



**Applied Learning**



***Fourth Annual Conference on  
Applied Learning  
in Higher Education  
Missouri Western State University***



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***Missouri Western State University***

***Fourth Annual Conference on  
Applied Learning  
in Higher Education***

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***Welcome to Western!***

*We are very pleased that you are participating in our fourth annual applied learning conference.*

*Applied learning and community services are central to our mission at Missouri Western State University. We attempt to take the theory of the classroom and use it well beyond the classroom.*

*It is extremely important that we are sensitive to and involved with assisting our students in becoming responsible citizens in the community. To me, this represents our goals of applied learning and community service at their best.*

A handwritten signature in cursive script that reads "Robert A. Vartabedian". The signature is written in a dark ink on a light background.

*Dr. Robert A. Vartabedian  
President*

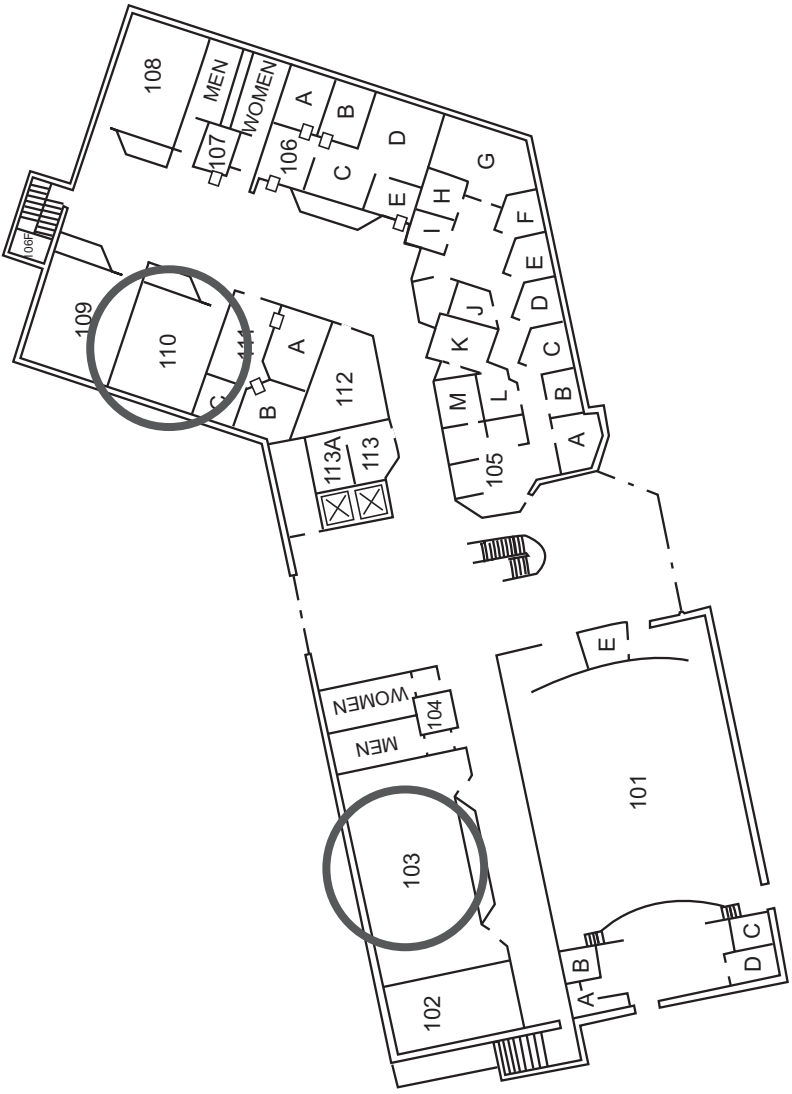
***Program Committee:***

**Conference Director, Kelly Bouas Henry,  
Missouri Western State University**

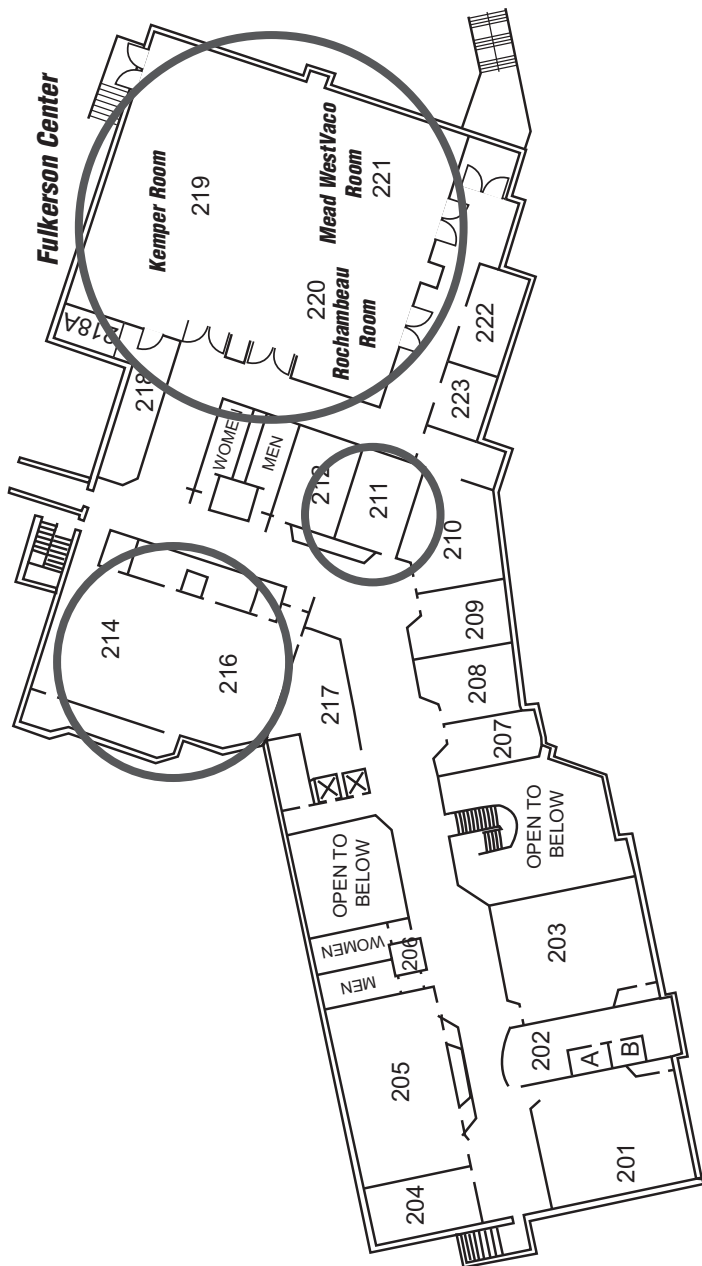
**Brian C. Cronk, Missouri Western State University  
John Falconer, University of Nebraska - Kearney  
Karen Fulton, Missouri Western State University  
Cindy Heider, Missouri Western State University  
Phil Mullins, Missouri Western State University  
Roy Schwartzman, University of North Carolina - Greensboro  
Kathleen Tacelosky, William Jewell College**

