breaking BOUNDARIES

Insternships
Service Learning
Study Abroad
Gaming & Stimulation
Student Success

CUNY
Experiential Learning Symposium

Hosted by
Guttman Community College
50 W. 40th Street
New York, NY 10018

April 28, 2017
8:30AM - 3:00PM

GUTTMAN COMMUNITY COLLEGE

CUNY The City University of New York

Experiential Learning

Experiential teaching and learning involves attention to the interplay between the student as learner and reflector, and the content in theory and application. The essential unifying element of all experiential education is the intentional reflection for meaning-making that is coupled with the experience. This reflection can be of many different types, modalities, formality, sequence and duration. In higher education, students encounter many opportunities for experiential education, both in the classroom through the curriculum's rich digitally-mediated, sensory, collaborative and affective experiences, and out of the classroom through sustained or episodic real-world, applied, and civic exchanges carefully curated through the curriculum and co-curriculum.

CUNY's Experiential Learning Opportunities (ELO) initiative, in response to state legislation, represents an opportunity for us to examine and reflect on the variety of pedagogies of engagement that we employ in experiential education at our colleges and to consider what supports are in place or needed to bring them to scale for quality teaching and learning for all students.

Keynote Speaker: Charlie L. Nutt

Charlie L. Nutt, A.A. B.S.Ed., M.Ed., Ed.D. a NACADA member since 1991, joined Kansas State University and the NACADA Executive Office in 2002 as Associate Director and Assistant Professor in the College of Education.

Charlie earned his Associate Degree in English from Coastal Georgia Community College (formerly Brunswick College), Bachelors in English Education from the University of Georgia, Masters in Administration and Supervision from Georgia Southern University, and Doctorate in Educational Leadership in Higher Education from Georgia Southern University.

Charlie has taught both at the secondary and post-secondary levels since 1977. He taught English in grades 9-12 as well as at the community college. At Coastal Georgia Community College, he was Assistant Professor of English before being appointed Director of Orientation and Advising. He next served as Vice President for Student Development Services from 1993 until he moved to the NACADA Executive Office.

Charlie served in various leadership roles in the Association before coming to work full-time for Executive Office. These roles include Region IV Representative, Two-Year College Commission Chair, 2000 National Conference Chair, Chair of Re-organization Implementation Committee, Chair of Task Force on Faculty Advising, and President-Elect. In addition, he has served on the faculty of the NACADA Summer Institute, Academic Advising Administrators' Institute, and Assessment of Advising Institute.

As Executive Director of NACADA, Charlie is responsible for coordinating the work of the Executive Office staff as well as working with the various NACADA units on professional development issues and external relations for the Association.

Breaking Boundaries Symposium
April 28, 2017

Schedule Overview

8:30 – 9:00 Sign-in and Breakfast (Room 401)

9:00 – 9:15 Welcome and Experiential Learning Introduction

9:15- 10:30 Keynote

10:40 – 11:40 Concurrent Session 1

11:45 – 12:45 Concurrent Session 2

12:45 – 1:30 Lunch (Room 401)

1:30 – 2:30 Concurrent Session 3

2:35 – 3:00 Closing Conversation and Remarks

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Breakfast: 8:30 AM—9:00 AM (Room 401)

Welcome and Keynote: 9:00—10:30 (Room 401)

Concurrent Sessions: 10:40 AM– 11:40 AM

Virtual-Internships: Education-Industry Alliance Scales Student Learning and Capacity To Deliver the Cybersecurity Workforce Readiness Employers Need
Room: 401

Type: Presentation

Track: Making It Work

The educational science of "Experiential Learning Online" (ELO) recently took a massive virtual leap into the 21st century by rapidly and economically delivering workforce ready entry-level candidates with a huge return on investment. Education and Industry leaders have developed and proven the model of Virtual-Internships which uses mentors on their time and budget to take the workplace into the classroom; enabling a school to increase its capacity to deliver what employers want. ELO graduates are head and shoulders above those without the practical experience the virtual-internships provide; achieving jobs at PwC, FBI, Banking, IT, etc.
Joy Nuga, Macaulay Honors College; **Alan Mace, Frank Cicio**, John Jay College of Criminal Justice

