



23RD ANNUAL STATEWIDE CSTEP STUDENT CONFERENCE

APRIL 17-19, 2015 AT THE SAGAMORE ON LAKE GEORGE
BOLTON LANDING, NEW YORK

REGISTRATION PACKET

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CSTEP CONFERENCE IMPORTANT DATES

Conference Items	Submission Deadlines
Registration Portfolio	See registration fee deadlines below
Poster Competition Abstracts	February 6, 2015
Research Presentation Competition Abstracts	February 6, 2015
Workshop Proposal	February 6, 2015
Workshop Acceptance Notification	February 27, 2015
Judge Nomination	February 6, 2015
Judge Acceptance Notification	February 27, 2015
Sagamore Resort Reservation Deadline	March 6, 2015
Sagamore Resort Reservation Cancellation Deadline	March 6, 2015
LAST Day to Register Participants for the Conference	March 6, 2015
Early Registration Fee	Postmarked By January 23, 2015
Regular Registration Fee	Postmarked By February 6, 2015
Late Registration Fee	Postmarked By February 20, 2015

GENERAL CONFERENCE INFORMATION

- ❖ **ONLY COMPLETED REGISTRATION PORTFOLIOS** will be accepted! A complete portfolio includes:
 - ✓ Conference Registration Fee
 - ✓ Registration Portfolio
 - ✓ Student Poster Competition Abstract(s) ([submitted online](#))
 - ✓ Student Poster Competition Registration Form(s) ([submitted online](#))
 - ✓ Student Research Presentation Abstract(s) ([submitted online](#))
 - ✓ Student Research Presentation Registration Form(s) ([submitted online](#))
- ❖ Registration Fees will **ONLY** be accepted in the form of **INSTITUTIONAL CHECKS** or Purchase Requisitions.
- ❖ **THE SAGAMORE PACKAGE RATES** include the cost of your room and all meals during the conference.
- ❖ **ONLY 8 POSTER ABSTRACTS** will be accepted for the competition per Institution. The deadline for submission is at 4pm February 6, 2015.
- ❖ Please forward the **WORKSHOP CALL FOR PROPOSALS** to your fellow colleagues, deans, faculty, staff, organizations, list-serves, and professionals in the field.
- ❖ If you have any **QUESTIONS** about the conference contact Leonese Nelson via e-mail at lenelson@syr.edu.

CONFERENCE REGISTRATION FEES FOR CSTEP STAFF/SCHOLARS

PLEASE NOTE: IN RECOGNITION OF THE SEVERITY OF THE ECONOMIC TIMES, WE HAVE NOT INCREASED OUR CONFERENCE REGISTRATION FEES THIS YEAR. Each attendee is required to pay a **non-refundable** registration fee, which helps to cover costs for speakers, entertainment, conference bags, booklets, workshop presenters, judges, etc.

Registration Fees Per Individual

Early Registration Fee	Cost
Must be Postmarked by January 23, 2015	\$205.00

Regular Registration Fee	Cost
Must be Postmarked by February 6, 2015	\$230.00

Late Registration Fee	Cost
Must be Postmarked by February 20, 2015	\$255.00

Sagamore Accommodations

**Please refer to The Sagamore Reservation Form for detailed information, which will be forwarded to you
With your conference registration confirmation once you've registered with S.U.*

Accommodation	Single	Double Room Rate (Rate Per Person)	Triple Room Rate (Rate Per Person)	Quad Room Rate (Rate Per Person)
Lodge Room	\$261.00	\$393.00 (\$196.50 per person)	\$550.00 (\$183.33 per person)	\$707.00 (\$176.15 per person)
Lodge Suite	\$311.00	\$443.00 (\$221.50 per person)	\$600.00 (\$200.00 per person)	\$757.00 (\$189.25 per person)
Hotel Room – Garden View	\$281.00	\$413.00 (\$206.50 per person)	Not Available	Not Available
Hotel Room – Lake View	\$301.00	\$433.00 (\$216.50 per person)	Not Available	Not Available
Hotel Suite – Garden View	\$311.00	\$443.00 (\$221.50 per person)	Not Available	Not Available
Hotel Suite – Lake View	\$321.00	\$453.00 (\$226.50 per person)	Not Available	Not Available

*Registration forms submitted without full payment will **not** be processed (purchase requisitions will be accepted). The faculty, guest and student registration lists must reflect all required information and the proper registration fees due before they can be entered into the database.

The cost of registration will be determined by the **postmark date.

Make institutional checks payable to **Syracuse University**.

Mail to:

CSTEP Annual Statewide Conference
c/o Syracuse University CSTEP
203 Bowne Hall
Syracuse, NY 13244
Attn: Dr. Leonese Nelson

For Office Use ONLY:

Check Number: _____ Check Amount: _____ Date Received: _____ Date Processed: _____ Deposited By: _____

23RD ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

POSTER COMPETITION GUIDELINES

Each institution may submit up to 8 posters.

Poster Registration Forms *must* be submitted by 4pm on February 6, 2015. Registrations will not be accepted after the deadline.

The following guidelines have been developed to assist you in the planning and development of your student presentations for the poster competition. Failure to adhere to the guidelines will be reflected in the scoring of the poster in the competition. **Please read the guidelines carefully and share them with your students.**

ONLINE REGISTRATION:

- **STUDENTS DO NOT REGISTER POSTERS.** This is a staff responsibility.
- Staff complete one registration per poster. For posters with multiple presenters, up to three total presenters can be entered per poster. Students may not present more than one poster and may not submit a poster and research presentation at the same conference.
- Please use the following link to complete the registration form:
<http://bit.ly/CSTEPPosterRegistration2015>
- For questions, please email Sean Partridge, Poster Committee Chair (partrisc@potsgdam.edu)

ABSTRACT GUIDELINES:

- CSTEP staff are expected to assist students to ensure that abstracts are of high quality and meet the requirements in the poster rubric.
- Abstracts **may not to exceed 250 words**. The text submitted online will be used in the conference booklet and for judging posters. Any typos submitted will end up in the booklet and will result in lower poster scores. Please proofread abstracts before submitting.

