pelletizing) the equine materials into useable fuel for the pyrolysis system and other energy applications.

**NASSAU COMMUNITY COLLEGE**

Students in Nassau Community College’s Multidisciplinary Science (MDS 101) course take part in a final academic research project for Service Learning entitled “Build-A-Better-World.” At the beginning of the course, students identify a campus or community project that they would like to actively take part in throughout the semester, identifying what they would like to change and how the change would impact their local environment. They research each idea and vet out how they would obtain permission from appropriate administrators/leaders, identify who they need to work with, create an action and implementation plan. As they complete each task, students are required to record data on their impact, how their work affected the local environment and/or community structure, and how their projects were able to reduce waste or foster growth. At the end of the semester, the groups present and share their Service Learning Project to the class. Current projects include: recycling in local parks and community centers; creating campus health care initiatives; and working with campus student clubs, such as the Sustainability Club’s Organic Campus Garden, to provide fresh produce to local food banks. Within the first month of the project this semester, the students collected over $150 worth of food to donate as well as cleaned up the equivalent of 100 pounds of plastic from local parks and surrounding areas. Every participating student is mindful of the impact “Build-A-Better-World” had on their lives and in their communities.

**SUNY NEW PALTZ**

SUNY New Paltz Professor of Biology David Richardson and students from multiple academic disciplines have produced a documentary about ongoing green infrastructure projects at SUNY New Paltz to combat flooding on campus. The video was a collaborative effort between science students (majoring in environmental geochemical sciences and computer science) and students from visual arts and liberal arts (majoring in graphic design and digital media production).

The short documentary details a collaborative project between New Paltz faculty, staff, and students, the Hudson River Estuary Program, and the New York State Water Resources Institute to measure water quality on campus and also highlights green infrastructure projects that will reduce the severity and impact of floods and begin the long-range transition to sustainable storm water and watershed management. Participants in the project include Richardson, Caitlyn Maceli ’15 (Environmental Geochemical Sciences), Steven Dimeglio ’14 (Environmental Geochemical Sciences), graduate student Michael Forcella (Computer Science), Lisa Mitten (Campus Sustainability Coordinator), and KT Tobin (Associate Director, Center for Research, Regional Education, and Outreach). “I looked at all the biology and chemistry of what’s happening underneath the surface, and then we had a computer scientist construct the buoy, which takes data every five to 10 minutes so we can track the storms and figure out what’s happening,” said Maceli. “We found that porous pavement was a good way to get surface water to enter the ground and not be problematic. And we put in vegetative bio swales by Crispell Hall that will allow heavy metals to be trapped in the vegetation and kept from entering the Gunk.”

**NIAGARA COUNTY COMMUNITY COLLEGE**

Niagara County Community College offers a faculty-led, two-week educational experience in Peru where students are exposed to Peruvian culture and learn about the amazing people of the nation. Students work side-by-side with prominent community members and other volunteers to promote healthy lifestyle practices. As part of the program, students have the opportunity to impact the lifestyle of the rural population in a sustainable manner. The program operates out of the beautiful village of Ollantaytambo and serves surrounding high country communities. Faculty works with students and the non-governmental organization (NGO) to develop discipline-appropriate objectives and service-learning experiences within the rural Andean community. The experiences within this program include clinic/hospital tours, clinic work and health campaigns in the schools and in the communities, Spanish lessons, a tour of the Awamaki weaving community, culturally engaging home stays with host families in Ollantaytambo, cultural acclimation in Cusco, a day in Machu Picchu, local hiking and trips to local ruins. Students earn three credit hours for participation.
NORTH COUNTRY COMMUNITY COLLEGE

North Country Community College has a long history of offering students the opportunity to travel abroad, most often a one- or three-credit humanities or sociology course where the students are engaged in semester-long research about the language, food, culture and general demographics of the region they are traveling to prior to a two-week journey. Over the years, students have traveled to Russia, Great Britain, Ireland, Spain, Costa Rica, Morocco, France, as well as other locations. Students return with great enthusiasm and a new appreciation for diversity in the world and their place in it.

OLD WESTBURY

Janel Dunkley, a senior business administration major at Old Westbury, was a winner of the prestigious Gilman Scholarship. This semester, Janel is attending Jinan University in Guangzhou, China, and is continuing her studies in business. A budding entrepreneur, Janel is learning about why and how China has become such a powerful and successful nation in business. She plans to use the knowledge she learns in China to become a successful business owner. Upon returning, Janel also plans on encouraging first-generation, minority and business students from SUNY Old Westbury to study abroad by posting an article about her experiences in The Catalyst student newspaper. Additionally, she plans on working with her study abroad coordinator to document her experiences through six video journals and to show them to students throughout the College during study abroad information sessions.