**Julie Ingwerson, Administrative Assistant to the Conference  
Missouri Western State University**

# Spratt Hall First Floor



# Fulkerson Center and Spratt Hall Second Floor



## ***Conference Keynote Speakers***

### **MaryAnn Baenninger, Ph.D.**

**MaryAnn Baenninger** will speak on student, faculty, and administrator perspectives on applied learning. She is the 14th president of the College of Saint Benedict, a nationally ranked liberal arts Catholic college for women with an enrollment that exceeds 2,000 students. Baenninger has devoted nearly her entire career to higher education. She received her doctorate from Temple University, where she also completed her bachelor's degree in psychology. Baenninger has served as a faculty member at a variety of institutions. Prior to leading the College of Saint Benedict, Baenninger served as a senior staff member of the Middle States Commission on Higher Education in Philadelphia. As a scholar, Baenninger has published extensively on outcomes assessment in higher education. The College of Saint Benedict has a unique partnership with nearby Saint John's University for men that expands the resources of both institutions, offering more than 60 areas of study and the distinct benefits of two nationally respected Catholic, undergraduate colleges. She has been involved in the Council for Undergraduate Research, serving on the Executive Board for that organization.

## ***Conference Keynote Speakers***

### **Patti H. Clayton, Ph.D.**

**Patti Clayton** will offer a workshop on critical reflection in applied learning. She is founding Director of the Center for Excellence in Curricular Engagement in the Office of the Provost at North Carolina State University. She serves as a Senior Scholar with the Center for Service and Learning at IUPUI and has been a Faculty Fellow with National Campus Compact's Project on Integrating Service with Academic Study and a Finalist for the Thomas Ehrlich Faculty Award for Service-Learning. Clayton leads a multi-faceted scholarship agenda and co-develops with a student/faculty leadership team the Center's critical reflection and assessment model, student leadership roles, and faculty and curriculum development processes. She has integrated service-learning into her own courses for the past eight years, and in all aspects of her work she seeks to support the growth of students and faculty as scholars and citizens through creating with them opportunities for reflective practice, leadership, and mentoring.

## ***Conference Keynote Speakers***

### **Nadinne Cruz**

**Nadinne Cruz** will offer an interactive workshop on strategies for infusing civic engagement into applied learning. She has been a practitioner, leader, and author on the need for pedagogies of engagement for over 25 years. Her early volunteer experiences in the Philippines and her Filipina-American immigrant consciousness inspire her work. She is former Director of the Haas Center for Public Service at Stanford. As executive director of the Higher Education Consortium for Urban Affairs, Nadinne led 18 colleges and universities to develop community-based learning programs. She was the 2005 recipient of the National Youth Leadership Council's Alec Dickson Servant Leader Award to honor exemplary leaders in service-learning. Now an Independent Consultant, Nadinne works with colleges and universities on service-learning, civic education, and institutionalization. She was recently awarded an Honorary Doctorate, Honoris Causa by Carleton College (MN) for the contributions she has made over the course of her career.

## ***Conference Keynote Speakers***

### **Timothy Elgren, Ph.D.**

**Timothy Elgren** will speak on the role of undergraduate research in applied learning. He is Professor of Chemistry at Hamilton College. He also served a four-year term as the Associate Dean of the Faculty. His research focuses on the structure and function of metalloproteins. Tim teaches a variety of courses that incorporate investigative laboratories and address issues of civic engagement. His teaching and research efforts have been supported by the National Institutes of Health, the National Science Foundation, Research Corporation, the Petroleum Research Fund, and the Camille and Henry Dreyfus Foundation. He served as President and member of the Executive Board of the Council on Undergraduate Research (CUR), on which he has served as a chemistry councilor since 1997. He recently co-edited *Developing and Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices*.