When registering a poster online, staff will be asked to select one of the following categories for presentation*. These will help us assign judges with appropriate expertise:

Biochemistry	Geology	Nanotechnology
Biology	Health and Wellness	Physics
Cell Biology	Human Services	Psychology
Chemistry	Immunology	Public Health
Computer Science	Materials Science	Social Sciences
Education	Mathematics	Technology
Engineering	Medicine	Virology
Environmental Science	Microbiology	Zoology
Genetics	Molecular Biology	

*Categories may be combined or sub-divided based on the number of entries received

2015 CSTEP STUDENT POSTER PRESENTATION RUBRIC

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
ABSTRACT GUIDELINES				
Format	Does not exceed 250 words.	N/A	N/A	Exceeds 250 word limit.
Content				
Introduction (What is the Objective and Scope of the Investigation?)	Describes the problem & why this work was needed; Makes connections between the problem, the context and the purpose of the investigation	Describes problem & why this work was needed. Makes connections between the problem, the context and the purpose of the investigation.	Describes the problem but makes only implicit or superficial connections between the problem, the context, and the purpose of the investigation.	Doesn't adequately describe the problem or why the work was needed. Doesn't make connections between the problem, the context and purpose of the investigation.
Methods (Summary of what the student did)	Describes the method of research, study or analysis applied to the problem. Specific and concise.	Describes the method of research, study or analysis applied to the problem but lacks one or two relevant specifics or is wordy.	Describes the method of research, study or analysis applied to the problem but lacks more than two relevant details or is overly wordy.	Does not adequately describe the method of research, study or analysis applied to the problem.
Results (What were the principle findings?)	Summarizes the major results of the project. Specific and concise	Summarizes the major results of the project but lacks one or two specifics or is wordy.	Summarizes major results of the project but lacks more than two relevant specifics or is overly wordy.	Does not adequately report the major results of the project.
Discussion (What are the principle conclusions of the study?)	Provides an interpretation and relates results back to the problem; States the relevance, implications, or significance of the results to the broader context of the topic. Makes recommendations or states implications for future work.	Provides an interpretation and relates results back to the problem and to a broader context, but these sections may lack specifics or be overly wordy. Makes recommendations or states implications for future work.	Provides superficial or tangential interpretation of results. Attempts to relate results back to the problem and context but connections are superficial. May not make recommendations for future work.	Does not provide adequate interpretation of results and does not relate results back to the context or original problem. Does not make recommendations for future work.

POSTER GUIDELINES

Content

Introduction & Hypothesis	Background information was relevant & summarized well. Clear connections to previous literature & broader issues. Had a goal or logical hypothesis that showed clear relevance. Impacts beyond project clearly stated.	A logical hypothesis or goal was presented. Background information was relevant, but connections not clear. Goal of project or a logical hypothesis was stated clearly, showed relevance beyond project.	A questionable hypothesis or project goal was presented. Background information was relevant, but connections were not made.	The hypothesis or goal was inappropriate or not stated. Little or no background information was included or connected.
Methods & Experimental Logic	Excellent choice of experimental methods to address hypothesis or goal of project.	Good choice of experimental methods to address hypothesis or project goal.	Method not appropriate to address hypothesis or goal of project.	Methods section insufficient or missing.
Procedures	Procedures were used correctly; Clear discussion and inclusion of controls or comparative groups	Procedures were used correctly; Adequate discussion of controls or comparative groups; lacks some controls or comparative groups.	Procedures not always followed consistently; Control/comparative groups not adequately described; some controls or comparative groups missing.	Procedures (if applicable) were not used correctly; Serious lack of controls or discussion of controls.
Results	Substantial amounts of high quality data presented; sufficient to address hypothesis. Presentation of data was clear, thorough and logical. Addresses potential problems, alternate approaches.	Substantial amounts of good data were presented; sufficient to address the hypothesis or goal of project. Presentation of data was clear and logical.	Adequate amounts of reasonably good data were presented to address hypothesis or project goals. Presentation of data was not entirely clear.	Some data lacking, not fully sufficient to address hypothesis or project goal. Presentation of data was either not included or very unclear & difficult to comprehend.
Discussion & Conclusions	Reasonable conclusions were given and strongly supported with evidence. Conclusion was connected to the project hypothesis and relevance in a wider context was discussed.	Reasonable conclusions were given and supported with evidence. Conclusion was connected to hypothesis but relevance was not discussed.	Reasonable conclusions were given. Conclusions were not compared to the hypothesis or project goal, and their relevance was not discussed.	Loose or unsupported conclusions were given. Little or no connection to hypothesis or goal was apparent.

