

Wednesday, September 24, 2008

7:30 am - 6:30 pm Registration

8:00 am – 2:30 pm Pre-Conference Workshops

1. Legal Issues of Internships and Experiential Learning

This popular workshop examines the broad range of legal issues that arise in administering experiential learning programs, with particular emphasis on the reciprocal rights and responsibilities of the school, work-site, and student. Key issues such as student, school and work-site liability, risk management (including waivers, assumption of risk and insurance), protecting and accommodating student rights (including discrimination and ADA compliance), tax and compensation consideration, contractual obligations, and issues arising out of the use of public funds, will be examined. Time will be allotted for participants to engage in a discussion of these issues, as well as explore the application of legal issues to their specific programs in a “legal clinic” format

2. Fundamentals of Theory and Best Practice in Experiential Education

Participants in this workshop will explore the theoretical and philosophical roots of experiential education and the principles of good practice fundamental to all types of experiential learning. Participants will have an opportunity to actively explore the implications and applications of this information, and to identify the resources available for continued professional development and specific use in their programs.

3. Experiential Education Beyond the Basics: Program Design and Student Issues for Intermediate and Advanced Practitioners

This interactive workshop, geared towards intermediate and advanced level practitioners, will focus on models of effective experiential education programs; program implementation; highlighting program management; faculty relations; student issues; and best practices, including discussions about seminars, portfolios, reflection papers, and assessment tools. Participants will consider what “best practices” means in their environment and what should go into the design of an ideal program

4. Assessment 101 and Beyond: Identifying, Understanding and Applying Outcomes Assessment in Experiential Learning

This workshop will introduce beginners to the fundamentals of assessment in experiential learning settings and provide intermediate level assessment training for practitioners beyond the beginner’s level who seek to improve their outcomes assessment skills. The primary goal is to assist participants in the development of an outcomes assessment plan to take back to their home institution. Employing a hands-on, active learning approach, this workshop will include a mix of presentation, applied tasks, small group work, and interactive discussion.

5. Preserving Well Being and Professional Vitality through Mindfulness

This experiential workshop focuses on the state of consciousness known as “mindfulness,” the ability to be fully present. It involves cultivating awareness of the self-talk, assumptions and judgments that create unnecessary stress and diminish one’s ability to be creative.

During this workshop, we will explore significant and interesting research findings about mindful awareness, and guide participants in activities designed to foster presence, providing resources and practices to develop their ability to be present and free of unnecessary stress.

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| 9:30am-10:00am | Pre-Conference Break |
| 11:30am-12:30pm | Pre-Conference Box Lunch |
| 3:30pm – 4:00pm | Welcome to NSEE |
| 4:00pm – 5:30pm | Opening Panel
“Future trends in experiential education:
The Employer View“ |
| 5:30 pm-7:00 pm | Welcome Reception |

Thursday, September 25, 2008

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|--------------------------|---|
| 7:00 am -6:00 pm | Registration Open |
| 7:00 am -8:30 am | SIG/Network Chairs Meeting |
| 7:30 am – 8:30 am | Continental Breakfast & Roundtable Meetings |

Science with Practice: Using a college-wide experiential learning program to transform the college experience

Science with Practice (SWP) is a college-wide experiential learning program which provides students the opportunity to develop a planned learning component as part of their work experiences with faculty and staff in various university settings. SWP was designed and implemented using andragogical principles, which included the utilization of theory and best practices found in the literature. The presenter will share the concept and mechanics of the program as well as its impact and benefits.

Presenter: Michael Retallick, Iowa State University

A November to Remember: Capitalizing on National Career Development Month

Each November, the Office of Career Services at Eastern Connecticut State University utilizes National Career Development Month to mobilize their campus community in promoting experiential education. Learn how Eastern’s November events and activities have increased internship and co-op participation by over 30% in just three years! See how marketing fresh ideas increases program visibility, workshop attendance and web traffic. Leave with a “How-To Guide” you can use this Fall!