SUNY ONEONTA

The State University College at Oneonta (SUNY Oneonta) is offering student and faculty grants for research and creative activity. Students with faculty sponsorship in any discipline or interdisciplinary area are encouraged to apply. The program’s priority is to fund undergraduate applicants, however graduate students may also apply. Although projects must represent independent student research or creative activity, they should represent truly collaborative student-faculty efforts. Students are responsible for writing the proposal, carrying out the project, and presenting the project at a Student Research and Creative Activity (SRCA) Day event. Faculty sponsors are expected to be continuously involved through planning the project, assisting with its progress, and assuring its completion within the specified time frame. Students are encouraged to work closely with their faculty sponsor. Grants are made possible by charitable gifts and grants to the college and support from the SUNY Oneonta Alumni Association.

ONONDAGA COMMUNITY COLLEGE

Students from the Louis Stokes Alliance for Minority Participation (LSAMP) and the Collegiate Science and Technology Entry (CSTEP) Programs of Onondaga Community College (OCC) and the Rochester Institute of Technology (RIT), are participating in a weeklong “PowerLab,” a collaboration between OCC and RIT. The “PowerLab” is designed to expose students to concepts, techniques, benefits and advantages of research in a short timeframe requiring intense focus. "This is a great opportunity for the students who are really serious about knowing science,” said RIT Assistant Professor Dr. Robert Osgood who is running the program. After the “PowerLab” experience, OCC sophomore DeWayner Garner Jr. (Cicero-North Syracuse) was invited to participate in the Emerging Researchers National Conference in Washington, D.C. Garner gave a presentation on the immunomodulation of cystic fibrosis and won first place in the category of Microbiology, Immunology, and Virology. Garner enjoyed “PowerLab” on the OCC Campus and thinks students should strongly consider it in the future. Garner is a Mathematics and Science major on track to graduate in May. He plans to transfer to a four-year institution, major in biomedical engineering, and ultimately pursue a Ph.D. Dewayne took First Place at the 2014 Emerging Researchers National (ERN) Conference.

COLLEGE OF OPTOMETRY

Faculty-student research partnerships are a key component of the education program at the College of Optometry. The College of Optometry engages in basic, translational and clinical research, often in collaboration with government and industry partners. The campus is currently engaged in important basic research relating to myopia and glaucoma, as well as clinical research looking at controlling myopia in children among others.

ORANGE COUNTY COMMUNITY COLLEGE

The third annual SUNY Orange Achievements in Research and Scholarship (SOARS) Conference at Orange County Community College drew approximately 65 attendees who viewed 21 presentations on a variety of topics in biology, English/literature, political science, psychology, architecture and nursing. The conference, held in the new Rowley Center for Science and Engineering on SUNY
Undergraduate research is an intensive element of the student experience at SUNY Plattsburgh. Through these experiences, SUNY Plattsburgh students make significant contributions to advancing the frontiers of knowledge. For example: over 75 new DNA sequences have been added to the National Center for Biotechnology Information (NCBI) as a result of faculty-mentored genetics research at SUNY Plattsburgh. The types of research projects undertaken are broad: one SUNY Plattsburgh student is researching the emergence of possible new species of perch; another is studying the effects of radiation from cell phones on DNA; a psychology student is investigating the genetic links in depression; an environmental student is mapping DNA in Adirondack area mushrooms; another student’s research focuses on a gene connection to concussions. Nearly twenty SUNY Plattsburgh students have either published in refereed journals or presented at academic conferences in the past.