Visual Presentation

Organization	All expected components are present, clearly laid out, and easy to follow in the absence of the presenter.	All components are present, but layout is crowded or confusing to follow in absence of presenter.	Most expected components are present, but layout is confusing to follow in the absence of the presenter.	Some of the expected components are present, but poorly laid out and confusing to follow.
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Background and Graphics	Text is clear & readable at a distance of 3 ft. Background is unobtrusive. Figures & tables are appropriate and labeled correctly. Photos, tables and graphs improve understanding and enhance visual appeal.	Text is relatively clear & most is readable from a distance of 3 ft. Background is unobtrusive. Most figures and tables are appropriate and labeled correctly. Photos, tables and graphs improve understanding.	Text is relatively clear, font may be distracting or too small to read at 3 ft. Background may be distracting. Figures & tables not always related to text, not appropriate, or poorly labeled. Visual aids are limited, do not improve understanding.	Text is hard to read due to font size or color. Background may be distracting. Figures & tables poorly done and do not relate to the text, not appropriate or poorly labeled. Visual aids are limited/ absent, do not improve understanding.
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STUDENT POSTER PRESENTATION GUIDELINES

Non-Verbal Skills

Eye Contact, Body Language, Poise	Holds attention of audience with the use of direct eye contact, seldom looks at notes. Move-ments seem fluid and help the audience visualize. Student displays relaxed, self-confident nature, with no mistakes.	Consistent use of direct eye contact with audience, but still returns to notes. Movements or gestures enhance articulation. Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Minimal eye contact with audience, while reading mostly from the notes. Very little movement or descriptive gestures. Displays mild tension; has trouble recovering from mistakes.	No eye contact with audience, as entire report is read from notes. No movement or descriptive gestures. Tension and nervousness is obvious; has trouble recovering from mistakes.
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Verbal Skills

Enthusiasm	Demonstrates a strong, positive feeling about the topic during the entire presentation.	Occasionally shows positive feelings about the topic.	Shows some negativity toward the topic presented.	Shows absolutely no interest in the topic presented.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms; All audience members can hear the presentation.	Student's voice is clear, & pronounces most words correctly. Most of audience can hear the presentation.	Student's voice is low. Incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrect pronunciation, speaks too quietly for most of audience to hear the presentation
Content				
Subject Knowledge	Student demonstrates full knowledge; answers questions with explanations & elaboration.	Student is at ease with expected questions, does not elaborate on answers.	Student is uncomfortable with information; Able to answer only rudimentary questions.	Student does not have grasp of information; Cannot answer questions about subject.
Organization	Student presents information in logical, interesting sequence which follows the abstract. Helps audience understand relation-ships among ideas by using organization aids (announcing topics, transitions, summarizing).	Student presents information in logical sequence which follows the abstract. Audience has no difficulty understanding relationships among the ideas. The ideas in the message can be outlined easily.	Organization is incoherent. Audience has difficulty following; Student jumps around and does not follow the abstract; Audience must make assumptions about relationships among ideas.	Audience cannot understand presentation because there is no clear sequence of information. The message is so disorganized the audience cannot understand most of the message.

Awareness of Audience	Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity of a point of view.	Raises audience understanding & awareness of most points; Clear point of view, development or support is inconclusive or incomplete.	Raises audience understanding and knowledge of some points. Point of view may be clear, but lacks development or support.	Fails to increase audience understanding of knowledge of topic; Fails to effectively convince the audience.
GENERAL GUIDELINES APPLYING TO ENTIRE SUBMISSION				
Clarity, Spelling and Grammar	All elements of the submission are well organized. Contains no errors in spelling or grammar. Defines all acronyms at their first use.	A few elements of the submission are somewhat disorganized. Contains one or two errors in spelling or grammar. Does not define one or two acronyms at first use.	The submission lacks general organization. Contains more than two errors in spelling or grammar. Does not define more than two acronyms at their first use.	The submission is completely unclear: is missing sections, several points aren't clearly described. Contains > 2 errors in spelling or grammar. Doesn't define >2 acronyms at their first use.
Content				
Authorship	The student is primarily responsible for the work presented.	Student is mostly responsible for the work but outside assistance is apparent.	Student is only partially responsible for the work presented.	The student is largely not responsible for the work presented.
Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Comprehensiveness	Project includes all material needed to give a good understanding of the topic. Presentation corresponds to academic area selected.	Project is lacking one or two key elements. Presentation corresponds to academic area selected.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
Coherence	All content is carefully chosen to develop the student's thesis. There is no extraneous information.	Content is carefully chosen to develop the student's thesis. There may be a few extraneous points	Some content is not consistent with the student's thesis. There is a moderate amount of extraneous information.	Most content is inconsistent with the student's thesis and is difficult to follow because there is so much extraneous information.
References & Citations	Information is supported by authentic resources; All resources cited correctly using a consistent format.	One or two references are missing or reference formats are inconsistent.	More than two references are missing or information is cited using the incorrect format.	Very few (or no) references are provided to support the information presented.

Originality and creativity

Excellent original thinking or creative innovation of technique. Very original presentation of material; Captures audience's attention.

Good original thinking and creativity; Good variety and blending of materials & media

Minimal original thinking or creativity. Little or no variation; material presented with little originality or interpretation

No original thinking or creativity. Repetitive with little or no variety; insufficient use of materials or media

23RD ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

Research Presentation Guidelines

The research presentation competition is only open to students who are not already submitting an abstract for the Poster Competition or nominated to be an Ambassador.

Professionals must possess a well-developed ability to communicate their research to others. The research presentation portion of the CSTEP conference is designed to emphasize the value of an ability to deliver research presentations, as well as to help students develop their oral presentation skills.

Introduction to this year's Research Presentation Competition:

This year, we will continue the tradition of presenting *Distinguished Research Presentation Awards*. One student from every research presentation category will receive a *Distinguished Research Presentation Award* and one student will receive an Honorable Mention. The presentation categories include: Natural Sciences (Upper and Lower Divisions), Technology, Physical Sciences, and Social Sciences.

Distinguished Awards will be based on the student Abstract and PowerPoint Presentation.

- Students will receive structured audience feedback for the oral portion of their presentation; however, this will not be part of the formal judging process.
- In order for judges to get an idea of what the presentation will entail, **STUDENTS ARE NOW REQUIRED TO ADD Presentation Talking Points** to the Notes section of their PowerPoint Slides.