To the Classroom and Beyond
Room: 503

Type: Presentation

Track: Inside CUNY, Outside CUNY, Making It Work

This session will describe how the BMCC Learning Academy (BLA) created a multifaceted and scalable developmental model of engagement. The use of experiential learning with community partners is a critical component of the BLA. Students are given opportunities to explore industries, community resources, majors and career paths through faculty collaboration and programs such as the BLA SPARC! Initiative, (Students Preparing for Advancement through Real Conversations), which is designed to ignite curiosity through visits to established NY-based and international companies. Professional development for faculty and staff has also been implemented to help disseminate best practices in experiential learning.
Jordan Evans, Christopher Rafinski, Borough of Manhattan Community College

Connecting theory and practice through strong reflection in four internship/fellowship programs at Queens College
Room: 508

Type: Panel Discussion

Track: Outside CUNY, Making It Work

We describe the origins, operation, and emerging outcomes of four experiential learning opportunities for Queens College students: the CUNY Service Corps, the Tech Talent Pipeline Residency, the Dialogue Fellowships and Social Change Fellowships, and Teaching in Vietnam. All four illustrate broad variation in the experience of "working out-side CUNY". Four panelists will illustrate their program's components, and show student video testimonials. We identify the commonalities in their design that result in a strong reflective component, and discuss how these opportunities meet the Deweyian objective of experiential education as a means for advancing democracy (Dewey, 1927).
Eva Fernández, Sophia McGee, Donna Smith, Queens College

Expansion of Course-based Undergraduate Research Experiences in the Engineering Technologies
Room: 502 *(Half Session A)*

Type: Presentation

Track: Inside CUNY

Discussion of curricular development, implementation and assessment of course-based undergraduate research experiences emphasizing workforce skills in four ABET-accredited engineering technology associate degree programs:

1. Computer Hardware Systems (EMT2370): Students use a simulator along with real hardware to troubleshoot, maintain and repair computer hardware systems.

2. Construction Drawings III (CMCE2410): Students explore design problems through the use of a 3-D printer and augmented reality sand box.

3. Circuits Analysis Lab (EET2271): Students (N=50) reverse engineer and modify off-the-shelf electronic gadgets, such as synthesizers and digital weighing scales.

4. Engineering Materials (MECH2322): Students use microscopic structure analysis to select appropriate polymeric materials and then conduct a failure analysis.

Pamela Brown, Benito Mendoza, Gerarda Shields, New York City College of Technology

Translations: Connecting Theory with Practice
Room: 502 *(Half Session B)*

Type: Presentation

Track: Inside CUNY

Architecture by practice inherently involves both conceptual thinking and the physical manifestation of a built form. Students traditionally are fully immersed in the abstract thinking necessary for a design process but are less frequently afforded the opportunity to experience the act of building. This presentation will highlight strategies for implementing Experiential Learning Opportunities into the curriculum through an examination of three different student design-build projects led by faculty in the Department of Architectural Technology at City Tech. The projects range in scale and demonstrate how lessons learned on a smaller scale project within the department are being applied on a second project within the department, and at a larger scale in a community-based project. Additionally, the discussion will contextualize the exercises within the professional practice of architecture and then reflect on the application of ELO's to engage students in active problem solving and provide them with the ability to demonstrate work readiness to a prospective employer.
Claudia Hernandez Feiks, Ting Chin, New York City College of Technology

