



Wednesday, September 26, 2018 – 90 Minute Session

8:30am-10:00am

PROJECT-BASED LEARNING AND CAREER READINESS ACROSS DISCIPLINES

Christina M. Heckman, Augusta University, Anna Harris-Parker, Dr. J. Andrew Hauger

This session addresses how project-based learning in the classroom can prepare students across disciplines for the transition from university coursework to challenging careers. The presenters will discuss their experience with student projects in diverse pedagogical contexts: a literary magazine production course for creative writers; a 3D game project in a medieval literature course; and electronics projects for beginning physics students. Session participants will collaborate in a team-based micro-project integrating creativity with technology.

Room: Regency DEF, Track: Best Practice, SIG: Active Learning in the Classroom

8:30am-10:00am

LEVERAGING DIVERSE INSTITUTIONAL STRUCTURES TO SUPPORT EXPERIENTIAL LEARNING

Christina Heath, University at Buffalo, Charlie Baxter

As institutions embrace the promise of experiential learning, they must make strategic investments while realigning programs and resources to support evolving priorities. We present the recent evolution of a campus department as an example of redesign toward the goal of leveraging and catalyzing high-impact experiential learning within a research university setting. Through a design challenge activity, participants will leave with tools to develop innovative models for faculty and student engagement with experiential learning. **Room: Regency C, Track: Institution Implementation, SIG: Assessment, Evaluation & Research**

Wednesday, September 26, 2018 – 90 Minute Roundtable – Harborside East

8:30am-10:00am

SAILING FORWARD WITH COMMUNITY STUDY-ABROAD PROGRAMMING FOR LIFELONG LEARNING

John Branin, Southern Utah University, Patrick Clarke, Southern Utah University

In its fifth year, the Southern Utah University's Christmas in London program is a short-term study abroad for members of our surrounding communities that utilizes NSEE's Eight Principles. Each principle is applied throughout all trip activities. The program's success has led to SUU formally launching the "Community on the Go" program with additional community education trips to Peru, France, Hungary, Romania, Austria, Germany, and a theatre trip to New York City (with more to come). **SIG: Cross-Cultural Awareness**

8:30am-10:00am

USING PARTNERSHIPS TO INNOVATE YOUR INTERNSHIP PROGRAM

Emily Marchese, Nazareth College, Dale Leyburn

Our objectives for this session would be to:

Share our success in partnering with faculty, on-campus departments, alumni, and employer partners to increase the scope of our internship program and move from a reflection-based curriculum to one that combines reflection with practical application of the NACE competencies. Guide internship programs in exploring opportunities for partnership that will help to increase their impact and presence on campus. **SIG: Internships/Cooperative Education**



8:30am-10:00am

BUILDING A SUCCESSFUL INTERNSHIP PROGRAM: UTILIZING INDUSTRY AND ALUMNI PARTNERSHIPS

Jennifer Warrner, Ball State University,

This session will highlight strategies used by a construction management baccalaureate program to build a successful internship program for students. Through partnerships with industry related professional development associations, an active industry advisory board, and engagement with program alumni, the faculty internship coordinator utilizes multiple approaches to assist students in locating and securing two required internships. Ideas for the incorporation of career development, professionalism and soft skills into an academic major's curriculum will also be shared. **SIG: Internships/Cooperative Education**

8:30am-10:00am

RHYTHMS OF THE HEART AND THE POWER OF INTERPROFESSIONAL COLLABORATION

Kira Omelchenko, Florida Southern College, Dr. Carrie Hall, Florida Southern College, Melissa Gainey, Florida Southern College, Natalie Barton, Kerry Hemelgarn

The presentation will showcase an innovative and successful health and music project which incorporates community partnerships that enhanced experiential education for students. A pre-concert presentation and other activities highlighting heart rhythms and dysrhythmias, educated the community on various heart rhythms and key health behaviors and factors. During the "Rhythms of the Heart" concert, students received hands-on engagement in research and creative practices by preparing pre-concert activities or actively performing in the concert. The presentation also incorporates strategies for co-curricular partnerships that strengthen and support student experience. The presenters will finally discuss strategies for building partnerships among various disciplines as well as highlight collaborative faculty that foster student growth. **SIG: Active Learning in the Classroom**