What are Presentation Talking Points?

- Presentation talking points are comments that the student will type into the Notes Section of their PowerPoint presentation.
- Where do they go?
 - There is a Notes Section for EACH PowerPoint Slide
 - The Notes Section is the section that is directly below the slide.

What is the Purpose of including Talking Points in a PowerPoint Presentation?

- Talking points will **assist in the judge's evaluation** of the students' research
 - Since judging will occur prior to the conference and will be based on the judges' review of the student abstract and PowerPoint Presentation, it will be helpful for them to get a general sense of what the student is planning to say during their presentation
 - Talking points should expand on the information presented in the slide and provide more detail about what the presenter will say as they give their presentation to an audience.
- In contrast to the very concise information presented on each slide, **talking points will Illustrate and Describe – in more detail – the information and ideas that the presenter will discuss when EACH SLIDE is presented to the audience**

How does the Judging & Awards Process Work?

- A panel of judges will review complete submissions (Abstract + PowerPoint Presentation)
- All judges will review complete submissions using the rubric included in this Registration Packet
- Students will be presented with the awards during the awards ceremony on Saturday evening.

GUIDELINES

Research presentations are carefully prepared to be **fifteen minutes** long. They are presented as part of a panel of four or five presentations, usually addressing a common subject matter.

The following guidelines have been developed to assist you in the planning and development of your research presentation. Please read the guidelines carefully.

I. Research Presentation Online Registration Form:

1. The online registration information will be used to maintain contact with presenters.
2. Confirmation emails will be sent to the CSTEP program staff listed as the primary contact person.
3. Please register to participate the Research Presentations online, by copy-pasting the following link into your browser:

<http://bit.ly/CSTEPResearchPresentationRegistration2015>

II. Research Presentation Requirements:

1. An abstract of the presentation is required for the submission. This will be published in the Conference Proceedings.
2. Presentations should be of 12 minutes duration, allowing 3 minutes for questions, unless otherwise advised.
3. Presentations should be saved to a jump drive.
4. Always have a back-up of your presentation and ensure your presentation is **PC compatible**.

III. Category of Presentation/Abstract:

Students must choose one of the following categories for presentation:

1. Natural Sciences (Lower Division – for Freshmen and Sophomores)
2. Natural Sciences (Upper Division – for Juniors, Seniors and Graduate Students)
3. Technology
4. Physical Sciences
5. Human Services / Social Sciences

**Abstract Submission Deadline:
February 06, 2015**

**PowerPoint presentations must be submitted via email
to cstep.oral.presentation@gmail.com no later than March 6, 2015**

**For questions, please email Jessica Doeman and Stephanie Hundt,
Research Presentation Committee Co-Chairs
Email: cstep.oral.presentation@gmail.com**

2015 CSTEP STUDENT RESEARCH PRESENTATION RUBRIC

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
ABSTRACT GUIDELINES				
Format	Does not exceed 250 words.	N/A	N/A	Exceeds 250 word limit.
Content				
Introduction (What is the Objective and Scope of the Investigation?)	Describes the problem & why this work was needed; Makes connections between the problem, the context and the purpose of the investigation	Describes problem & why this work was needed. Makes connections between the problem, the context and the purpose of the investigation.	Description the problem but makes only implicit or superficial connections between the problem, the context and the purpose of the investigation.	Does not adequately describe the problem or why the work was needed; Does not make connections between the problem, the context and the purpose of the investigation.
Methods (Summary of what the student did)	Describes the method of research, study or analysis applied to the problem. Specific and concise.	Describes the method of research, study or analysis applied to the problem but lacks one or two relevant specifics or is wordy.	Describes the method of research, study or analysis applied to the problem but lacks more than two relevant details or is overly wordy.	Does not adequately describe the method of research, study or analysis applied to the problem.
Results (What were the principle findings?)	Summarizes the major results of the project. Specific and concise	Summarizes the major results of the project but lacks one or two specifics or is wordy.	Summarizes major results of the project but lacks more than two relevant specifics or is overly wordy.	Does not adequately report the major results of the project.
Discussion (What are the principle conclusions of the study?)	Provides an interpretation and relates results back to the problem; States the relevance, implications, or significance of the results to the broader context of the topic. Makes recommendations or states implications for future work.	Provides an interpretation and relates results back to the problem and to a broader context, but these sections may lack specifics or be overly wordy. Makes recommendations or states implications for future work.	Provides superficial or tangential interpretation of results. Attempts to relate results back to the problem and context but connections are superficial. May not make recommendations for future work.	Does not provide adequate interpretation of results and does not relate results back to the context or original problem Does not make recommendations for future work.