## ***Conference Keynote Speakers***

### **Dwight E. Giles, Jr., Ph.D.**

**Dwight E. Giles, Jr.** will offer a keynote address on integrating different forms of applied learning (e.g., service-learning, study abroad, internships, etc.). He is a Professor of Higher Education Administration, and Senior Associate at the New England Resource Center for Higher Education in the Graduate College of Education, University of Massachusetts, Boston. His interests include scholarship of engagement, community-campus partnerships, internships and service-learning; especially linking service-learning practice with research and scholarship. He has co-authored numerous books and articles on service-learning research including *Where's the Learning in Service-Learning?* with Janet Eyler, and *Service-Learning: A Movement's Pioneers Reflect on its Origins, Practice, and Future* with Tim Stanton and Nadinne Cruz. He is a member of the working group for "Creating an Academic Home for the Next Generation of Engaged Scholars." With John Saltmarsh, he is currently conducting a study of reward structures for community engaged scholarship at Carnegie-designated community engaged campuses. He is the co-recipient, with Janet Eyler, of Campus Compact's 2003 Thomas Ehrlich Faculty Service-Learning Award.

## **CONFERENCE SCHEDULE OVERVIEW**

### **Friday, February 20, 2009**

**TIME      ROOM**

TIME	ROOM	
<b>9-10:45 am</b>	Mead WestVaco/Rochambeau Room	<b>Workshop</b> Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning <b>PATTI CLAYTON</b> , North Carolina State University
<b>11-11:50 am</b>	Spratt 103	<b>Symposium</b> Establishment of a Successful Undergraduate Research Program: A Look Back at the Past Decade
	Spratt 110	<ul style="list-style-type: none"> <li>• Integrating Service Learning Approach in Practicum Classes: Helping Students to Be Reflective Practitioners</li> <li>• Teaching the “X-factor”: Fostering Professionalism and Character through Internship and Practica Experiences</li> </ul>
	Spratt 211	<b>Symposium</b> International Internships and Applied Learning Outcomes in a Doctoral Program
	Spratt 214	<ul style="list-style-type: none"> <li>• How to Prepare NOW for a Career in Non-Profits</li> <li>• Experiential Learning In General Education: One Institution's Search for Viable Assessment Practices</li> </ul>
	Spratt 216	<ul style="list-style-type: none"> <li>• The Character of Servant Leadership</li> <li>• Designing and Assessing Applied Learning to Manage Risk</li> </ul>

## **CONFERENCE SCHEDULE OVERVIEW**

### **Friday, February 20, 2009**

**TIME ROOM**

TIME	ROOM	
<b>12:00-1:30 pm</b>	Kemper Room	<p><b>Lunch and Plenary Session</b> Applied Learning: My Journey from Student, to Faculty Member, to College President  <b>MARYANN BAENNINGER</b>, College of Saint Benedict</p>
<b>2-2:50 pm</b> <b>Concurrent Sessions</b>	Spratt 103	<ul style="list-style-type: none"> <li>• Building Support and Cooperation for Study Abroad Programs</li> <li>• Ways of Studying Abroad – Case Study Northeastern Illinois University</li> </ul>
	Spratt 110	<ul style="list-style-type: none"> <li>• Do My Lecture Topics Matter in the Real World?</li> <li>• The Use of Applied Projects as Enhancements in a Personal and Community Health Course</li> </ul>
	Spratt 214	<ul style="list-style-type: none"> <li>• The Teaching of Research: Research as Teaching</li> <li>• I Make My Students Crawl for Their Applied Learning Experience!</li> </ul>
	Spratt 216	<ul style="list-style-type: none"> <li>• Service-Learning: Whose Service? Reflections on the Role of Instructors, Community Partners, and Students in Two Service-Learning Experiences</li> <li>• The Impact of Service-Learning on Civic Engagement</li> </ul>

## **CONFERENCE SCHEDULE OVERVIEW**

### **Friday, February 20, 2009**

<b>TIME</b>	<b>ROOM</b>	
<b>3-3:50 pm</b> <b>Concurrent Sessions</b>	Spratt 103	<ul style="list-style-type: none"> <li>• Managing Roadblocks on the Route to Applied, Experiential, and Integrated Learning</li> <li>• Essential Principles of Advocacy for the Applied Learning Instructor</li> </ul>
	Spratt 110	<ul style="list-style-type: none"> <li>• Transforming the World and Being Transformed: Science-Based Service Learning in the Dominican Republic</li> <li>• Addressing Rehabilitation Needs Abroad Through the Merging of Service Learning and Clinical Education</li> </ul>
	Spratt 211	<ul style="list-style-type: none"> <li>• Engaged Undergraduate Scholarship: Designing Enhanced Applied Learning Opportunities</li> <li>• Assessing “Service-Learning Advantage”: A Co-Curricular Service-Learning Model</li> </ul>
	Spratt 214	<ul style="list-style-type: none"> <li>• Introduction to Diversity Principles in Service-Learning</li> <li>• Examining the Development of the Victorian Certificate of Applied Learning and Its Implications for Schools and Teacher Education in Australia</li> </ul>
	Spratt 216	<ul style="list-style-type: none"> <li>• How Does Applied Learning Apply to Faculty Work?</li> <li>• The Effect of Study Abroad Program in Students’ Self-Perceptions and Vocational Choice Development</li> </ul>
<b>4-4:50 pm</b>	Mead WestVaco Room	<b>Roundtables</b>
<b>5-6:20 pm</b>	Kemper Room	<p><b><i>Dinner and Plenary Session</i></b> Integrating Applied Learning: From the Sideshows to the Big Tent  <b>DWIGHT E. GILES, JR.</b>, Univ. of Massachusetts— Boston</p>
<b>6:30-8 pm</b>	Mead WestVaco/ Rochambeau Room	<b>Poster Session</b>