SUNY PLATTSBURGH

A student at the State University College at Oswego shares her first-person account of her internship in Barcelona, Spain at the Tingsvall & McCarthy dental clinic. “At my internship, my main job was to be a secretary for the dentist and hygienist who co-owned the clinic. Right away I was able to utilize my Spanish-speaking skills by answering phone calls and emails from local patients who spoke only Spanish or even Catalan (a language I had never heard of before this experience). I worked closely with the owners and designed a program for children to learn proper dental techniques. I found my internship on the web, after months of researching different ways of studying abroad. As I looked through the options, my focus became clearer on what I wanted to gain from my experience. Some of the criteria I wanted to meet included: guaranteed internship in my field, plenty of opportunities to gain international connections and staying with a local family. Ultimately, the program I chose offered the most experiential learning for the best price. It also was a credible website/company with plenty of positive reviews. I am a Wellness Management major and Spanish minor and this definitely influenced my decision to become an intern. I’ve always known that I wanted to travel to a Spanish-speaking country, because I love to speak Spanish and don’t get a lot of opportunities to do so. I decided to look for a wellness internship because I want as much experience as possible in order to stand out from other job candidates. I knew I needed experience in a wellness setting since I had changed my major a few times. My main responsibilities as an intern were to answer phones and emails in Spanish/English, archive bank statements, update the website and Facebook, and assist on the campaign within private schools for health education. My experiences in Barcelona were incredible, and like nothing I could have gained in a classroom. I learned how to be independent in a way that I never have been before. While I did have resources and help available to me from my program, a lot was left up to me to figure out a transportation system that worked for me. This meant that I had to be comfortable asking strangers for directions and look confident in what I was doing. Working in a small business I learned that there are many different aspects to running a business than just doing what you are passionate about. It’s about creating a product that people need or want, knowing how to market that product and provide excellent customer service. It’s amazing how these concepts I learned in marketing class really came to life when I actually applied them. The most exciting part of my internship was being able to communicate with local patients in a way that made me feel part of their culture. I discovered that speaking a language is more than simply saying the words, it’s also the gestures and the phrases that will make people believe that you are a native. I attended several networking events and I am happy to say that my communication skills earned me several international contacts. Do as much research as possible on what program is great for you. However, no matter what you choose, your experience will be what you make it. If for some reason your experience it’s not what you expected, keep going with a positive attitude and network like crazy! I cannot stress enough how important building your contacts are! My internship experience has given me insight into the ‘real world’ and it was eye opening. I found that I will probably have work that I am not 100% confident in doing, but it is just another learning experience. For example, I was assigned tasks that would suit a marketing major, so I learned much more about marketing this summer. This learning experience felt more valuable to me than sitting in a marketing classroom, because I needed to use the things I was learning, not just study them. Always come to work with a positive attitude. Employers don’t expect you to know everything; that’s why you’re an intern. Take every opportunity to network, you never know who you are going to work for in the future. Have fun and everyone else will too!”

SUNY DISCOVERS
year. In addition, SUNY Plattsburgh is very active with study abroad, providing students an exceptional array of options from which to choose, including short-term excursions, internships, employment, structured volunteerism, and outdoor leadership education. Over 150 SUNY Plattsburgh students participated in study abroad last year.

SUNY POTSDAM

Student/faculty research is a key component of the academic experience at SUNY Potsdam. For example, SUNY Potsdam student Michelle Marks traveled to Morocco last summer with her faculty mentor, Dr. Laura G. Lunt, to study the evolution of the headscarf. She tracked over 2,000 women as part of her work, researching where they were located, their age, and what type of headscarf they were wearing. Michelle was able to determine that factors such as certain events (the Arab Spring), location, and a person’s age were important elements to consider, in order to determine what type of headscarf women wore. Michelle’s student research project is titled, “Current State of Women: Gender Expectations in Morocco.” She studies African history, Arabic, Spanish, and French. Michelle received the Kilmer Apprenticeship in Summer 2014.

PURCHASE COLLEGE

One of many study abroad experiences offered at Purchase College was an opportunity in January 2015 for a three week experience: Coral Reef Biology and Ecology in Roatan, Bay Islands of Honduras. Coral reefs are among the largest, most diverse, most beautiful, and most endangered ecosystems on earth. The program is a hands-on, experiential educational opportunity—an alternative to the usual on-campus course—featuring total-immersion in the subject and environment. Students study the biology and ecology of the living reef and live organisms and learn about the organisms that form the reef and live on it. Participating students are immersed in the environment and culture of a tropical Caribbean island and swim with dolphins in one of the world’s most impressive coral reef systems in the western Caribbean.

Also related to the goals of SUNY Discovers, are the year-long Senior Projects required of all Purchase College students. This college-wide requirement is a hallmark of the Purchase College educational experience and a signature element of the college’s curriculum. The project must have close faculty mentorship, take place in lab or in the field, and include an experiential component that trains students for independent or entrepreneurial work. Senior projects for Science and STEM students Senior Research will be presented and showcased at the annual Symposium for Natural Sciences. The project for graduates of dance and music is a senior recital. Senior projects in the liberal arts and sciences and humanities can take many forms—ranging from a creative writing collection or a senior film or video production to a statistical study in social sciences, laboratory experiment or field study in the natural sciences or a performance in interdisciplinary programs.