POWER POINT PRESENTATION GUIDELINES

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Content				
Introduction & Hypothesis	Background information was relevant & summarized well. Clear connections to previous literature & broader issues. Had a goal or a logical hypothesis that showed clear relevance. Impacts beyond project clearly stated.	A logical hypothesis or goal was presented. Background information was relevant, but connections not clear. Goal of project or a logical hypothesis was stated clearly, showed relevance beyond project.	A questionable hypothesis or project goal was presented. Background information was relevant, but connections were not made.	The hypothesis or goal was inappropriate or not stated. Little or no background information was included or connected.
Methods	Excellent choice of experimental methods to address hypothesis or goal of project.	Good choice of experimental methods to address hypothesis or project goal.	Method not appropriate to address hypothesis or goal of project.	Methods section insufficient or missing.
Procedures	Procedures were used correctly; Clear discussion and inclusion of controls or comparative groups	Procedures used correctly; Discusses of controls or comparative groups; lacks some controls or comparative groups.	Procedures were not always followed consistently; Controls or comparative groups not well described or are missing.	Procedures (if applicable) were not used correctly; Serious lack of controls or discussion of controls.
Results	Substantial amounts of high quality data presented to address hypothesis. Presentation of data was clear, thorough and logical. Addresses potential problems and alternative approaches.	Substantial amounts of good data were presented; sufficient to address the hypothesis or goal of project. Presentation of data was clear and logical.	Adequate amounts of reasonably good data were presented to address hypothesis or project goals. Presentation of data was not entirely clear.	Some data were lacking, not fully sufficient to address hypothesis or project goal. Presentation of data was either not included or very unclear & difficult to comprehend.
Discussion & Conclusions	Reasonable conclusions given & <u>strongly</u> supported with evidence. Conclusion was connected to the project hypothesis and relevance in a wider context was discussed.	Reasonable conclusions were given and supported with evidence. Conclusion was connected to hypothesis but relevance was not discussed.	Reasonable conclusions were given. Conclusions were not compared to the hypothesis or project goal, and their relevance was not discussed.	Loose or unsupported conclusions were given. Little or no connection to hypothesis or goal was apparent.
Talking Points (REQUIRED):	<p>Talking Points clearly Illustrate and Describe what the student will discuss when he/she gives the presentation to an audience.</p> <p>Points will help audience understand the research & how ideas are connected</p> <p>Reader can clearly understand the plan, organization and flow of the presenter's argument from viewing the information listed on the slide and reading the Talking Points in the notes section.</p>	<p>Talking Points mostly Describe & Illustrate what student will discuss; there may be 1-2 points that are unclear or out of place</p> <p>Most points should help audience understand research & how ideas are connected</p> <p>Reader can usually get a sense of the plan, organization and flow of the presenter's argument from viewing the info listed on the slide & reading the Talking Points notes.</p>	<p>Talking points sometime Describe & Illustrate what student will discuss when he/she gives the presentation to an audience; BUT more than 2 talking points seem unclear or out of place</p> <p>Some talking points may be helpful, but others will likely not help an audience understand the research and how ideas are connected.</p> <p>Reader has difficulty getting a sense of the presenter's plan.</p>	<p>No Talking Points listed or Talking Points do not adequately Describe or Illustrate what the student will discuss when he/she gives the presentation to an audience.</p> <p>Any Talking Points listed will likely not help an audience understand the research and how ideas are connected</p> <p>Reader cannot get a sense of the plan, organization & flow of the presenter's argument from looking at the slide & Talking Point notes.</p>

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Organization of PowerPoint Presentation				
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the next slide.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Length	Presentation is comprehensive but concise	Presentation is comprehensive but may include slightly more information than could be presented in 12 minutes	Presentation is not comprehensive or the amount of information is unmanageable	Presentation is far too short to provide enough information or is far too long to fit into a 12 minute presentation
Visual Presentation of PowerPoint				
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Text - Font Choice & Formatting	Font formats (size, color, bold, italic) have been carefully planned to enhance readability and content. All slides have ≤ 5 bullet points.	Font formats have been carefully planned to enhance readability. Most slides have ≤ 5 bullet points.	Font formatting has been carefully planned to complement the content. It may be a little hard to read. Many slides have > 5 bullets	Font formatting makes it very difficult to read the material. Most slides have too much information.
Use of Graphics	All graphics are simple and attractive (size and colors) and support the topic of the presentation.	A few graphics are too complex or unattractive but all support the topic of the presentation.	All graphics are attractive but a few do not support the topic of the presentation.	Several graphics are too complex, unattractive AND detract from the content of the presentation.
GENERAL GUIDELINES APPLYING TO ENTIRE SUBMISSION				
Clarity, Spelling and Grammar	All elements of the submission are well organized. Contains no errors in spelling or grammar. Defines all acronyms at their first use.	A few elements of the submission are somewhat disorganized. Contains one or two errors in spelling or grammar. Does not define one or two acronyms at first use.	The submission lacks general organization. Contains more than two errors in spelling or grammar Does not define more than two acronyms at their first use.	The submission is completely unclear: there are missing sections, several points are not clearly described. Contains more than two errors in spelling or grammar Does not define more than two acronyms at their first use.

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Content				
Authorship	The student is primarily responsible for the work presented.	Student is mostly responsible for the work but outside assistance is apparent.	Student is only partially responsible for the work presented.	The student is largely not responsible for the work presented.
Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Comprehensive	Project includes all material needed to give a good understanding of the topic. Presentation corresponds to academic area selected.	Project is lacking one or two key elements. Presentation corresponds to academic area selected.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
Coherence	All content is carefully chosen to develop the student's thesis. There is no extraneous information.	Content is carefully chosen to develop the student's thesis. There may be a few extraneous points	Some content is not consistent with the student's thesis. There is a moderate amount of extraneous information.	Most content is inconsistent with the student's thesis and is difficult to follow because there is so much extraneous information.
References & Citations	Information is supported by authentic print resources; All resources are cited correctly, using a consistent format.	One or two references are missing or reference formats are inconsistent.	More than two references are missing or information is cited using the incorrect format.	Very few (or no) references are provided to support the information presented.

23RD ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 17-19, 2015 AT THE SAGAMORE ON LAKE GEORGE

Ambassador Nomination Form



Due to the overwhelming success of our Student Ambassador Corps, selected students will continue to lead our conference again this year!

Submission Deadline: February 06, 2015

Please nominate **1 Student** who will serve as your Ambassador. This student should be someone who is confident, articulate, and able to act independently as well as work comfortably in a team. Your Ambassador should also be someone who is NOT going to present in the Research or Poster presentations, as they will be working as greeters, hosts, moderators, or ushers during both of these activities.