8:30am-10:00am

SPRINGBOARD TO SUCCESS: USING THE ACCREDITATION PROCESS TO ENHANCE EXPERIENTIAL LEARNING

Nathan Martin, Charleston Southern University,

This presentation examines the Experiential Learning Initiative (ELI) which serves as a five-year plan for enhancing student learning at Charleston Southern University. Without going into specific accreditation standards or criteria, the presentation focuses on how the accreditation process facilitated the utilization of NSEE principles in program design of five critical areas: connecting the program to the institutional mission, establishing goals and outcomes, creating an assessment plan, assuring support of university constituencies, and securing resource allocation. **SIG: Assessment, Evaluation & Research**



8:30am-10:00am

STUDENT CONSULTANTS: BABSON'S MANAGEMENT CONSULTING FIELD EXPERIENCE PROGRAM

Arline MacCormack, Babson College,

Entrepreneurial Thought and Action® is the core of the Babson experience. This session will explore a unique co-curricular program, the Management Consulting Field Experience Program (MCFE). In this 4-credit course student teams spend a semester analyzing a business from the inside out and collaborate to resolve a specific business problem. At the project's conclusion, the MCFE team's findings and recommendations are presented to the company in a detailed, written report and in an oral presentation. **SIG: Active Learning in the Classroom**

8:30am-10:00am

SIMPLE IMPACT PRACTICES (SIPS) TO SUPPORT AND GROW EXPERIENTIAL LEARNING

James Harder, Virginia Tech, Shahid Talukdar, Najla Mouchrek

Experiential learning focuses on bringing conscious attention to the interaction between the real world and the learning experience. Alongside a renewed emphasis on increasing participation in high-impact forms of experiential learning, Virginia Tech encourages students to engage in shorter, more accessible forms of experiential learning. Participants will be presented to the new concept of a Simple Impact Practices, and discuss about ways to use SIPs as gateways to transformational, high-impact experiential learning at their institutions. **SIG: Education Abroad**

8:30am-10:00am

FROM FLIGHT TO FLEET: BRIDGING CO/CURRICULAR LEARNING TO AMPLIFY IMPACT

Neeraja Aravamudan, University of Michigan, Danyelle Reynolds, University of Michigan,

In this session, we will focus on how to stop the "flight" from collaboration to working as a well-coordinated "fleet" with shared goals and strategies for maximizing community benefit and minimizing harm. At our institution, we have been shifting from parallel co-curricular and curricular programming to a collaborative approach to prepare students for community engagement. Using our experience as a backdrop, participants will examine our process of change, identify barriers to collaboration, apply strategies to their own collaborative opportunities, and experience collaborative content to apply to their own practice. We will discuss the potential for amplifying community benefit through this collaborative approach. **SIG: Active Learning in the Classroom**

8:30am-10:00am

SUSTAINING THE INTEGRITY OF EXPERIENTIAL LEARNING THROUGH ALL-COMMUNITY PROGRAMMATIC REFLECTION

Makena Schultz, Michigan State University,

The Liberty Hyde Bailey Scholars Program (BSP) is an integrated learning and leadership community at Michigan State University. To authentically embody Kolb's model of experiential learning, both locally (in class) and globally (across the program), BSP has engaged in an intentional, all-community programmatic reflection on our principles. This work is necessary for the success and sustainability of experiential learning communities, and is especially vital for maintaining the integrity of programs boasting to be student driven. **SIG: Active Learning in the Classroom**



8:30am-10:00am

LEVERAGING EXISTING RESOURCES TO MAXIMIZE EXPERIENTIAL LEARNING CAMPUS-WIDE

Alyx Shultz, Murray State University, James Rogers

Whether driven by mission, reaccreditation, strategic initiatives, or the need to better teach and reach our modern students, the impetus for campus-wide embracement of experiential learning has never been greater. This push toward embracing experiential education coincides with unprecedented budget cuts and enrollment challenges nationwide. Attend this session to learn how one regional university leveraged existing resources to successfully implement a university-wide experiential learning initiative without breaking the bank nor reinventing the wheel. **SIG: Assessment, Evaluation & Research**