Presenters: Nancy DeCrescenzo, Eastern Connecticut State University

Click Here: Creating Online Surveys & Evaluations Can Be Just That Easy

On-line information gathering is not out of your reach – it’s easier than ever, thanks to user-friendly tools on the web that are sometimes free, or at least inexpensive. Web-based surveys and evaluations are an effective way to collect meaningful information from your students, employers, faculty and others, and are flexible enough to be used in many different ways. You don’t have to rely on IT experts to set them up or to get

sophisticated results. Find out how to be the new hero of the ongoing assessment efforts on your campus.

Presenter: Kathy Naegele-Delgado, Millersville University

Me and My Shadow-Two approaches to a Successful Externship Program

One experiential education idea - two unique and successful approaches.

This interactive session will present best practices and essential tools for developing and implementing a highly effective job shadowing program that students will beg to join.

The presenters will discuss the pros and cons of two different administrative concepts - one driven by host availability and the other by student demand. Applying the models to different types of institutions will be addressed, as will the impact on staff and other resources. Attendees will leave with concrete examples and practical knowledge.

Presenters: Rachel Moeller, Lafayette College; Cailin Pachter, Muhlenberg College

Transforming the Experience through the use of technology and “On Line Learning”

The number of interns/coop students doing internships away from the campus area is increasing. This workshop shows exciting use of technology that increases the effectiveness of your course instruction and depth of student learning to local and out of area interns. You will be instructed how to teach both yourself and your students to be “guides on the side” to assist others in their learning process. A time efficient model of monitoring online work will be shared.

Presenter: Roberta Magarrell, Brigham Young University

360-Degree Feedback as a Peer-Based Tool for Enhancing Experiential Education

Feedback as an outcome of service-learning and experiential education is frequently the most significant basis for student development and change. Interestingly, peer review of engaged learning experiences demonstrates a critical skill as well as provides a powerful source of information. Source credibility and in-depth knowledge of actual performance serve to enhance the impact of feedback with students. Innovative application strategies utilizing 360-degree feedback based upon experiential learning will be the primary outcome of this roundtable.

Presenter: David Bergen, High Point University

The Internship Triangle: Partnership of Student, Academy, and Business Organization

Each stakeholder is indispensable to the pedagogy of experiential education.

Presentation will evaluate the needs of each partner. Best practices as identified by NSEE and their application to accreditation standards in business education will be explored. Transforming the internship experience which enables self-discovery into a personal life-work strategic plan for the student is the working methodology, as well as the development of business-related competencies and integration with the needs of the business organization.

Presenter: Carrie Anna Pearce, Samford University

An analysis of the capabilities acquired during an internship program at a New England University

An empirical assessment of the abilities acquired by students during their internships will be presented. We will follow over 100 students from the University of New Haven through their required Criminal Justice internships. Students and their supervisors will assess their internship learning experience by completing a checklist of desired abilities at the beginning and at the end of their internships. Results will be compared for commonalities and differences. Implications of the findings will be discussed.

Presenters: Alexandria E. Guzmán, University of New Haven; Fadia Narchet, University of New Haven; Martin O'Connor, University of New Haven

The Effect of Summer Community Service-Learning on Academically Talented Adolescents' Feelings of Social Dominance

This roundtable aims to further critical inquiries into whether service-learning is a value-added methodology in terms of impact on academic achievement and civic attitudes within higher education by presenting the development and impact of the infusion of a mandatory service-learning requirement in the Freshman Honors Symposium at the University of Central Florida. Program administrators will trace the impetus for the program, class design, curricula, and the foundations of its community partnership. Findings from a pre-/post-study administered to 200 participating honors undergraduates will be presented, including data on the civic, social, and psychological impacts. Lastly, selected honors students will share their experiences.

Presenters: Nicole S. Webster, Ph.D., The Pennsylvania State University; Trae Stewart, Ph.D., University of Central Florida

Connecting the Local Community and the Global Community

This roundtable will be a discussion of a course at Assumption College, "Social Justice in a Global Community," connecting work with African immigrants/refugees living in Worcester, MA, with global issues (specifically political instability, violations of human rights, and economic inequality) that link our local community to communities in Africa. Students learn through a variety of ways: community service learning placements in local programs directed by African immigrants, acquaintance with the African community using speakers and attendance at the African Cultural Festival, and course texts, including memoirs and documentaries.