The success of this endeavor depends on your willingness to be involved and the energy and commitment your student can bring to the task. Let's give our students the opportunity to take ownership of their conference and to SHINE!

Once the conference schedule is set, a sub-committee member will contact your student so that they are clear about their responsibilities. We will also hold a mandatory Ambassador's orientation on Friday evening to ensure that everyone is ready to do their part and represent your program with distinction.

Please copy-paste the link below into your browser to submit your Ambassador Nomination information:

<http://bit.ly/CSTEPAmbassadorNomination2015>

For questions, please email Barbara Thompson, CSTEP Ambassadors Committee Chair
Email: bthompso@brockport.edu

23RD ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 17-19, 2015 AT THE SAGAMORE ON LAKE GEORGE
BOLTON LANDING, NEW YORK

Call for Workshop Proposals



"JOURNEYS BEYOND EXCELLENCE"

Hosted by the New York State Education Department and
Syracuse University

CONFERENCE OVERVIEW

The Collegiate Science & Technology Entry Program (CSTEP) is a statewide program designed to foster students' academic success in preparing for the **licensed professions or careers in Science, Technology, Engineering, and Mathematics (STEM)**. Since 1992, a conference has gathered our brightest students to showcase research experiences through research and poster presentations, while offering academic, professional and personal development workshops. Approximately 600 students and staff will attend the conference from over 50 universities and colleges across the state of New York. **CSTEP is a past recipient of the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentorship (PAESMEM)**; and we invite presenters to submit proposals to share information with students participating in this award-winning program.

PROPOSAL GUIDELINES

Workshop proposal should be relevant to the theme and student population.

Suggested topics include, but are not limited to:

- Success Strategies for STEM Students
- Success Strategies for Students pursuing the licensed professions
- Career Panel Discussions (STEM & the licensed professions)
- Applying for Fellowships/Scholarships
- Achieving Balance for Academic Success
- Leadership Development
- Securing Internships
- Importance of Conducting Research
- Preparing for Graduate/Professional School
- Study Skills, Learning Styles
- Time & Stress Management
- Financial Literacy
- Goal Setting and Achievement
- Preparing for Transfer from 2 to 4 year School

Selected presenters will receive accommodations for ONE night, an honorarium & meals

**NOTE: This does not apply to CSTEP program administrators.*

Submission Deadline: Friday, February 06, 2015
With Notification by Friday, February 27, 2015

Please copy paste the link below into your browser to submit your workshop proposal, description (not exceeding 350 words) and a brief bio (not exceeding 250 words) online at:

<http://bit.ly/CSTEPWorkshopProposal2015>

Please address questions to: Gladys Schrynemakers and Kim Overrocker, Workshop Committee Co-Chairs

Phone: (718) 488-3405; Emails: gschryne@liu.edu & koverrocker@mvcc.edu

Email Subject: **CSTEP CONFERENCE WORKSHOP PROPOSAL**

23RD ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 17-19, 2015 AT THE SAGAMORE ON LAKE GEORGE
BOLTON LANDING, NEW YORK

Call for Poster Competition Judges



CONFERENCE HISTORY

CSTEP is an academic enrichment program designed to foster students' success in preparing for professional licensure or careers in the scientific, technical, or health-related fields. The conference began in 1992 as a way to showcase the research experiences of CSTEP students. Approximately 600 students and staff attend the conference each year from the more than 50 CSTEP programs across the state of New York.

POSTER COMPETITION

The Poster Competition is the centerpiece of the conference. This competition acknowledges the individual students' academic achievement, knowledge and acquired research and presentation skills. The Poster Competition takes place on Saturday, April 18th. The competition has averaged just over 110 posters for the last several conferences.

INFORMATION FOR JUDGES

Selection: Judges must be nominated by a CSTEP staff member. Judges will be selected based on their academic background and experience in the Natural Sciences, Social Sciences, Human Services, Technology, Physical Sciences or the Licensed Professions. Priority will be given to faculty in the targeted fields, and particularly those with prior experience in judging.

Responsibilities: Presenters will be divided topically into groups of up to 8 posters and judges will be assigned in pairs to each group. Judging teams will be sent their group's abstracts for review prior to the conference. At *The Sagamore*, the judging takes place during a 90-minute closed session Saturday morning. Posters are judged based on a rubric provided to all presenters and judges prior to the conference. **All judges will be expected to attend the judges meeting held at on Friday, April 17th at 9:30p.m.**

Remuneration: Judges are provided with two (2) nights of accommodation, an honorarium of \$200.00, and meals. Unfortunately, the conference **does not** cover room and meal expenses for any guest(s) you may choose to bring. If you plan to bring along guests, we will provide a guest registration form. The hotel will charge for guests added to rooms and the conference will charge for guest meals. Please note, any judge who is also a CSTEP staff member will not receive an honorarium and will be responsible for their conference registration fee. Judges who are not CSTEP staff are not required to pay the registration fee.

TO NOMINATE A JUDGE:

Please submit the online Nomination Form using the link below. We ask that nominations be made by CSTEP staff. CSTEP staff wishing to serve as judges can self-nominate. Nominations must include the category in which the judge would prefer to serve (see list below). These preferences will be used to assign judges to posters appropriate to their areas of expertise. **Due date is February 6, 2015.** The selection notification date will be in late February of 2015.