8:30am-10:00am

SHAPING EXPECTATIONS: BEST PRACTICES FOR ADVISING IN INTERNATIONAL INTERNSHIPS

Melissa Vivian, Global Experiences, Paul Kwant

The initial question of "where can I go?" has grown in recent years to include "what can I do?" More students now have access to experiential education and several options that require navigation and explanation. When preparing students for an internship abroad, how can we manage their expectations? This session will discuss ways to establish, promote, and manage international internship programs. Panelists represent a public research university and an internship provider who serve both undergraduate and graduate student populations in a variety of career fields. **SIG: Career Development**

8:30am-10:00am

SAILING UNCHARTED WATERS: ESTABLISHING A NEW EXPERIENTIAL LEARNING CENTER

Jacob Tingle, Trinity University, Edwin Blanton

Establishing a center for experiential learning can be an overwhelming undertaking for any institution. This presentation gives insights from recently-established centers at two very different university campuses in the same city. This session will explore models for intentionally connecting experiential learning with career services and how experiential learning can impact local workforce development. During the session participants will have the opportunity to develop actions steps to cultivate experiential learning advocates on their home campuses. **SIG: Career Development**

8:30am-10:00am

GOING GLOBAL WITHOUT GOING ABROAD: BUILDING LOCAL PARTNERSHIPS FOR INCLUSIVE GLOBAL LEARNING

Gretchen Busl, Texas Woman's University, Dr. Ashley Bender, Texas Woman's University

This presentation will draw from an NEH-funded program, "Building Global Perspectives in the Humanities," to offer a model of best practices for inclusivity in developing experiential learning partnerships. Our presentation will help attendees imagine how to launch and navigate their own partnerships to enhance experiential learning at their institutions, focusing on four key stages: evaluating institutional and student needs, identifying prospective partners, communicating stakeholder contributions and benefits, and establishing institutional agreements. **SIG: Active Learning in the Classroom**



8:30am-10:00am

FROM THEORY TO PRACTICE: UNDERSTANDING SOCIAL REALITIES OF VULNERABLE POPULATIONS

Doug Garner, University of Texas at Arlington, Becky Garner

The session will report on a project that provided students ample opportunities to identify and express their own beliefs as those pertain to various and often complex public health issues. For example, often students are not familiar with topics such as the understanding of concepts related to inclusion and the appreciation of differences in people who may look, act or communicate differently. **SIG: Active Learning in the Classroom**

Wednesday, September 26, 2018 – 60 Minute Session

10:10am-11:10am

DESIGN, DELIVERY, AND DEMONSTRATION OF BEST PRACTICE: NSEE'S NEW DAY-LONG SERVICE LEARNING WORKSHOPS

Scott Blair, The EDUCATION ABROAD Network, jcolbert@lander.edu

NSEE's new advanced workshop for EEA Graduates is anchored to the two NSEE foundational documents, the Eight Principles of Best Practice and the Guiding Principles of Ethical Practice. Explore the vision, development, implementation and evaluation of this unique and extended full-day workshop that provides step-by-step theoretical and practical instruction in the design, delivery and assessment of field-based experiential teaching and learning activities. The core content of the workshop - the theory behind and practical application of the 8 Principles of Best Practice in instructional design - is wholly delivered experientially so that participants appreciate what practical steps and processes are required when designing, delivering and assessing experiential learning activities. The 2017 inaugural workshop was delivered as a field-based service learning practicum focused on sustainability, biodiversity and habitat preservation at Fort De Soto Park along the Southwest Florida Littoral. **Room: Regency E, Track: Best Practice, SIG: Assessment, Evaluation & Research**

10:10am-11:10am

WIDENING THE APERTURE: EXPERIENTIAL EDUCATION AND UNIVERSAL DESIGN FOR LEARNING

Claire King, Stella and Charles Guttman Community College at CUNY,

Although percentages vary from 4% to 20%, the numbers of individuals with developmental and learning disabilities are on the rise. Experiential education involves the design of experiences to promote learning. Universal Design for Learning (UDL) guides the development of flexible learning environments for a variety of learners. Participants will explore the significant intersection of both frameworks and will apply knowledge of experiential teaching and learning to the challenges and opportunities of formal and informal educational scenarios. **Room: Verelst/Percival, Track: Best Practice, SIG: Active Learning in the Classroom**