Presenter: Susan Melia, Assumption College

Comprehensive Experiential Learning Centers – Maintaining integrity and quality in a changing academic environment

Recent trends have led to combining experiential education programs under one comprehensive administrative unit. In this workshop, we will share pros, cons, and best practices from UCF's centralized perspective, discuss the effects of these recent trends, and facilitate a discussion about arguments and processes for defending and maintaining quality academic experiential education in the current higher education environment.

Presenter: Dr. Sheri Dressler, University of Central Florida

The Campaign 2008 Academic Seminars: An Update and Look Ahead to the Presidential Inauguration

This roundtable will describe the results of The Washington Center's Inside Washington '08, the Democratic National Convention and the Republican National Convention programs held earlier in the year. It will also look ahead at the Presidential Inauguration seminar to be held in January 2009. The focus of the presentation will be how to utilize a special event for the purpose of experiential education and civic engagement.

Presenter: Eugene J. Alpert, Ph.D., The Washington Center for Internships and Academic Seminars

Art School Journaling

The reflective process of creating a journal takes several different perspectives when experiential learning is centered around creating an ice sculpture, working with an architectural photographer, teaching art to developmentally challenged adults, designing museum exhibitions, recording new soundtracks, doing ad work for a newspaper or magazine, blowing glass, drawing animations or working with a private collection. Vicki Engonopoulos from the Art Institute in Chicago will bring student journals and lead a discussion on pushing the idea of reflective learning through the visual journal..

Presenter: Vicki Engonopoulos, The School of the Art Institute of Chicago

The Incredibles!!! An Honor Society for students who actively pursue multiple experiential education opportunities while maintaining high standards of academic achievement.

In the Disney movie The Incredibles! Each of the characters has a talent which makes them an incredible person. Experiential Education provides multiple venues for our students to gain talent, but some of these students pursue multiple opportunities combining Service, Study Abroad, Research and Internships into their academic program. These students are our "Incredibles". Learn about a new Experiential Education Honor Society which recognizes students who excel academically while pursuing multiple experiential education opportunities, and how you can start a chapter on your campus.

Presenter: Dr. Christie Boronico, University of New Haven

The City as Intentional Learning Environment for Citizenship and Social Change

HECUA (Higher Education Consortium for Urban Affairs-Minneapolis/St Paul -1971) and Chicago Semester (1974) have conducted continuous experiential learning programs deeply rooted in the city for over three decades. This workshop will share some secrets of the success of two models of experiential urban education while inviting participants to explore with us the challenge of teaching and learning in large urban contexts--while balancing the diverse and often contradictory needs of students, urban communities and sponsoring academic institutions.

Presenters: Clinton Stockwell, Chicago Semester; Jenny Keyser, Higher Education Consortium for Urban Affairs (HECUA)

Beauty & The Beast: Incorporating Experiential Education into the Tenure Process

Many Universities talk about institutionalizing Experiential Education, but when it comes to encouraging faculty participation the question of counting in Tenure and Promotion is asked. Participants of this workshop will be provided with an introduction to Tenure and Promotion function in academia. The Presenters will share the recent history of UNH T&P process which recently elaborated the guidelines clearly expressing inclusion of Experiential Education in the T&P review. Participants will review sample faculty

petitions for Tenure using two models of evaluation – one which clearly incorporates experiential education for consideration and one which does not.

8:45 am-10:15 am Keynote Session
“Taking it to the Streets: Empowerment through Experiential Education”

10:15 AM – 10:45 AM **Reflection Break & Book Signing**

10:45 AM – 11:45 AM **Concurrent 60-Minute Workshops**

To Pay or Not To Pay...Is Credit Part of the Question? (Our apologies to Shakespeare)

Description to be determined

Presenter: Michael True, Messiah College and Susan Leister, Alverno College

Service Politics: Anti-Genocide Activism and Service-Learning

Genocide is the most horrific of crimes. Service politics is the bridge by which one can cross from community service to politics, where issues such as genocide can be addressed on a policy as well as a grassroots level. We describe a collaboration, “Taking a Stand against Genocide,” of high schools, universities, and nongovernmental organizations that educates students and communities about genocide; creates legislative advocacy to prevent genocide; and develops commitments to social justice.