When submitting nominations online, please have the following information ready for input:

Name of Nominated Judge	Nominee Email Address
Title of Nominee	Nominator's Name
Institution of Nominee	Nominator's Institution
Preferred Categories	Nominator's Email

The poster categories are as follows:

Biochemistry	Geology	Nanotechnology
Biology	Health & Wellness	Physics
Cell Biology	Human Services	Psychology
Chemistry	Immunology	Public Health
Computer Science	Materials Science	Social Sciences
Education	Mathematics	Technology
Engineering	Medicine	Virology
Environmental Sci.	Microbiology	Zoology
Genetics	Molecular Biology	

Please submit your Nomination Form online:

<http://bit.ly/CSTEPJudgeNomination2015>

For questions, please email Sean Partridge, Poster Committee Chair (partrisc@potdam.edu)

Submission Deadline: Friday, February 06, 2015
Selection notification will be in late February, 2015

23RD ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 17-19, 2015 AT THE SAGAMORE ON LAKE GEORGE
BOLTON LANDING, NEW YORK



CSTEP Transfer, Graduate and Professional Opportunities Fair

December 16, 2014

Dear Transfer and Graduate Admissions Representative,

It is a great pleasure to announce the Transfer, Graduate and Professional Opportunities Fair at the 2015 CSTEP Annual Statewide Student Conference, which will be held on April 18, 2015 from 1:30pm to 3:30pm at the Sagamore Hotel in Bolton Landing, New York.

Collegiate Science and Technology Entry Program (CSTEP) is a New York State funded program supporting underrepresented populations and economically disadvantaged students in the STEM (Science, Technology, Engineering and Math) and NYS licensed fields of study. The Conference hosts approximately 300 ethnically diverse students representing the best in these fields from 50 plus NYS colleges and universities.

Attached you will find the Registration Form. This year we are happy to be able to provide one free lunch voucher for your representative for that day. Please note the dates and fees. Being sensitive to present economic conditions, we have kept our fees reasonable and at the same rate as last year.

Lodging for representatives is available at the following rates, which includes 3 meals.

Accommodation	Single	Double/Per Person	Triple/Per Person	Quad/Per Person
Lodge Room	\$261.00	\$393.00/\$196.50	\$550.00/\$183.33	\$707.00/\$176.75
Lodge Suite	\$311.00	\$443.00/\$221.50	\$600.00/\$200.00	\$757.00/\$189.25
Hotel Room Garden View	\$281.00	\$413.00/\$206.50	N/A	N/A
Hotel Room Lake View	\$301.00	\$433.00/\$216.50	N/A	N/A
Hotel Suite Garden View	\$311.00	\$443.00/\$221.50	N/A	N/A
Hotel Suite Lake View	\$321.00	\$453.00/\$226.50	N/A	N/A

Reservations will be forwarded on separate cover letter after your registration form has been received.

The Annual Statewide CSTEP Conference Planning Committee looks forward to your participation in this year's Opportunity fair. It is a wonderful opportunity for both your company and our students!

Feel free to contact me by phone, at (718-817-3269), or by email, at cgarcia@fordham.edu, to answer any questions. I look forward to your participation in our 10th Annual CSTEP Transfer, Graduate and Professional Opportunities fair.

Sincerely,

Christie-Belle Garcia

Christie-Belle Garcia, Chair
Transfer -Graduate and Professional Opportunities Fair
Statewide Annual CSTEP Conference Committee

23RD ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 17-19, 2015 AT THE SAGAMORE ON LAKE GEORGE
BOLTON LANDING, NEW YORK

CSTEP Transfer, Graduate and Professional Opportunities Fair: Registration Form



Submission Deadline: March 2, 2015

Name of School / Graduate Program / Company _____

Representative(s) Attending _____

Representative's Title _____

Address _____

School/Program or corporation Website URL: _____

E-Mail _____ Telephone _____ FAX _____

(All further correspondence will be by e-mail)

{ } Please register our school for the CSTEP Transfer, Graduate and Professional Opportunities Fair: **My institution's CSTEP Program has submitted its conference registration fees, which covers my fee.**

CSTEP Program Director/Coordinator's Name: _____ Telephone Number: _____

{ } Register College for the CSTEP Transfer, Graduate and Professional Opportunities Fair: **I have enclosed the non-refundable registration fee to Syracuse University.** (Registration is **NOT** confirmed until the fee is paid.)

{ } Register Corporation for the CSTEP Transfer, Graduate and Professional Opportunities Fair: **I have enclosed the non-refundable registration fee to Syracuse University.** (Registration is **NOT** confirmed until the fee is paid.)

Please select appropriate representation for the CSTEP conference. Submit the appropriate fee to Syracuse University. Note that the CSTEP Conference will provide one free lunch voucher per school represented.

One School Transfer or Graduate Program, 1 Representative	\$ 150.00	<input type="checkbox"/>	<u>Name of Person Attending</u>
Two Schools Transfer and Graduate Program, 2 representatives	\$ 300.00	<input type="checkbox"/>	
Corporation/Company Representative	\$ 300.00	<input type="checkbox"/>	

Space is limited. The official registration date is March 2, 2015, but we encourage registering early since this event may fill before the deadline.

**Checks should be made payable to:
Syracuse University**

Mailed to: CSTEP Conference C/o Fordham University CSTEP
441 East Fordham Road, Collins Hall 302
Bronx, NY 10458
Attn: Christie-Belle Garcia

Email: cgarcia@fordham.edu phone: 718-817-3269 fax: 718-817-3263



CONFERENCE REGISTRATION FORM

2015 CSTEP Statewide Student Conference ▪ The Sagamore on Lake George Bolton, New York▪
April 17, 2015 to April 19, 2015

INSTITUTION INFORMATION AND CONTACT PERSON

*Name:		
Position:		
Institution:		
Address:		
City:	State:	Zip Code:
Telephone Number:	Fax Number:	E-mail Address:

* This person will be considered the **PRIMARY CONTACT** for information pertaining to the conference.