Wednesday, September 26, 2018 – 60 Minute Session

10:10am-11:10am

PROJECT-BASED LEARNING IN AN INTEGRATIVE FIRST-YEAR SEMINAR

Patrick Clarke, Southern Utah University, Dr. Todd Petersen, Southern Utah University, Jeb Branin, Southern Utah University,

This session describes how Southern Utah University positioned project based learning as the backbone of a new type of first-year seminar course that effectively integrates content related to information and digital literacy with NSEE principles of best practice. The session also describes how institutional “on-boarding” mechanisms are woven into the integrative design creating greater efficiencies and establishing a shared investment between student and academic affairs divisions. **Room: Regency D, Track: Institution Implementation, SIG: Active Learning in the Classroom**

10:10am-11:10am

NO TRANSPORTATION NEEDED: HIGH-IMPACT WORK-STUDY AND COMMUNITY ENGAGEMENT ON CAMPUS

Cynthia Kerber Gowan, Nazareth College, Nuala Boyle, Nazareth College

Community engaged work often requires students to leave campus for authentic experiences, but for LifePrep@Naz students college is exactly where they want to be. This session will provide an overview of the unique ten-year partnership between Nazareth and community partners establishing LifePrep@Naz, a college experience for individuals with intellectual disabilities, which provides several engagement opportunities and work-study positions. Using our program as a model, we will discuss how others might expand/create their own programs. **Room: Vernon, Track: Leadership/Partnership, SIG: Career Development**

10:10am-11:10am

NAVIGATING EXPERIENTIAL LEARNING AT SCALE: A VIEW FROM THE FLAGSHIP

Linda Bachman, University of Georgia, Kay S. Stanton, University of Georgia, Karen Saunders, University of Georgia, Sarah Quinn, University of Georgia

In 2015, the University of Georgia became the largest public research university to implement an experiential learning graduation requirement for all of its nearly 28,000 undergraduates. This session will address how UGA approached the challenge of scaling up hands-on learning, from faculty governance and institutional culture change; to the development of learning outcomes; to building tracking and assessment infrastructure; to ensuring equity and access for all students to meaningful EL opportunities. **Room: Regency F, Track: Best Practice, SIG: Assessment, Evaluation & Research**



Wednesday, September 26, 2018 – 60 Minute Session

11:30am-12:30pm

ROSETTA STONE RUBRICS: THE KEY TO DECIPHERING EL ACROSS CURRICULUM

Katrina Jordan, Northwestern State University, Mr. Bobby Jordan Dr. Chris Gilson

This session will be interactive and will include discussion on the creation and use of Student Learning Outcome (SLO) rubrics. Attendees will create word webs to identify words or phrases both unique and common to college programs. This interaction will help attendees construct unique EL rubrics. The exercise will also encourage attendees to find words and phrases common across disciplines in order to encourage implementation of EL on a campus wide basis.

Room: Vernon, Track: Institution Implementation, SIG: Assessment, Evaluation & Research

11:30am-12:30pm

HARNESSING THE POWER OF EXPERIENTIAL LEARNING DATA FOR STUDENT SUCCESS

Nuala Boyle, Nazareth College, Nadine D. Hylton

In this interactive, dialogue driven workshop, we will use Nazareth College as an example of how one institution moves from data silos to a data warehouse, and thus strengthens student retention and outcomes efforts. Participants will share their data collection processes and discover what might be possible on their campuses. Nazareth's process will be offered as one institution's approach to implementing a curricular and co-curricular experiential learning data collection process by developing an in-house tool.

Room: Regency F, Track: Institution Implementation, SIG: Assessment, Evaluation & Research

11:30am-12:30pm

ENHANCING STUDENT SAFETY AND REDUCING UNIVERSITY LIABILITY IN EXPERIENTIAL LEARNING

Clayton Frazier, University of Tennessee, Knoxville,

Experiential learning opportunities are accompanied by a unique set of challenges involving student safety and university liability as the educational experience moves beyond the traditional classroom environment. These challenges include questions relating to waivers, affiliation agreements, student conduct, sexual assault, transportation, students with disabilities, insurance, and more. This session seeks to empower the stakeholders leading experiential learning opportunities to effectively identify, assess, manage, and monitor the myriad risks inherent in these courses and programs.