Presenter: Dr. Ellen J. Kennedy, University of Minnesota

The Game Plan – Establishing a Partnership between the Athletic Association and the Undergraduate Professional Internship Program

Explore the unique partnership between internships and athletics at a NCAA Division I school. The Undergraduate Professional Internship Program at Georgia Tech is working collaboratively with the Athletic Association to provide a real world work experience to all Student Athletes. This workshop discusses the challenges of working with student athletes and the partnerships and programs formed to encourage and enable this population to participate in the internship program.

Presenters: Mary K. Fisher, Georgia Institute of Technology; Patricia D. Bazrod, Georgia Institute of Technology; Ann Blasick, Georgia Institute of Technology

Student Transformation: Historic and Theoretical Roots of Contextual Learning

“Contextual learning” as a pedagogy and theoretical construct has gained momentum in the Academy. A consensus is emerging around its definition, meaning and application. This workshop will provide a working definition and rationale for the theory, and trace its historic evolution. Theoretical frameworks which inform contextual learning will be explored including critical pedagogy, situated cognition, experiential education, ecological theory, work-integrated learning and Boyer’s scholarship of engagement. Challenges and opportunities for the future will be highlighted.

Presenters: Dr. Mary Ann Hollinger, Messiah College; Dr. Charlene Gray, Messiah College; Mike True, Messiah College

12:00 PM – 1:00 PM **Box Lunch and SIG 1 Meetings**

**Deliberative Democracy,
Environmental Studies & Social Justice
Cooperative Education & Internships
Arts & Culture
Assessment, Evaluation & Research**

1:00 pm – 2:00 pm **SIG 2 Meetings**

**Active Learning in the Classroom
Career Development
Education Abroad
Service-Learning**

2:15 PM – 3:15 PM **Concurrent 60-Minute Workshops**

The Millennium Generation Studies: Connecting with America's Emerging Leaders

Get the latest research on the “elder” members of the Millennium Generation – those in their early 20s. This workshop examines the fifth study (in a series dating back to 1997) which delves into the minds and ears of America's emerging leaders to uncover what's most important to them in terms of careers, family life and social issues.

Presenter: Michael VanGrinsven, Northwestern Mutual

From the Field to the Hood: Effective Experiential Seminars that Work from Migrant Communities to the Inner City

This workshop investigates Notre Dame's Center for Social Concerns overall design, implementation, and evaluation of service-learning seminars built around immersion experiences in both rural and urban settings. There will be a case study comparing the week-long Coachella Seminar which takes place with migrant workers in rural southwestern California during Spring Break contrasted with the Urban Plunge Seminar which occurs at 38 urban sites in 30 cities during the Winter Break over a 48 hour period

Presenter: Bill Purcell, University of Notre Dame

Senior Instructional Leadership Corps (SILC): A Model for Student Mentoring

This session presents a model of a highly successful student mentoring program in which high school seniors assist teachers in classrooms across the curriculum. The SILC program is designed to foster leadership qualities in seniors as they interact with teachers and students in a variety of instructional activities and settings. Senior leaders receive training in seminars to enhance their understanding of the teaching profession and their individual leadership abilities.

Presenters: Larry Rehage, New Trier High School; Janice Dreis, New Trier High School

Capacity – Building Grants: Federal Opportunities for Experiential Education

In this All-Inclusive, resource-rich session, participants will find everything they need to get started on their way to grant seeking and grant management success. Expand projects in education, environment, public safety, homeland security and other critical areas through major programs like AmeriCorps Education Award, AmeriCorps VISTA, Learn and Serve America, FWS. By the end of the session participants will know all the

steps to locate \$\$\$ and resources to enhance strategic investments in expansion of experiential education.

Presenters: Urszula Zalewski, Stony Brook University

Jiminy Cricket!!! An E- Mentor program for your students!