## **CONFERENCE SCHEDULE OVERVIEW**

### **Saturday, February 21, 2009**

<b>TIME</b>	<b>ROOM</b>	
<b>8-9:45 am</b>	Mead WestVaco/Rochambeau Room	<b>Workshop</b> Navigating the Politics of Civic Engagement in Applied Learning <b>NADINNE CRUZ</b>
<b>10-10:50 am</b> <b>Concurrent Sessions</b>	Spratt 103	<ul style="list-style-type: none"> <li>• DePaul's Innovative Internship &amp; Co-op Program: A Launching Pad for Student Success</li> <li>• Gaining the Best Evidence: An Ongoing Applied Learning Project for Graduate Students</li> </ul>
	Spratt 110	<b>Symposium</b> A Study of the Differential Experiences of Women with Chronic Illness
	Spratt 211	<ul style="list-style-type: none"> <li>• Utilizing Longitudinal Assessments: Understanding, Improving and Promoting the Impact of Service Learning</li> <li>• From Beans to Cups: The Benefits of Planning, Implementing, and Assessing a Study Away Course</li> </ul>
	Spratt 214	<b>Symposium</b> The SURES (Summer Undergraduate Research in Energy Studies) Program at Case Western Reserve University
	Spratt 216	<ul style="list-style-type: none"> <li>• <b>Invited Presentation</b>, Integrating Service-Learning with Research: The AfterWords Project Confronts Challenges to Applied Learning</li> <li>• Service Learning: The Odd Case of Ethics</li> </ul>
<b>12-1:30 pm</b>	Kemper Room	<b>Lunch and Plenary Session</b> Integrating Applied Learning: Forging Direct Links to the Curriculum <b>TIMOTHY ELGREN</b> , Hamilton College

## **DETAILED CONFERENCE SCHEDULE**

### **Friday, February 20, 2009**

#### **9-10:45 a.m. Conference Workshop**

##### **Mead WestVaco/Rochambeau Room of the Fulkerson Center**

*Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning*

**PATTI CLAYTON**, North Carolina State University

#### **11-11:50 a.m. Concurrent Sessions**

##### **Spratt 103** Symposium Moderator: John Falconer

- *Establishment of a Successful Undergraduate Research Program: A Look Back at the Past Decade*

**KIMBERLY A. CARLSON, JOE SPRINGER,  
BRAD ERICSON, JOHN HERTNER, & JULIE SHAFFER,**  
University of Nebraska—Kearney

Our department long ago transitioned the philosophy of instructing undergraduates toward focusing on learning through participation. The purpose of this symposium is to present our approach at establishing a successful undergraduate research program over the last decade and to discuss the impact it has made on our Biology program.

##### **Spratt 110** Moderator: Roy Schwartzman

- *Integrating Service Learning Approach in Practicum Classes: Helping Students to Be Reflective Practitioners*

**HANDE SENSOY-BRIDDICK & CHRIS W. BRIDDICK,**  
South Dakota State University

Service Learning has become a widely used teaching-learning strategy within higher education settings. This presentation will discuss three service learning projects, one of which received the Carter Academic Service Entrepreneur Award, implemented in a school counseling program. The presenters will discuss strategies they used to maximize student involvement and learning.

- *Teaching the “X-factor”: Fostering Professionalism and Character through Internship and Practica Experiences*

**AMANDA PETEFISH-SCHRAG,**  
Northwest Missouri State University

This presentation deals with the challenges of teaching “un-teachable” qualities that impact student employability, networking, collaboration, and career advancement. Methods of structuring internship/practica experiences to creatively foster student growth related to character and professionalism and assessment strategies that ensure applied learning experiences go beyond skill mastery will be examined.

**Spratt 211** Symposium Moderator: Jeanne Daffron

- *International Internships and Applied Learning Outcomes in a Doctoral Program*

**NORMAN ST. CLAIR, JAVIER LOZANO, & MURAT TAS,**  
University of the Incarnate Word

Applied learning outcomes from participation in a doctoral international internship serve as the focus of discussion at this symposium. This experience provides theoretical construct and basis for students to understand the nuances of cross-cultural theory, comparative education systems, international entrepreneurship, and sensitivities required of people functioning successfully in foreign environments.

**Spratt 214** Moderator: Brian C. Cronk

- *How to Prepare NOW for a Career in Non-Profits*

**GAY VICTORIA & DARLENE GARCIA,** Colorado College

The non-profit sector is growing at twice the rate of the for-profit sector. Increasingly students are looking to the nonprofit sector for job opportunities. Come hear how a small liberal arts college has designed a curriculum of workshops and presentations to assist students in preparing for a non-profit career.

- *Experiential Learning In General Education: One Institution's Search for Viable Assessment Practices*

**LINDA E. HOLT**, Belmont University

This presentation highlights implementation of BELL Core General Education requirement and the assessment of experiential components of it. Steps include partnering with another institution, grant-writing, and hiring assessment consultants. The presentation addresses what institutions measure when assessing experiential learning, how to obtain data, and creation of an "ideal" assessment environment.

**Spratt 216** Moderator: Cindy Heider

- *The Character of Servant Leadership*

**TERRY HOCKENBROUGH**, Collin College

One priority of service learning is to develop effective servant leaders who address and resolve community issues. This workshop gives an overview of Servant Leadership and suggestions for incorporating these competencies into the service-learning experience. Participants will engage in interactive brainstorming of new ideas and applications for the classroom.

