

# 25TH ANNUAL STATEWIDE CSTEP STUDENT CONFERENCE

APRIL 7-9, 2017 AT THE SAGAMORE ON LAKE GEORGE  
BOLTON LANDING, NEW YORK

# REGISTRATION PACKET

## TABLE OF CONTENTS

	<u>PAGE</u>
<b>IMPORTANT DATES</b>	<b>3</b>
<b>REGISTRATION FEES</b>	<b>4</b>
<b>POSTER COMPETITION GUIDELINES</b>	<b>5</b>
<b>POSTER COMPETITION GRADING RUBRIC</b>	<b>6</b>
<b>RESEARCH PRESENTATION GUIDELINES</b>	<b>10</b>
<b>RESEARCH PRESENTATION GRADING RUBRIC</b>	<b>11</b>
<b>AMBASSADOR NOMINATION FORM</b>	<b>14</b>
<b>CALL FOR WORKSHOP PROPOSALS</b>	<b>15</b>
<b>CALL FOR COMPETITION JUDGES</b>	<b>16</b>
<b>TRANSFER/GRADUATE SCHOOL/PROFESSIONAL FAIR</b>	<b>18</b>

# CSTEP CONFERENCE IMPORTANT DATES

Conference Items	Submission Deadlines
<b>Registration Portfolio</b>	<b>See Deadlines Below</b>
Poster Competition Abstracts	February 3, 2017
Research Presentation Competition Abstracts	February 3, 2017
Ambassador Nomination	February 3, 2017
Workshop Proposal	February 17, 2017
Workshop Acceptance Notification	March 3, 2017
Judge Nomination	February 3, 2017
Judge Acceptance Notification	March 3, 2017
Transfer, Graduate & Professional Opportunities Fair Registration	March 3, 2017
Sagamore Resort Reservation Deadline	March 3, 2017
Sagamore Resort Reservation Cancellation Deadline	March 3, 2017
LAST Day to Register Participants for the Conference	February 24, 2017
Early Registration Fee Deadline	February 3, 2017
Regular Registration Fee Deadline	February 17, 2017
Late Registration Fee Deadline/Last Day to Register for Conference	February 24, 2017

## 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**.
- ❖ **THE SAGAMORE PACKAGE RATES** include the cost of your room and all meals during the conference.
- ❖ **ONLY 6 POSTER ABSTRACTS** will be accepted for the competition per Institution. The deadline for submission is at 4pm February 3, 2017.
- ❖ **ONLY 4 RESEARCH PRESENTATION ABSTRACTS** will be accepted for the competition per Institution. The deadline for submission is at 4pm February 3, 2017.
- ❖ Please forward the **WORKSHOP CALL FOR PROPOSALS** to your fellow colleagues, deans, faculty, staff, organizations, list-serves, and professionals in the field. Proposals are due on February 17, 2017.
- ❖ If you have any **QUESTIONS** about the conference, contact Leonese Nelson via e-mail at [lenelson@syr.edu](mailto:lenelson@syr.edu) or (315) 443-8270.

# 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 Deadline	Cost
February 3, 2017	\$230.00

Regular Registration Fee Deadline	Cost
February 17, 2017	\$255.00

Late Registration Fee Deadline/Last Day to Register	Cost
February 24, 2017	\$280.00

## 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 Syracuse University*

Accommodation	Single	Double Room Rate (Rate Per Person)	Triple Room Rate (Rate Per Person)	Quad Room Rate (Rate Per Person)
Lodge Room	\$265.00	<b>\$405.00</b> (\$202.50 per person)	<b>\$570.00</b> (\$190.00 per person)	<b>\$735.00</b> (\$183.75 per person)
Lodge Suite	\$325.00	<b>\$465.00</b> (\$232.00 per person)	<b>\$630.00</b> (\$210.00 per person)	<b>\$795.00</b> (\$198.75 per person)
Hotel Room – Traditional View	\$290.00	<b>\$430.00</b> (\$215.00 per person)	Not Available	Not Available
Hotel Room – Lake View	\$300.00	<b>\$440.00</b> (\$220.00 per person)	Not Available	Not Available
Hotel Suite – Traditional View	\$325.00	<b>\$465.00</b> (\$232.50 per person)	Not Available	Not Available
Hotel Suite – Lake View	\$335.00	<b>\$469.00</b> (\$237.50 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 **deadline dates**.