Wouldn't it be nice to have a Jiminy Cricket on your student's shoulder helping them understand their choices in life and helping them to make the right decisions? This presentation will discuss the University of New Haven Mentor Match – M2 program. This electronic mentoring program invites Alumni, Employers, Student's Parents, Faculty, and Upper classmen to provide mentoring to our students. This presentation will share the Intrafinity software customized to create this unique mentoring system which guides our Mentors and Mentees through a three month electronic mentoring experience on broad topics such as major selection, career information to specific advice on public speaking, athletics, and study abroad. We will share the details of how to create this magical program on your own campus!

Presenter: Dr. Christie Boronico, University of New Haven

3:15 PM – 3:30 PM **Reflection Break**

3:30 PM – 5:00 PM **Concurrent 90-Minute Workshops**

Documenting Student Learning in Service-Learning Courses: Results from the First Semester Pilot using the “Deal” Model of Critical Reflection

The “DEAL” Model of Critical Reflection (Describe, Evaluate and Develop Articulated Learning writings), developed by Ash, Clayton and Day, enables faculty to document student learning in service-learning courses. Two years ago, this model for assessing personal, academic and civic learning was presented at NSEE. This session will follow up that presentation and focus on the outcomes of our pilot semester using the DEAL Model in four different courses in different departments at Montclair State University.

Presenters: Dr. Mary E. Henry, PhD, Montclair State University; Dr. Lenore Molee, Montclair State University; Dr. Valerie Sessa, Montclair State University; Erin Renee McKinney, Montclair State University

From Idea to Implementation: Strategic Planning Tools in Service Learning

This hands-on service learning workshop will demonstrate best practice planning models that impact the university on the broad policy level, the program level, and the classroom level. Participants will learn how a strategic planning matrix is a tool completely scalable to their particular needs. The workshop is multi-disciplinary in nature, featuring presenters with backgrounds in teaching, professional disciplines, and administration. Thus, it will appeal to a wide-range of experiences within the service learning field.

Presenters: Andi Witczak, University of Kansas; Raquel Alexander, University of Kansas; Linda Luckey, University of Kansas

Community Science: Improving student and public understanding of science through active participation

This workshop will teach participants about the rewards and challenges associated with “community science”, where the entire community is involved in the scientific process. We will show how faculty and students can partner with local organizations to produce concrete products, while instilling a deeper understanding of science in both their students and the community. Workshop participants will take away the skills they need to successfully initiate and manage such a community partnership.

Presenters: Dr. Jeff Steinmetz, University of South Carolina at Sumter; Dr. Reed Perkins, Queens University of Charlotte

Interdisciplinary Service-Learning Projects: Connecting the dots

This presentation highlights activities undertaken to develop, sustain and institutionalize Nazareth College's interdisciplinary service-learning project - "North Star: the Underground Railroad." The presentation details the school's efforts to coordinate its College of Arts and Science's service-learning projects with a community college's service-learning project and local Underground Railroad historians. These service-learning projects will eventually contribute to the establishment of an Underground Railroad Interpretive Center.

Presenters: Dr. Marie Watkins, Nazareth College; Dr. David Anderson, Nazareth College; Dr. Yamuna Sangarasivam, Nazareth College; Al Cabral, Nazareth College

Beyond the Classroom: Making an Impact with Career Mentors

Students must compete for the best internship and employment opportunities. In an effort to help them gain visibility, develop skills, and advance their career, universities are integrating mentor programs as a new means of interacting with recruiters, alumni, and professionals. Effective mentoring services can creatively meet the needs of student preparedness and career development by providing varied experiential education through partnerships with alumni, employers, and board members. Coaching, in the early stages of career development, can enhance necessary and sought-after skills in communication and networking. This session will explore creative and intentional ways to build bridges, collaborate, and improve the educational partnership between university stakeholders. Uncover new opportunities to advance students in their career development.