- *Designing and Assessing Applied Learning to Manage Risk*

**JAMES BARGAR & KELLY BOUAS HENRY**,  
Missouri Western State University

With applied learning increasingly tied to institutional missions, faculty may be eager to develop such learning experiences for students. Doing so, however, incurs additional risk compared to more traditional instructional modes. This session outlines a framework and assessment strategy for determining when the additional risk accompanying applied learning is justified.

**12-1:30 p.m. Lunch and Plenary Session**

**Kemper Room**

*Applied Learning: My Journey from Student, to Faculty Member, to College President*

**MARYANN BAENNINGER**, College of Saint Benedict

**2-2:50 p.m. Concurrent Sessions**

**Spratt 103** Moderator: Karen Fulton

- *Building Support and Cooperation for Study Abroad Programs*  
**SHARYNN TOMLIN**, Angelo State University

Although it is well-known that participation in international studies programs broadens students' understanding of our global environment, actually getting students to participate in such programs is a challenge. This session examines various program models, discusses how educational institutions can improve student participation, and suggests strategies for energizing campus internationalization efforts.

- *Ways of Studying Abroad – Case Study Northeastern Illinois University*  
**WOJCIECH WLOCH & JANET FREDERICKS**,  
Northeastern Illinois University

Northeastern Illinois University has long been involved in international education. Its Office of International Programs offers several options for students, with primary focus on two types of study abroad: traditional programs and programs with the use of partner universities. The presentation will concentrate on partnership agreements and activities.

**Spratt 110** Moderator: Kelly Bouas Henry

- *Do My Lecture Topics Matter in the Real World?*

**REGINA WILLIAMS-DECKER**, University of Missouri—Kansas City & **GREG LINDSTEADT**, Missouri Western State University

Engaging students in applied learning experiences requires proper academic preparation prior to the student entering the field. This study examines the practicality of lecture topics provided to a multi-disciplinary group of students, prior to participation in a unique applied learning experience occurring in nine different juvenile correctional facilities.

- *The Use of Applied Projects as Enhancements in a Personal and Community Health Course*

**DONALD L. WILLIAMS, CAROL SANDERS, & DON DECANIO**, Park University

This presentation focuses on student projects used in a Personal and Community Health course. Core learning outcomes for the course (wellness, nutrition, and personal health) are enhanced by projects, including wellness evaluation/activity, nutrition evaluation/activity, and health family tree analysis. Incorporation of projects into the course and examples will be shared.

**Spratt 214** Moderator: Brian C. Cronk

- *The Teaching of Research: Research as Teaching*

**TIMOTHY ELGREN**, Hamilton College

Collaborative research speaks to some of our most fundamental educational objectives by providing a personalized education, exemplifying engaged pedagogy, and promoting students' intellectual independence and maturation. This session explores challenges associated with initiating and sustaining a successful undergraduate research program and a variety of creative strategies employed to overcome them.

- *I Make My Students Crawl for Their Applied Learning Experience!*  
**DAVID C. ASHLEY**, Missouri Western State University

Students enrolled in BIO355 at MWSU are required to participate in two weekend field trips to the Ozarks to conduct mini-projects which involve quantitative studies monitoring cave biota. Students are then required to analyze trip data, submit research manuscripts and prepare posters for presentation at campus, state or national meetings.

**Spratt 216** Moderator: Roy Schwartzman

- *Service-Learning: Whose Service? Reflections on the Role of Instructors, Community Partners, and Students in Two Service-Learning Experiences*

**CLAUDIA GARCIA**, University of Nebraska—Omaha

This presentation will propose a reflection on the role of instructors, community partners, and students in service-learning. Thinking of “service” as a dialogical tool helps envision both community partners and students as performers in and recipients of the “service”, while the “learning” experience is enhanced by improving participant self-esteem.

- *The Impact of Service-Learning on Civic Engagement*

**CRYSTAL S. ASCHENBRENER**, South Dakota State University

This presentation utilizes SDSU’s 2007 National Survey of Student Engagement (NSSE) data to illustrate how service-learning affects civic engagement, particularly voting behavior and involvement in community service or volunteer work. This session also reviews narrative results from a sample group of undergraduate students who successfully completed a service-learning course.

### **3-3:50 p.m. Concurrent Sessions**

#### **Spratt 103** Moderator: John Falconer

- *Managing Roadblocks on the Route to Applied, Experiential, and Integrated Learning*

**MARYANN BAENNINGER**, College of Saint Benedict

Faculty, students, and administrators experience many bumps in the road to providing applied learning opportunities. We will explore some of those barriers and offer suggestions for managing time, rethinking faculty roles and rewards, and equipping faculty members to partner with deans, provosts, and presidents to further a common agenda.

- *Essential Principles of Advocacy for the Applied Learning Instructor*

**GREG LINDSTEADT**, Missouri Western State University

A successful academic applied learning experience demands the instructor provide equally for the needs of the student, current priorities of the field, and principles of higher education. Essential tools of advocacy to address these diverse needs will be examined using two recent and unique applied learning experiences.

#### **Spratt 110** Moderator: Karen Fulton

- *Transforming the World and Being Transformed: Science-Based Service Learning in the Dominican Republic*

**KATHRYN FREE, SARA FREE, MALLORY MCGINNIS,  
CARLA SEIWERT, AND GARY MICHELS**,  
Creighton University

A unique service learning program in the Dominican Republic provides undergraduates with the opportunity to apply scientific research related to health care that is centered on social justice and human dignity. These experiences induce a transformation of mind and understanding that can only be learned by working in another culture.

- *Addressing Rehabilitation Needs Abroad Through the Merging of Service Learning and Clinical Education*

**KATHY SHIELDS & SARA DEPREY**, Carroll University

The presentation will describe one physical therapy program's successful experience in integrating international clinical education and service learning. This initiative was implemented in Central America. Outcome methodology using multiple assessment tools will be discussed. The results of the experience have led to continued exploration of culturally diverse opportunities.