REGISTRATION FEES PER INSTITUTION

Please note: The [Sagamore Reservation Form](#) will be emailed to institutions **AFTER REGISTRATION FEES** have been paid to Syracuse University. **Each institution is responsible for registering all institution participants directly with The Sagamore (see page 5).** This fee does **not** cover hotel/lodging. The registration fee does not pay for students or staff hotel accommodations.

REGISTRATION FEES AND DEADLINES	2015 CONFERENCE REGISTRATION FEES <i>(per person)</i>
Early Registration Fee <i>(Must be Received By January 23, 2015)</i>	\$205.00/per person
Regular Registration Fee <i>(Must be Received By February 6, 2015)</i>	\$230.00/per person
Late Registration Fee <i>(Must be Received By February 20, 2015)</i>	\$255.00/per person

- The registration rate will be determined by the above dates. Registration delivered to Syracuse University **after February 20, 2015 will not be accepted.**
 - **The LAST DAY to register for the 2015 CSTEP Statewide Student Conference is Friday, February 27, 2015!**
- Registration fees will **ONLY** be accepted in the **FORM OF INSTITUTIONAL CHECKS** or Money Orders! Registration forms submitted without full payment will **not be processed** (purchased requisitions will be accepted).

****Personal checks, cash, credit cards, and electronic transfer of funds are not acceptable forms of payment.****
- Checks or money orders should be made payable to: **Syracuse University CSTEP Conference**
- Payment should be mailed to: Dr. Leonese Nelson ▪ Syracuse University ▪ CSTEP Office
203 Bowne Hall ▪ Syracuse, New York, 13244

PROFESSIONAL STAFF/GUEST REGISTRATION LIST

Please list all staff/guest who will be attending from your institution. **Each institution is responsible for registering their staff with The Sagamore (see page 5).** Please note the names in this section are only for conference registration purposes (i.e., nametags and meal counts). Please ensure that names are spelled correctly and are typed or legibly written.

	First Name	Last Name	Title (Dr., Mr., Mrs., or Ms.)	T-Shirt Sizes	Sunday Box Lunch	Special Dietary Needs
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

*** **T-shirt Sizes:** {S = Small, M = Medium, L = Large, XL = Extra Large, 2XL, and 3XL.} ***

*** **Sunday Box Lunch Selections:** {H = Ham, RB = Roast Beef, T = Turkey, or V = Vegetarian} ***

***Please identify the following Dietary Needs next to Registrant Names. *Dietary needs include: gluten free, peanut allergies, lactose intolerance, vegetarian, vegan, kosher diet, shellfish, etc.*

STUDENT REGISTRATION LIST

Please list all students who will be attending from your institution. **Each institution is responsible for registering their staff with The Sagamore (see page 5).** Please note the names in this section are only for conference registration purposes (i.e., nametags and meal counts). Please ensure that names are spelled correctly and are typed or legibly written.

	First Name	Last Name	Classification Freshmen, Sophomore, Junior, Senior, or Grad Student	Major	T-Shirt Sizes	Sunday Box Lunch	Special Dietary Needs
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

*** **T-shirt Sizes:** {S = Small, M = Medium, L = Large, XL = Extra Large, 2XL, and 3XL.} ***

*** **Sunday Box Lunch Selections:** {H = Ham, RB = Roast Beef, T = Turkey, or V = Vegetarian} ***

***Please identify the following Dietary Needs next to Registrant Names. *Dietary needs include: gluten free, peanut allergies, lactose intolerance, vegetarian, vegan, kosher diet, shellfish, etc.*

STUDENT REGISTRATION LIST (CONTINUED)

Please list all students who will be attending from your institution. **Each institution is responsible for registering their staff with The Sagamore (see page 5).** Please note the names in this section are only for conference registration purposes (i.e., nametags and meal counts). Please ensure that names are spelled correctly and are typed or legibly written.

	First Name	Last Name	Classification Freshmen, Sophomore, Junior, Senior, or Grad Student	Major	T-Shirt Sizes	Sunday Box Lunch	Special Dietary Needs
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

*** **T-shirt Sizes:** {S = Small, M = Medium, L = Large, XL = Extra Large, 2XL, and 3XL.} ***

*** **Sunday Box Lunch Selections:** {H = Ham, RB = Roast Beef, T = Turkey, or V = Vegetarian} ***

***Please identify the following Dietary Needs next to Registrant Names. *Dietary needs include: gluten free, peanut allergies, lactose intolerance, vegetarian, vegan, kosher diet, shellfish, etc.*

TRANSPORTATION PROFILE

Each institution must complete and submit a Transportation Profile. **A completed registration packet includes this page!**

1. Please indicate mode of transportation and the number of vehicles: (i.e. 2 buses, 1 van)

- Bus Number of Buses _____
- Van Number of Vans _____
- Car Number of Cars _____

2. Are you carpooling with another institution? _____ Yes _____ No

If yes, which one(s) _____

3. Estimated time of arrival on **Friday, April 17, 2015**: _____

4. Estimated time of departure (*if later than 11:00am on Sunday, April 19, 2015*): _____

CONFERENCE REGISTRATION PROCESS

STEP 1: Registration Fees

Please **print and send this completed form** with your registration fees (*institutional check or money order*) for participants directly to Syracuse University.

****Personal checks, cash, credit cards, and electronic transfer of funds are not acceptable forms of payment.****

STEP 2: The Sagamore Reservation Form Submission

The Sagamore Reservation Form will be emailed to institutions **AFTER REGISTRATION FEES have been paid to Syracuse University**. Each institution is responsible for registering all institution participants **directly with the Sagamore** by using the Hotel Reservation Form.

***Please retain a copy of this packet for your records!*