Presenters: Vicki P. Klopsch, DePaul University; Brad Dudley, Pepperdine University

Friday, September 26, 2008

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| 7:00 am -6:00 pm | Registration Open |
| 7:00 am -8:30 am | Professional Development Committee Meeting |
| 7:30 am – 8:30 am | Continental Breakfast & Network Meetings |
| 8:30 AM – 9:30 AM | Concurrent 60-Minute Workshops |

Assessment of Internships: A Transforming Experience

Acknowledging the increasing significance of the assessment of internship programs, participants will be guided to develop and implement strategies to transform internships as they create a comprehensive assessment plan. A comprehensive assessment plan will require collaboration with key representatives from academic affairs and student affairs, the employment of appropriate assessment instruments and the use of assessment results to transform the internship program.

Presenter: Dixie R. Crase, University of Memphis

The Senior Project: Promoting Self-Advocacy and Life-Long Learning Beyond the Classroom Walls

This session offers participants an opportunity to examine a highly successful model of a four-week experiential education program for seniors in their last quarter at New Trier High School in Winnetka, IL. The goal of the program is to help seniors develop self-advocacy skills as they plan and execute their projects. The presenters will provide a variety of approaches for involving students, faculty/staff, parents, and community volunteers in a program that truly extends education beyond the classroom walls. Participants will learn the nuts and bolts of starting an experiential education program, monitoring its progress, and finally, evaluating the benefits of such an experience
Presenters: Larry Rehage, New Trier High School; Janice Dreis, New Trier High School

Experiential Education Research – Challenges and Triumphs

In this session, led by Dr. Robert Shumer, former Co-Director of the Center for Experiential Education and Service-Learning (research center) at the U of Minnesota, we discuss the challenges of conducting research on experiential and service-learning programs at the K-graduate level. The panel will present a framework for high quality work in quantitative, qualitative, and mixed designs and present examples of good research practice for each area. Included in the discussion will be a focus on creating research that is useful and scholarly, addressing the challenges of studies that have credibility in the academic institution and utility in the “real world.”

Presenters: Rob Schumer, University of Minnesota; Dr. Melody Bowdon, University of Central Florida; Dr. Trae Stewart, University of Central Florida

4 Generations in One Workplace!!!

For the first time in history, 4 different generations work side-by-side. Because each generation is formed by different circumstances, there is now more opportunity for challenges to workplace harmony. How can experiential educators help students, faculty and site supervisors understand, avoid and/or work through the potential problematic situations inherent in such a combination?

Presenter: Carter Hunter Hopkins, Ph.D., University of Virginia Alumni Association

NC Outward Bound Educators Initiative: Transferring Wilderness Experience to Classroom Practice

In 2007, the North Carolina Outward Bound School developed the Educators Initiative Program to provide professional development opportunities for educators to transform teaching practice into an engaging, interactive, experiential learning environment that reflects the Outward Bound model of learning and community. Cohorts of teachers immersed in a year-long program to transfer, support, and study the implementation of best practices in their classrooms. Formal research reveals the impact and transference of experience to practice in the K-12 classroom setting.

Presenter: Andy Mink, University of Virginia

9:45 AM – 11:00 AM

Keynote Session
“The Magic of Experiential Learning”

11:00 AM – 11:30 AM

Reflection Break & Book Signing

11:30 AM – 1:00 PM

Awards Luncheon

1:00 PM – 2:00 PM

Geographic Regional Meetings

Mid-Atlantic Region
Midwest Region
Northeast Region
South Region
West Region

2:00 PM – 2:30 PM

Reflection Break

2:30 PM – 3:30 PM

Concurrent 60-Minute Workshops

Experiential Education in a classroom - experience, reflection and learning

In the twenty-first century, education in Information Technology (IT) is the key to success for any nation. Unfortunately here in the US the number of students studying technology is shrinking at an alarming rate. The traditional education system has failed to motivate students in IT education because of its incompetency and weaknesses. Therefore, I would like to demonstrate how IT can be improved by implementing American philosopher and educator John Dewey's "pattern of inquiry" in a classroom setting through "experience" and "reflection".

Presenter: Sharful Alam (Graduate Student), Minnesota State University, Mankato

The Community as Our Classroom: Using community based learning to reinforce classroom concepts

Community based learning – different from service learning – can be an enriching way for students to learn the core concepts of a class away from the confines of the classroom. Regis college students have been completing community based experiences in a variety of marketing classes for the last two years and reporting on their experiences. This presentation will demonstrate what students gain from their community based project experiences, what makes good community based projects, and how other schools can replicate Regis' success.