Room: Regency D, Track: Best Practice, SIG: Service-Learning & Internships/Cooperative Education

11:30am-12:30pm

AN INTEGRATED APPROACH TO SUPPORTING EXPERIENTIAL LEARNING

Micki Davis, Clark University,

Students often participate in multiple experiential learning opportunities, yet it can be a struggle to help students make connections across co-curricular, curricular, and professional interests and view their experiences as a developmental progression instead of discrete opportunities. This session will explore the LEEP Center's model of holistic student advising and support for various experiential learning opportunities and discuss how career development is infused throughout the processes.

Room: Verelst/Percival, Track: Institution Implementation, SIG: Career Development



11:30am-12:30pm

APPLYING A COMPARATIVE MATRIX TO ADVANCE AN EXPERIENTIAL EDUCATION PROGRAM

Melissa Growden, Siena Heights University, Jun Tsuji

A Sustainability Internship Program was implemented following NSEE and AASHE best practices. Presenters will share how they collaborated to create a high-impact, project-based experiential learning program. Lessons learned and future directions will also be described. Presenters will demonstrate how the NSEE Eight Principles of Good Practice align with the AASHE guidelines. Participants will learn to apply comparative matrices to advance their own experiential education programs. **Room: Regency E, Track: Best Practice, SIG: Internships/Cooperative Education**

Wednesday, September 26, 2018 – 90 Minute Session

1:00pm-2:30pm

TEACHING KNOWLEDGE, SKILLS AND ABILITIES IN AN INTERACTIVE ROLE-PLAYING SIMULATION

Andrew Goss, Augusta University, Dr. Rob Bledsoe, Augusta University, Dr. Kimberly Gray, Augusta University,

Join a simulation of a Congressional hearing to evaluate the work of the USDA in developing the Food Pyramid. Participants in this session will role-play a members of Congress, lobbyist, or government scientist, and will debate food science, nutrition, and politics in 1991. Experience a mini-version of what can be a week, month, or semester-long learning project for your students. Reacting to the Past is a role-playing pedagogy with ready-to-go topics available for diverse classrooms. **Room: Regency E, Track: Best Practice, SIG: Active Learning in the Classroom**

1:00pm-2:30pm

OPEN THE MAINSAIL: BUILDING PARTNERSHIPS THAT EXPLICITLY SUPPORT STEM/STEAM EDUCATION

Ashley Gess, Augusta University,

A STEM or STEAM classroom is one that is experiential and appropriate for all children. In an Integrative STEAM (ISTEAM) classroom, engineering or artistic design tasks are situated around authentic, real-life situations. Successful implementation of such a learning experience is predicated on breaking barriers that exist among educators, educational leaders, families and community stakeholders. School personnel must be explicitly equipped to learn, teach and reflect together across disciplines, to ensure meaningful experiences for all students. **Room: Regency D, Track: Best Practice, SIG: Active Learning in the Classroom**



Wednesday, September 26, 2018 – 90 Minute Roundtable – Harborside East

1:00pm-2:30pm

GLOBAL EXPERIENTIAL EDUCATION LINKED TO ACADEMIC COURSEWORK: FRAMEWORK FOR HIGH-IMPACT PROGRAMS

Cynthia Singer-Riordan, The Academic Internship Council, Matt Byrnes

The presentation draws on a framework used for discussion and describes the various ways in which global experiential education is linked to academic coursework. The session will highlight factors of influence and explore program types and trends in outcomes related to skill development, both student and employer, and student satisfaction. **SIG: Education Abroad**

1:00pm-2:30pm

TWO BIRDS, ONE STONE: STUDENT AND COMMUNITY DEVELOPMENT THROUGH APPLIED LEARNING

Jason Evans, SUNY Cobleskill, Dr. Susan Zimmermann, Dr. Jeffrey Anderson, Timothy Moore

SUNY Cobleskill's Institute for Rural Vitality dispatches the College's faculty, student and material resources to regional community advancement and economic development efforts in rural Upstate New York. Presenters will discuss the structure and operations of the Institute and its facilitation of applied learning opportunities for students in a wide array of academic programs-- from Early Childhood Education to Animal Science and Agricultural Business Management.