Concurrent Sessions: 11:45 AM– 12:45 PM

Gateway to Professional Accounting Success (GPAS)
Room: 403 *(Half Session A)*

Type: Presentation

Track: Inside CUNY, Outside CUNY, Making It Work

The Gateway to Professional Accounting Success (GPAS) is a collaborative program between Faculty Advisors and Career Development Services (student affairs). In this presentation you will be guided through how to obtain program partners, program development and student outcomes. We will give you the tools to be inspired to replicate this type of program on your campus. This type of program may be applied to different occupational disciplines. Developing experiential learning, transforming students, expanding and strengthening employer partnerships, and obtaining assessment, evaluation and outcomes data.
Shayne Bernstein , Keith Okrosy, Paula Wicklow, Hunter College

Independent Internship - Unpaid
Room: 403 *(Half Session B)*
Type: Presentation
Track: Inside CUNY

The Volunteer Income Tax Assistance (VITA) program—an Internal Revenue Service (IRS) initiative—began as a program that provided free tax preparation services to under-served communities, but at York College, it grew into much more. Learn how York's VITA program became a collaborative experiential learning opportunity (ELO) allowing students from various disciplines to gain relevant practical experience in areas related to their major, and encouraging partnerships across disciplines and campuses. Accounting, marketing, finance, human resource, foreign language, gerontology, and social work majors from York College and Queens College have applied theory from their disciplines to assist with real world needs.
Robert Clovey, Selena Rodgers, Fabiloa Salek, York College

Interdisciplinary Studies at CItyTech: Unique Objectives and Exemplary Assessments
Room: 404
Type: Panel Discussion
Track: Inside CUNY

Examples of the Interdisciplinary Courses developed at the New York City College of Technology will be featured in this panel and include "Healing the Body: The Visual Culture of Medicine;" "Environmental Economics;" and "Learning Places: Understanding the City." Unique learning objectives are required and assessed for participating faculty, given the inherent complexity of the themes covered in these courses. Practices for assessment that are high-impact will be covered, in addition to Place-based learning strategies. 21st century technologies including Open Educational Resources and OpenLab serve an important role; disseminating information covered in Inter-disciplinary courses to students at virtually no cost.
Amanda Almond, Sean MacDonald, Jason Montgomery, New York City College of Technology

Mentor Leadership Development: Preparing Student Leaders to Provide Peer Support
Room: 405
Type: Presentation
Track: Inside CUNY, Making It Work

This interactive session will explore the philosophy, structure, and outcomes for Guttman's Mentor Leadership Development program. We will provide an overview of our general competency-based training curriculum and discuss role-specific training approaches that prepare mentors to support students inside and outside of the classroom. Peer Mentors will be present to make connections between skills learned through MLD and the real-world application in their ongoing leadership positions.
Daniel Ambrose, Bindi Patel, Andrew Bennett, Guttman Community College

Assessment Strategies and Outcomes in Human Anatomy and Physiology Courses with a Civic Engagement Component
Room: 409A
Type: Presentation
Track: Inside CUNY

Assessment strategies for evaluation of impact of experiential learning in terms of both content specific as well as attitudinal dimensions will be discussed. Results and reflections produced by research projects on students' perceptions of innovative pedagogy practices incorporating civic engagement into biology courses, e.g. Human Anatomy and Physiology, will be presented by both faculty and a student-peer-investigator. Examples of assess-ment tools will include validated online surveys, focus groups, and questionnaires developed by student peer-investigators. Analyses of both qualitative and quantitative data will be presented in the light of discussion on meaningfulness and usefulness of civic engagement as perceived by students.
Anna Rozenboym, Kingsborough Community College; **Kiareixa Perez**, Queens College

Building a Culture of Internships at John Jay College

Room: 409B

Type: Presentation

Track: Outside CUNY, Making It Work

This presentation will detail John Jay College's academic internship program with a specific focus on how other community and senior colleges could adapt strategies for their own campuses. John Jay's program offers students, faculty, and employers an opportunity to build a community of praxis through intentional learning structures. The success of this program has created challenges for the campus: supporting students who may not be able to commit to the requirements of the academic program but who still wish to intern, keeping pedagogy current, and adequately assessing the impact of these courses on student learning.