Presenter: Christina McCale, Regis University

Create Your Own Magic with a CAS Self-Study

Feeling a little "Goofy" about conducting a Council for the Advancement of Standards in Higher Education (CAS) self-study of your internship/coop program? We'll "just whistle while we work" during this step-by-step discussion of a first-time CAS self-study of an internship/cooperative education program. We'll take an approach guaranteed to make you comfortable taking "Minnie" steps toward program self-evaluation and continuous improvement.

Presenters: Jean Spahr, College of DuPage; Cathy Stablein, College of DuPage

Integrating the National Society for Experiential Education's Eight Principles of Good Practice to the Internship Experience: A Model for All Curricula

An internship by its very nature is experiential learning but the quality of that experience requires scrutiny to ensure that students, faculty and sponsors are engaged in experiential education at the highest level of quality. This case study presents the process and results of an assessment of a required internship course in the UNH Interior Design program using the NSEE Eight Principles of Good Practice to assess, revise, implement and evaluate the changes.

Presenter: Christy Somerville, University of New Haven

Teaching Community-based Research to Undergraduates

This interactive workshop will provide resources for university instructors considering developing or enhancing courses that integrate community-based research as pedagogy and as a means to address critical social issues. Participants will be guided through a series of topics that illustrate the benefits and challenges of educating students on community-driven and participatory approaches to research as part of their coursework.

Presenter: Howard Rosing, Ph.D., DePaul University

3:40 PM – 5:10 PM

Concurrent 90-Minute Workshops

Transforming Our Mission: Institutionalizing Civic Engagement through Experiential Learning

Widener University is increasingly recognized as a national leader among higher education institutions that are committed to civic engagement. To achieve Widener's mission to combine academic excellence with civic and social responsibility, this interactive workshop will introduce participants to the Academic Service-Learning Faculty Development Program, an innovative initiative created in fall 2004. Participants will learn about the components of this faculty development program and its integral role institutionalizing civic engagement through experiential learning.

Presenters: Marcine Pickron-Davis, Ph.D, Widener University; Arlene Dowshen, Ed.D, Widener University

Inventory of Experiential Learning: Exploring what experiential education looks like on your campus

This workshop will provide ways to discover how the NSEE 8 Standards of Practice are inventoried on a college campus. Additionally, snap shots of how research was conducted; information gleaned from the research; and how that data was implemented for curriculum and program development will also be discussed. The audience will also be engaged in how to apply this inventory to their program.

Presenters: Patricia Roberson, Purdue University Calumet; Janice Golub-Reynolds, Purdue University Calumet

Fostering Professional Development Through Experiential Learning

Experiential learning often refers to those activities that students encounter outside the classroom. However, this emphasis can send the message that traditional academic forms of learning do not involve experience. At Alverno College, faculty have taken the principal components of experiential learning – performance and reflection – and made these central to the entire college curriculum. This workshop will examine how classroom-based experiential learning impacts off-campus learning experiences and how the structure and resources of an institution can be developed to support and reinforce powerful learning of this kind.

Presenter: Sue Leister, Alverno College

Are Domestic and International Fee-based Programs the Answer?

A panel discussion and Q&A featuring the nation's largest domestic and overseas internship programs. The Washington Center, University of Dreams and IES Abroad representatives will share insights, address queries, and hear NSEE member concerns. Members can query panelists about standards, costs, financial aid, academic credit and more. If, as some believe, internships are imperative and fee-based programs expanding, we must be best prepared to counsel students, parents, faculty and others regarding these options.

Presenter: Burt Nadler, University of Rochester

Internships 101: Nuts and Bolts

This session will deal with many of the common issues faced by internship coordinators on college and university campuses. The model used at Messiah College will be presented. Topics to be covered include the educational philosophy of self-directed learning, learning contracts, the use of portfolios, assessment tools, some legal issues, forms, procedures, orientation sessions, weekly seminar structure, data management, and more.

Presenters: Michael True, Messiah College; Elisabeth Clark, Messiah College; Michael Blount, Messiah College