**Spratt 211** Moderator: Kelly Bouas Henry

- *Engaged Undergraduate Scholarship: Designing Enhanced Applied Learning Opportunities*

**PATTI CLAYTON**, North Carolina State University

This session explores opportunities and challenges associated with re-framing various forms of applied learning as service-learning. We will consider "engaged scholarship" as an over-arching vision for service-learning, undergraduate research, internships, and study abroad and explore what service-learning, at its best, has to offer for the maximal design of applied learning.

- *Assessing "Service-Learning Advantage": A Co-Curricular Service-Learning Model*

**EUGENIA SIEGEL**, Truman State University

"Service-Learning Advantage" is Truman State University's process for converting co-curricular volunteerism into a service-learning experience. This presentation will focus on how to build a co-curricular service-learning mechanism that is easy to access and monitor, and how to assess service-learning that specifically takes place outside of the academic curriculum.

**Spratt 214** Moderator: Roy Schwartzman

- *Introduction to Diversity Principles in Service-Learning*  
**NADINNE CRUZ**, Independent Consultant

The call to act for the common good is problematic in pluralistic societies, where differences result in contested interpretations. While no simple solutions exist to this challenge, a beginning is to recognize diversity in the practice of service-learning. This session introduces “Diversity Principles of Good Practice in Service-Learning.”

- *Examining the Development of the Victorian Certificate of Applied Learning and Its Implications for Schools and Teacher Education in Australia*

**DAMIAN BLAKE**, Deakin University & **DAVID GALLAGHER**, Victorian Curriculum and Assessment Authority

This paper will examine the development of an Australian senior school certificate based on applied learning. It will draw on case studies to profile the unique nature of the applied learning in this certificate and discuss the implications for school-community partnerships, youth transitions and teacher education.

**Spratt 216** Moderator: Brian C. Cronk

- *How Does Applied Learning Apply to Faculty Work?*

**DWIGHT E. GILES, JR.**, University of Massachusetts—Boston

This session will examine how faculty use applied learning in teaching, scholarship and service. A review of research and practice will focus on examples, motives, barriers, and outcomes. We will conclude by discussing creative ways for faculty to be applied learners and to create applied learning for students.

- *The Effect of Study Abroad Program in Student's Self-Perceptions and Vocational Choice Development*

**LETICIA RANGEL-CHAVEZ**, George-August University—  
Göttingen/University of Texas, Pan-American

This study examined the effects of study abroad experiences on Hispanic students' self-perceptions and vocational choices. Results indicate that these experiences contribute to self-exploration that helps clarify vocational choice. The use of SA experiences is a relevant educational intervention to enhance self directed exploration of vocational identity and career development.

## **4-4:50 pm ROUNDTABLES**

### **Mead WestVaco Room**

1. *Benefits of Programming and Web Design Contests*  
**John Cigas & Wen Hsin**, Park University
2. *A Global Perspective on Applied Learning: Helping Students Build Cross-Cultural Relationships through International Service Learning Experiences*  
**Mick Savage & Therese Wehman**, Elmhurst College
3. *Helping a Community through Indirect Service*  
**Patricia Carlson, Brittney Braegelman, Jessica Ryan, Charity Tubbs, & Amanda Pokorski**, University of Nebraska—Omaha
4. *“The Middle of Everywhere” : College Students as Cultural Brokers*  
**Wendy L. McCarty & Geraldine Stirtz**,  
University of Nebraska—Kearney
5. *Helping Students Relate Service Learning to Career Development*  
**Mark Hopper**, Loras College
6. *Using Social Networking to Get Students Involved in Service-Learning Experiences*  
**John R. Fisher**, Northwest Missouri State University
7. *Study Abroad as an Influencing Factor on Curriculum Development and Course Innovation*  
**Eugene A. Dunkley**, Greenville College

8. *Actuarial Internship for Cooperative Education at Maryville University*  
**Min Deng & Guangwei Fan, Maryville University**
9. *Leadership Intelligence: What They Need to Know!*  
**Terry Hockenbrough, Collin College**
10. *Assessing Applied Learning Skills in a First Year College General Biology for Non-Majors Laboratory Setting: The Effect of Two-Week Long Learning Cycle Blocks (LCBs) on the Development of Science Process Skills*  
**John Rushin, Cary Chevalier, Melissa Daggett, K. Hartman, David Ashley, & Jason Baker, Missouri Western State University**
11. *From Academics to Service and Functionality: A Shift in Focus for the Central Methodist University Freshman Curriculum*  
**John Porter, Central Methodist University**
12. *Applied Leadership as an Academic Program*  
**Brian Stackhouse, Marcus Majure, & Steve Estes, Missouri Western State University**
13. *Partnership Sustainability through Community Dialogues,*  
**Carlynn Hartman-Kurtz, University of Nebraska—Omaha**

### **5-6:20 p.m. Dinner and Plenary Session**

#### **Kemper Room of the Fulkerson Center**

*Integrating Applied Learning: From the Sideshows to the Big Tent*

**DWIGHT E. GILES, JR., University of Massachusetts—Boston**

### **6:30-8 p.m. Poster Session**

#### **Mead West Vaco/Rochambeau Room of the Fulkerson Center**

1. *Assessment of Learning through Student Reporting of Internet Discourses on Worldview*  
**Dominic Halsmer, Calvin Roso, Jadell Forman, & Vyacheslav Tokarev, Oral Roberts University**