Will Simpkins, John Jay College of Criminal Justice

Lunch: 12:45 PM—1:30 PM (Room 401)

Concurrent Sessions: 1:30 PM – 2:30 PM

(30 min session combined with Guttman presentation)
Building a Culture for Experiential Learning on Campus

Room: 401 *(Half Session A)*

Type: Presentation

Track: Inside CUNY

The Borough of Manhattan Community College (BMCC) has allocated resources through the Office of Academic Affairs to build a central office, the Office of Internships and Experiential Learning.
This interactive session will use mind mapping techniques to provide an overview of BMCC's plan to build a culture around experiential learning with the vision to engage every BMCC student in one form of experiential learning. Participants will explore mind mapping to generate ideas for enhancing and expanding experiential learning and engagement within their own organization.
Laura Burrell, Borough of Manhattan Community College

Building Strategic Experiential Learning Partnerships

Room: 401 (Half session B)

Type: Presentation

Track: Inside CUNY

This session will provide strategies for developing strategic experiential learning partnerships with a focus on innovative 21st century internships. Drawing on evidence-based research, the presenter will share how OPCE integrated 21st century skills into the classical internship model; describe the strategic role of Guttman Partners in advancing internship learning outcomes; and report on successes and challenges related to student learning. The session will also highlight current work being developed around a more in-depth assessment of these internships through survey research, partner focus groups, and the integration of skills-based reflection modules into the student ePortfolio.

Valora Blackson, Guttman Community College

The City of Lights and the Big Apple: Experiential Learning at City Tech
Room: 409B

Type: Presentation

Track: Inside CUNY, Outside CUNY

Using the city of Paris and its hotels and restaurants as classrooms, students are immersed in experiential learning, with transformative results. For the past 16 years, the Department of Hospitality Management at New York City College of Technology has given students from a large diverse urban and commuter college the opportunity to study abroad. Students return with heightened cultural awareness, broadened world views and lifelong friend-ships. The programs' collaborative learning assignments, including journal keeping and reflections, create a lasting sense of curiosity. This presentation will examine the experiential learning and high impact practices (Kuh, 2008) provided by the program.
Thalia E. Warner, New York City College of Technology

Breaking Boundaries and Building Community with Mindful Emotional Intelligence
Room: 508

Type: Presentation

Track: Inside CUNY

In the summer of 2016, the SEEK program at Baruch College launched its Mindfulness Based Emotional Intelligence (MBEQ) workshop series during the 6-week Freshmen Experience.
Students were engaged through the use of art, technology, meditative practice, daily reflection, service learning, and cognitive techniques. Collected self-report data suggest that students experienced significant changes in all domains of emotional intelligence and increased their level of mindful awareness. These results are consistent with the research on academic success, mindfulness, and emotional intelligence. Attendees to this talk will be given the opportunity to experience several of the activities implemented by the MBEQ program. Implications for further application will be discussed.
Monika Kosior, Christina Wolin , Baruch College

Roadmap to Cultural Awareness, The Journey to Cultural Competency in Experiential Education
Room: 505

Type: Presentation

Track: Inside CUNY, Outside CUNY, Making It Work

Join us as we discuss the findings and implementation of Cultural Competency across the curriculum. As a direct result of Career Services at Hostos Community College employer advisory board meetings with faculty we had a broad discussion on approaches to effectively conveying and demonstrating cultural competency. Employers offered key ideas to support Hostos students in understanding and building cultural competency which is now presented by career services in workshops and experiential learning opportunities. Based on the employer advisory meetings as well as one-on-one interviews with gerontology employers, we decided to infuse cultural competency into four core courses and we will present the findings and curriculum handout.
Lisanette Rosario, Eunice Flemister, Hostos Community College

Closing Conversations and Remarks: 2:35—3:00 (Room 401)