SIG: Career Development

1:00pm-2:30pm

CANCELLED - PARTICIPATORY PROCESSES FOR INSTITUTIONAL IMPLEMENTATION OF EXPERIENTIAL LEARNING, VIRGINIA TECH

Najla Miranda Mouchrek, Virginia Tech, James D. Harder, Shahidur R. Talukdar

Virginia Tech is developing a participatory approach for institutional implementation of experiential learning, contributing to faculty and staff increased participation and ownership, besides creating a rich pool of ideas and multifaceted perspectives. This participatory workshop will present strategies to engage diverse stakeholders in design-based activities to develop collaborative solutions and strategies for experiential learning in universities. Participants will to engage in a design ideation session and learn participatory techniques to apply in their own programs. **SIG: Active Learning in the Classroom**

1:00pm-2:30pm

CREATING HIGH-IMPACT EXL COURSES AND PROGRAMS AT THE GRADUATE LEVEL

Janet McCormick, Middle Tennessee State University, Carol Swayze, Middle Tennessee State University, Mike Boyle, Middle Tennessee State University,

MTSU has an incredibly vibrant Experiential Learning Program (EXL) which has been serving our undergraduate students since 2006. We have grown from 6 faculty and 100 students participating to over 295 faculty and 11,864 students participating in just over 10 years. This presentation will provide an overview of our on-going expansion efforts by highlighting graduate level course and programming initiatives. **SIG: Active Learning in the Classroom**



1:00pm-2:30pm

PARTNERSHIPS IN INTERNATIONAL SERVICE LEARNING AT HOME AND ABROAD

Christopher Tsavatewa, Middle Georgia State University

As international service learning gains currency, our session will present a case study in successfully launching an international service-learning program. We will discuss collaborative leadership for institutional buy-in, smart partnerships for program development, and how to structure a program for student success beyond the final program day. Topics for further exploration during the session will include visible and invisible barriers to experiential learning opportunities, and ideas for dynamic and innovative reflection activities. **SIG: Service-Learning**

1:00pm-2:30pm

THE JOURNEY TO INTERNSHIPS: NAVIGATING CAMPUS RESOURCES

Pamela Derrick, University of Alabama, Marit Winborn

This session will explore a student's journey to successful internships through the eyes of an administrator and a student. Specific attention will be given to the number of partnerships that must be utilized during this process. The audience will be challenged to map out the path that their students must take, including roadblocks and pit-stops. **SIG: Internships/Cooperative Education**

1:00pm-2:30pm

DEVELOPING GLOBAL LEADERS: CONNECT YOUR CLASS TO WORK THAT MATTERS

Jessica Hansen, Kiva,

Discover how to make learning real for your students by using technology to connect to amazing, world-changing projects and people via non-profit platforms like Kiva.org which are all working towards poverty alleviation. Let the internet help you develop young social entrepreneurs who make an impact in the developing world, while teaching core subjects like social studies, math, and geography - and also incorporating critical thinking, business planning and global citizenship. **SIG: Cross-Cultural Awareness**

1:00pm-2:30pm

MAKING EXPERIENTIAL LEARNING MORE INCLUSIVE AT A LARGE RESEARCH INSTITUTION

Kathryn Jordan, Virginia Tech - Blacksburg, Va.,

Come learn how a new zero credit course, "University Internship," now enables students who are limited by financial concerns, geographic flexibility, and/or family considerations to have a transcript notion for a quality internship; part time, full time, paid, or unpaid. Not meant to compete with any departmental credit bearing option, the course is available during the semesters or during the summer, and it guided by a faculty member and NSEE's "Eight Principles of Best Practice." **SIG: Internships/Cooperative Education**



1:00pm-2:30pm

EXPERIENTIAL LEARNING AT THE PROGRAM LEVEL: THE GOOD, THE BAD AND THE UGLY

Bob Jordan, Northwestern State University of Louisiana, Dr. Katrina Jordan Dr. Michelle Fazio-Brunson