2. *Engaging College Men in Sexual Violence Prevention: Five Essential Elements*  
**Janice M. Deeds**, University of Nebraska—Lincoln
3. *Applied Learning Partnership between Students, Faculty, and Professional Emergency Services Providers: Developing Geospatial Database Infrastructure for St. Joseph Fire Department as an Applied Learning Experience for Students*  
**Cary D. Chevalier**, Missouri Western State University & **Mike Bangert**, City of St. Joseph Fire Department
4. *S.U.C.C.E.E.D.: Creating a Service-learning Opportunity*  
**Julie Tietz**, Cottey College
5. *Development and Assessment of a Psychology Research Team Course*  
**Phil D. Wann**, Missouri Western State University
6. *The Importance of Undergraduate Research in Teaching Biology*  
**Mark S. Mills**, Missouri Western State University
7. *Employing Internships and Practica into the Curriculum: Benefits for Students and the Institution Beyond the Classroom*  
**Thomas K. Bertoncino**, Park University
8. *G.A.M.E.-On! Griffs! Goal Accomplishment through Mentoring and Exercise*  
**Stephanie Corder, Bill Russell, & Justin Kraft**, Missouri Western State University
9. *Weaving Wonder and Regulation: Hidden Treasure in a Mental Health Intervention Program*  
**Patricia Schoenrade, C. Ray Owens, & Jonathan A. Saxon**, William Jewell College
10. *A University-School District Partnership to Help Middle School Science Teachers Improve Their Development and Use of Inquiry-Oriented Science Lessons*

- J. Rushin, J. Meyers, M. Ottinger & J. Ellis,**  
*Missouri Western State University*
11. *Change in Action: A Student-led Initiative*  
**Mary Jinglewski, Elisa LeDesky, & Tanne Stephens,** *Cottey College*
12. *Community-Based Projects and Computer Science*  
**Deborah Becker & Connie Hecker,**  
*Missouri Western State University*
13. *Teaching Intravenous Injection Techniques in Equine Studies: Development of a Reliable and Noninvasive Model*  
**Janice L. Holland,** *Midway College*
14. *Applied Learning and the Pedagogy of Engagement*  
**Kathryn Czanderna,** *Mid-America Nazarene University*
15. *Using Simulation to Improve Nursing Student Competence in Management of a Closed Chest Drainage System*  
**Roger Voelkel & Heather Kendall,**  
*Missouri Western State University*
16. *Somesthetic and Kinesthetic Learning: Teaching Sensory Perception in Equine Studies*  
**Kimberly I. Tumlin,** *Midway College*
17. *Service-Learning: Teaching English to Buddhist Monks in Chiang Mai, Thailand*  
**Emily Nagle, Michael Manocchio, & Wally Lagerway,**  
*Elmhurst College*
18. *The "City-as-Text.": Re-discovering Oxford, England*  
**Nathan Dunlap & Mary Kay Mulvaney,** *Elmhurst College*
19. *Biology of Mexican Vertebrates: A Course in the Biology and Culture of Mexico*  
**Dwight W. Moore,** *Emporia State University* &  
**Bruce G. Stewart,** *Murray State College*
20. *Publishing for the Public*  
**Michael Charlton,** *Missouri Western State University*

21. *Applied Learning and Computer Science*  
**Wen-Jung Hsin**, Park University
22. *Innovations in Architectural Pedagogy: Discovering  
Experiential Service-Learning in Vernacular Architectural  
Education*  
**D. Jonathon Seward**, University of Kansas
23. *Conceptualization and Application of Service Learning in  
Different Social Contexts*  
**Karina Elizabeth Vázquez**, Missouri Western State University
24. *Reflective Journaling: A Practical Approach to Self-Discovery  
and Personal and Professional Growth*  
**Hannah Wahlen & Michael P. Savage**, Elmhurst College
25. *Army ROTC as Applied Learning*  
**Marcus Majure, Brian Stackhouse, & Steve Estes**,  
Missouri Western State University

**8-9:45 a.m. Conference Workshop**

**Mead WestVaco/Rochambeau Room of the Fulkerson Center**

*Navigating the Politics of Civic Engagement in Applied Learning*

**NADINNE CRUZ**

**10-10:50 a.m. Concurrent Sessions**

**Spratt 103** Symposium Moderator: Cindy Heider

- *DePaul's Innovative Internship & Co-op Program:  
A Launching Pad for Student Success*

**CARRIE MCATEER-FOURNIER & LYNNE COPP,**  
DePaul University

Internship and Co-op Programs integrate coursework with supervised work experiences. The program at DePaul contributes to students' intellectual growth, social responsibility, and career awareness. An important link to mastering such a program is employer relations. DePaul's Career Center forges and sustains innovative, strong partnerships with employers throughout the Chicago area.

- *Gaining the Best Evidence: An Ongoing Applied Learning Project for Graduate Students*

**WANDA BONNEL & GWENYTH WAGNER,**  
University of Kansas

Evidence-based Reviews help students frame and focus applied learning topics of interest, creating bridges between the literature, the classroom and applied learning settings. Students gain in-depth knowledge of a specific concept/process; opportunity to consider practice applications; and generate questions for further study. This presentation shares project guidelines and model projects.

**Spratt 110** Symposium Moderator: Kelly Bouas Henry

- *A Study of the Differential Experiences of Women with Chronic Illness*

**BRENDA ROSS**, Cottey College, **LINDA MORAN**, Cox College, **JO ELLEN BRANSTETTER**, Cox College, **HANNAH VAN SICKLE**, Emporia State University

Cottey College, a liberal arts college for women, and Cox College of Nursing are working together in their second year to establish a research project on the differential experiences of women with autoimmune disease in rural versus metropolitan environments. The project and its impact on students will be discussed.