ROCKLAND COMMUNITY COLLEGE

To satisfy the entrepreneurship component of Rockland Community College’s (RCC) Menu Planning and Facility Design and Layout class (HOS 213), Professor Wendy Gordon’s students conduct extensive research in Rockland, Westchester, Bergen, Hudson and Essex counties. As part of their capstone project, students must plan and design facilities such as restaurants, cafés, food trucks and night clubs, including completion of feasibility studies and market surveys. This work entails spending time in town, county and state offices working with appropriate government personnel, gathering information, checking databases and reviewing demographic studies in order to assess the viability of their proposed projects, including location plans. As their projects have taken shape, several students who have designed outstanding, powerful projects, will add their plans to their e-portfolios and obtain financing in order to make these concepts a reality. One particular student, Emily McHugh, is graduating in May and will be starting her proposed food truck business with her sister. They will be making artisanal ice creams and cookies and selling them as ice cream sandwiches. Another student, Andre Ellis, who is currently already working in the industry, will be using his project/portfolio to secure financing for a Jamaican restaurant on the waterfront in Hoboken. Building on her successful entrepreneurship project, Cassandra Albero is currently looking at appropriate real estate to open her cupcake café in Rockland County. Because of the premium placed on developing and building entrepreneurship skills in HOS 213, RCC hospitality students enrolled in this capstone class have the unique opportunity to put their entrepreneurship vision and plans into action.
SCHENECTADY COUNTY COMMUNITY COLLEGE

The Entrepreneurship certificate at Schenectady County Community College is designed for students interested in launching their own business ventures or working in start-up companies. Graduates will be able to develop a business plan that integrates information and skills essential to ethical business operations and functions. The program is designed to fit into one year and covers accounting, management, business plan development, sales/service, marketing and human resource management. In addition to the certificate program, SCCC offers an annual Speed Pitch competition in partnership with the Albany-Colonie Regional Chamber of Commerce. Students submit business plans which are judged by a panel of Capital Region experts in business, marketing, public relations and entrepreneurship. The winner receives five hours of business coaching through the Albany-Colonie Regional Chamber. Business ideas have included a Puerto Rican spice blend, a specialty bakery, a boutique consignment shop, and a bookkeeping service.

STONY BROOK UNIVERSITY

Stony Brook University’s Explorations in STEM Research program was created to introduce undergraduates with high potential to succeed but low exposure to scientific research to all that STEM has to offer by providing a 10-week, paid summer research internship on campus. The program seeks to improve the STEM pipeline by targeting low-income and under-represented students. Students are paired with a faculty mentor in laboratories across the campus in a variety of scientific disciplines, including life sciences, health sciences, physical sciences, and engineering. To supplement the research experience, Explorations in STEM includes weekly career & professional development seminars, where students learn to craft an individual development plan, improve their skills in communicating scientific concepts to a lay-audience, learn to network, and attend industry panels and site visits. Students receive individualized career counseling and present their research to faculty, industry partners, and family members at the end-of-term poster session and celebration. In two short years, Explorations in STEM has been highly successful in engaging students in research and keeping them engaged. Most participants continue their research after the program’s conclusion, and several have committed to science as a career path.

SUFFOLK COUNTY COMMUNITY COLLEGE

The Suffolk County Community College (SCCC) Study Abroad Program is committed to providing educational opportunities to students who are motivated to broaden their worldview, acquire cross-cultural competencies and further their professional or academic careers by becoming global learners. Study abroad offerings allow students to get an immersive educational experience in their subjects of choice abroad, meet peers from other countries, experience different cultural contexts, languages and traditions and learn how to adapt to them. While studying in foreign countries students also learn more about themselves, their home country and culture through the lens of the global community. More than 600 Study Abroad offerings are open to SCCC students through the SUNY Study Abroad Consortium. Out of those offerings, the study abroad programs in Spain, Peru, St. Lucia and Italy are led by Suffolk County Community College faculty and engage annually the most curious and forward thinking students at SCCC.