This session will include discussion of assessment and evaluation of student learning outcomes and program success as well as the use of experiential learning in the K-16 arena to provide a pathway of lifelong learning and success for students. Both successes and failures will be discussed as well as how this program was part of the university's pilot program. Experiential education areas of interest that will be discussed include active learning in the classroom, assessment, career development, cross-cultural awareness, internships/co-operative education, k-12 education, and service learning. Handouts will be provided. **SIG: Active Learning in the Classroom**

1:00pm-2:30pm

BRINGING STUDENTS ON BOARD - EXPERIENTIAL LEARNING IN THE ONLINE CLASSROOM

Amber Narro, Southeastern Louisiana University, Dr. Cherissa Vitter

An online course is in and of itself an experiential learning opportunity. Students must learn to professionally communicate with peers and their instructor, the "boss" in the environment. In this session, Drs. Narro and Vitter will share how they have built online experiential learning courses in the fields of communication and education. Presenters will share technology and opportunities in other fields as well. **SIG: Active Learning in the Classroom**

1:00pm-2:30pm

USC CONNECT: PROMOTING INTEGRATIVE & EXPERIENTIAL LEARNING

Amber Fallucca, University of South Carolina,

The University of South Carolina has achieved success implementing integrative learning as a campuswide initiative and will soon embark on a similar endeavor with experiential learning. Understanding that mutually beneficial partnerships are key, we will highlight promising practices leading to identified advocates across academic colleges and beyond the classroom providers. We will also discuss successes and challenges that faculty face helping students reflect and how integrative and experiential learning can support course development. **SIG: Assessment, Evaluation & Research**

1:00pm-2:30pm

INFUSING THE CURRICULUM WITH PROJECT-BASED LEARNING THROUGH INNOVATIVE CURRICULAR MODELS

Amy Shaffer, University of Texas at Austin, Julie Westerman

Drawing on best practices in Study Abroad, this session will focus on how curricular models can be used to promote access, deepen partnerships, and reinforce reflection. Participants will learn how project-based learning has been cultivated at the University of Texas at Austin to be a tool for degree plan simplification, to combat the challenges of decentralization, and improve the social mobility of underserved students. **SIG: Education Abroad**



1:00pm-2:30pm

HISPANIC LEADERSHIP ACADEMY: EXPERIENTIAL LEADERSHIP IMMERSION

George Pacheco, West Texas A&M University, Juan Gallardo, West Texas A&M University, Dr. Lisa Garza, West Texas A&M University, Dr. Yvette Castillo, West Texas A&M University, Dr. Eddie Henderson, West Texas A&M University

Hispanic/Latina/o students are one of the fastest growing student demographics. Universities and colleges must take serious efforts to cultivate leadership opportunities for these students. As a response to the call, West Texas A&M University has developed a Hispanic Leadership Academy to retain and engage their students in a culturally immersed experiential learning study abroad leadership project. Participants traveled to San Miguel de Allende, Mexico to participate in an intense series of leadership training activities designed to cultivate students' understanding of their ancestral roots and guide them to "find their voice." Now on the 2nd cohort, the Hispanic Leadership Academy is going A&M system-wide and this presentation will share the process of conceptualization, curriculum, and components of its efficacy for students. ***SIG: Education Abroad***

1:00pm-2:30pm

TEE TO GREEN - EXPERIENTIAL LEARNING ON THE GOLF COURSE

Dexter Davis, University of Tennessee at Martin

This presentation outlines the collaboration between the University of Tennessee at Martin (UTM) and the Jackson-Madison County African American Chamber of Commerce (JMCAACC) to provide students with a grassroots sport event management experience that also benefits a local service organization's fundraising efforts. This partnership has grown from merely providing "bodies" to assist with a golf tournament to a class project that entails all aspects of event management.

SIG: Active Learning in the Classroom

1:00pm-2:30pm

PRIORITIZING LEADERSHIP DEVELOPMENT OUTCOMES IN EXPERIENTIAL EDUCATION

David Bergen, High Point University

While experiential education activities inherently foster multiple outcomes, leadership development is increasingly an identified goal. As with other desired outcomes, intentionality can enhance goal attainment and lead to greater student learning in diverse areas. The intent of this presentation will be to share theoretical as well as practical implications for enhancing leadership development as a primary outcome of experiential education activities and projects.

SIG: Career Development