**Spratt 211** Moderator: Karen Fulton

- *Utilizing Longitudinal Assessments: Understanding, Improving and Promoting the Impact of Service Learning*

**WENDY L. GEIGER & E. SAM COX**,  
University of Central Missouri

This presentation focuses on the hateful/hurtful service-learning project between the University of Central Missouri and a rural Missouri school district. We present quantitative and qualitative analyses illustrating how middle/high school students were impacted by the project in terms of increased recognition of hateful/hurtful speech and skills to address it.

- *From Beans to Cups: The Benefits of Planning, Implementing, and Assessing a Study Away Course*

**MARK HOPPER**, Loras College

This presentation will address the development and administration of a short-term study away program of small coffee producers in Honduras. It will focus on a number of topics including: the challenges and rewards experienced in course planning and implementation; the interdisciplinary nature of the course; and the pedagogical methods utilized.

**Spratt 214** Symposium Moderator: John Falconer

- *The SURES (Summer Undergraduate Research in Energy Studies) Program at Case Western Reserve University*

**SHEILA PEDIGO & LINDA ROBSON,**

Case Western Reserve University

The SURES program offers undergraduates an opportunity to obtain research experience with faculty, while also developing engagement around the complex topic of energy. This presentation offers an in depth look at SURES as one example of an integrated, developmental program that engages diverse members of the university community and beyond.

**Spratt 216** Moderator: Brian C. Cronk

- **Invited Presentation**, *Integrating Service-Learning with Research: The AfterWords Project Confronts Challenges to Applied Learning*

**ROY SCHWARTZMAN,**

University of North Carolina—Greensboro

How can service-learning generate research both valuable to the community and sufficiently academic to count in calculations of tenure, promotion, and rewards? This presentation uses the AfterWords Project, which analyzes Holocaust survivor resettlement stories, to understand how community-based research energizes scholarship by focusing on incorporating student research into service-learning.

- *Service Learning: The Odd Case of Ethics*

**WILLIAM L. BLIZEK,** University of Nebraska—Omaha

Service learning provides an opportunity for students to learn from practical experiences outside of the classroom. For a class in ethics this might include volunteering at the local food bank, a retirement home, or other charitable organization. Such service, however, raises interesting questions about the very nature of ethical behavior.

*Saturday, February 21, 2009*

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**11-12:30 p.m. Lunch and Plenary Session**  
**Kemper Room**

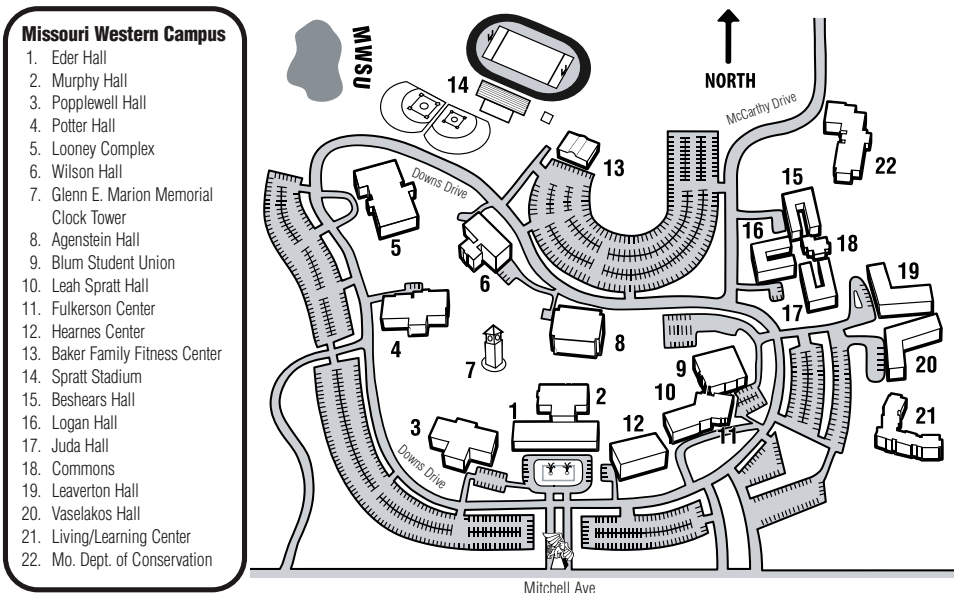
*Integrating Applied Learning: Forging Direct Links to the Curriculum*

**TIMOTHY ELGREN**, Hamilton College

## About Missouri Western State University, St. Joseph, Missouri

With its roots in a five-county contiguous region of northwest Missouri, Western has proudly served the higher education needs of its constituencies since 1915. Originally founded as St. Joseph Junior College, Western was transformed into a four-year college in 1969, became a full member of the State of Missouri system in 1977, and was designated a university in 2005. Today, over 180 faculty members teach in technologically up-to-date instructional facilities, and excellent recreational facilities are complemented by a 744-acre beautifully landscaped campus. Enrollment is approximately 5,300.

The university is a four-year, state-supported institution providing a variety of degree programs through the colleges of liberal arts and professional studies. The university is authorized under Missouri statutes to offer master's programs, four-year baccalaureate programs, two-year associate degrees, preprofessional transfer programs and one-year certificates. In addition, the university offers continuing education courses, seminars, conferences and workshops suited to the needs of the community and serving groups throughout the nation.





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*Western is an equal opportunity institution.*