SULLIVAN COUNTY COMMUNITY COLLEGE

Launched in March of 2013, the Think Positive Sullivan County, New York Facebook page is a collaborative effort between Sullivan County Community College Professor Diane Riegal’s Marketing & Management students and the Sullivan County “Proud to Be Sullivan” committee. The project utilizes social media to highlight positive aspects of the county while exposing students to a real-world application of the positive effects and change their social media marketing efforts can make. Students are engaged by conducting research about the county and monitoring the effectiveness of the posts through social media metrics. In addition, this project has positively connected SUNY Sullivan students and institution with outside community organizations such as the Bethel Woods Center for the Arts, Sullivan Renaissance, Sullivan County BOCES, Sullivan County Visitor’s Association, YEL (Young Emerging Leaders), Sullivan County Chamber of Commerce, Happy Hudson Valley, Rolling V Transportation, FisherMears Associates, and ProMedia, Inc. The project is an ongoing effort and will have a presence in future marketing and management classes. To date, the Facebook page has generated 2,600 “positive” fans.

SUNY POLYTECHNIC INSTITUTE

Supporting Governor Andrew Cuomo’s hands-on, high-tech educational paradigm for students in New York State, SUNY Polytechnic Institute (SUNY Poly) maintains a variety of hands-on, experiential student learning opportunities consistent with SUNY’s commitment to applied learning. SUNY Poly’s Colleges of Nanoscale Science and Engineering offers a cutting-edge Summer Internship Program for undergraduate and exceptional high school students that directly aligns with the goals of the SUNY DISCOVERS.
Discover initiative: to provide unparalleled student research, entrepreneurial ventures, and field study opportunities through applied learning and collaboration between SUNY students, faculty, and industry experts to enable commercialization of the best ideas and innovations born on SUNY campuses. This unique 10-week internship program offers real-world experience where students, a majority of whom reside in New York, become immersed in SUNY Poly’s $20 billion nanotechnology-based learning environment. They work side-by-side with SUNY Poly researchers in the areas of nanoscience, nanoengineering, nanobioscience, and nanoeconomics, conducting research on more efficient photovoltaic technologies, scaffolding for salivary gland development, and extremely small memory devices known as memristors, for example. Since the program’s inaugural year in 2004, more than 300 students have participated in the SUNY Poly Summer Internship Program.

TOMPKINS CORTLAND COMMUNITY COLLEGE

The workplace training programs of Tompkins Cortland Community College, known as TC3 Biz, now include a new leadership program that goes beyond traditional workshops to emphasize new skills, resilience, and a deeper awareness of self. “Leading Today” is a six-module certificate program designed for emerging and established leaders who want to develop skills and mastery. The program begins with the workshop “Emotional Intelligence: Understanding Yourself and Others,” continues with “The Leader as Listener,” “Creating Credibility—The Foundation of Building Trust and Accountability,” “Managing Your Energy: Developing Resilience,” and “Leading Change,” then concludes with “The Leader as Strategic: Thinker, Planner, and Visionary.”

ULSTER COUNTY COMMUNITY COLLEGE

In today’s world, everyone is a global citizen. We are all connected and building relationships with those with whom we share the earth will change your way of thinking, communicating, working and living. Ulster County Community College celebrates our similarities and differences by creating opportunities for international students to come the United States to study, sending SUNY Ulster students abroad, and offering on-campus and online programs for connecting students with the world.

UPSTATE MEDICAL UNIVERSITY

The research mission across Upstate Medical University is to improve the health of the local, national and global community while meeting current and future health needs through basic, translational and clinical research. Using collaborative faculty and student driven research we have built a $35 million dollar research enterprise that investigates issues from global infectious diseases to neurological disorders, and new treatments for cancer. SUNY Upstate students are in the trenches solving the problems and performing the research in the wars against these diseases and many others. In the process our students are transforming from consumers of knowledge into producers of knowledge.

WESTCHESTER COMMUNITY COLLEGE

One of Westchester Community College’s newest academic programs, Digital Filmmaking helps students acquire a solid basis in cinema history and theory, film aesthetics, screenwriting, camera operation, lighting, digital editing, and digital effects. Production and postproduction courses are taught by practicing film professionals on state-of-the-art equipment. An optional internship offers students the opportunity to gain valuable experience working in the industry. Digital Filmmaking AS student Sandra Nixon’s film Mani-Pedi was selected for the African American Women in Cinema Film Festival, the Manhattan Film Festival, the People’s Film Festival, the Capital City Black Film Festival, and the Mount Vernon Film Festival. It has won Best Comedy at both the Manhattan Film Festival and the People’s Film Festival.