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

Mail to: CSTEP Annual Statewide Conference  
 c/o Syracuse University CSTEP  
 419 Sims Hall  
 Syracuse, NY 13244  
 Attn: Dr. Leonese Nelson

#### For Office Use ONLY:

Check Number: \_\_\_\_\_ Check Amount: \_\_\_\_\_ Date Received: \_\_\_\_\_ Date Processed: \_\_\_\_\_ Deposited By: \_\_\_\_\_

# 25<sup>TH</sup> ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

## POSTER COMPETITION GUIDELINES

---

**Each institution may submit up to 6 posters.**

**Poster Registration Forms *must* be submitted by 4pm on February 3, 2017.** 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/2017CSTEPPosterRegistration>

- For questions, please email Sean Partridge, Poster Committee Chair (partrisc@potSDam.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 e-program 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	Health and Wellness	Nanotechnology
Biology	Human Services	Organic Chemistry
Cell Biology	Immunology	Physics
Computer Science	Inorganic Chemistry	Psychology
Education	Materials Science	Public Health
Engineering	Mathematics	Social Sciences
Environmental Science	Medicine	Technology
Genetics	Microbiology	Virology
Geology	Molecular Biology	Zoology

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

# 2017 CSTEP STUDENT POSTER PRESENTATION RUBRIC

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
<b>ABSTRACT GUIDELINES</b>				
<b>Format</b>	Does not exceed 250 words.	N/A	N/A	Exceeds 250 word limit.
<b>Content</b>				
<b>Introduction</b> (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.
<b>Methods</b> (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.
<b>Results</b> (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.
<b>Discussion</b> (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

<b>Introduction &amp; Hypothesis</b>	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.
<b>Methods &amp; Experimental Logic</b>	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.
<b>Procedures</b>	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.
<b>Results</b>	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.
<b>Discussion &amp; Conclusions</b>	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

<b>Organization</b>	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.
<b>Background and Graphics</b>	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.

## STUDENT POSTER PRESENTATION GUIDELINES

### Non-Verbal Skills

<b>Eye Contact, Body Language, Poise</b>	Holds attention of audience with the use of direct eye contact, seldom looks at notes. Movements 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.
--	---	--	--	---

### Verbal Skills

<b>Enthusiasm</b>	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.
<b>Elocution</b>	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
<b>Content</b>				
<b>Subject Knowledge</b>	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.
<b>Awareness of Audience</b>	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

<b>Clarity, Spelling and Grammar</b>	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.
--------------------------------------	--	--	---	--

<b>Content</b>				
<b>Authorship</b>	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.
<b>Accuracy</b>	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.
<b>Comprehensiveness</b>	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.
<b>Coherence</b>	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.
<b>References &amp; Citations</b>	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.
<b>Originality and creativity</b>	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

# 25<sup>TH</sup> ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

## Research Presentation Competition Guidelines

---

### **\*\*NEW FOR 2017\*\***

This competition emphasizes the value of communicating one's research to an academic audience. This year, **Research Presenters will have the benefit of LIVE JUDGING at the 2017 CSTEP Conference**

**Each institution may submit up to 4 research presentations.**

**Research Presentation Registration Forms *must* be submitted by 4pm on February 3, 2017.**

### ONLINE REGISTRATION

---

- **STUDENTS DO NOT REGISTER THEIR OWN RESEARCH PRESENTATIONS.** This is a staff responsibility.
- Staff complete one registration per research presentation. For projects with multiple student collaborators, up to three total presenters can be entered per presentation.
- Students may not give more than one presentation and may not *also* submit a poster at the same conference.
- Please use the following link to complete the registration form:

**<http://bit.ly/2017CSTEPResearchPresentationRegistration>**

- For questions, please email Stephanie Hundt and Jessica Doeman ([cstep.oral.presentation@gmail.com](mailto:cstep.oral.presentation@gmail.com))

### ABSTRACT GUIDELINES

---

- CSTEP staff are expected to assist students to ensure that abstracts are of high quality and meet the requirements in the research presentation rubric.
- Abstracts **may not to exceed 250 words.** Text submitted online will be used in the conference e-program and for judging. Typos will result in lower scores. Please proofread abstracts before submitting.
- When registering a research presentation online, staff will be asked to select one of the following categories\* for the presentation. These will help us assign judges with appropriate expertise.

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

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

### JUDGING PROCEDURE AND AWARDS

---

- Judging of student research presentations includes evaluation of:
  - **250 Word Abstract:** submitted with the online registration by 4pm on February 3, 2017
  - **PowerPoint:** submitted to [cstep.oral.presentation@gmail.com](mailto:cstep.oral.presentation@gmail.com) by 4pm on March 10, 2017
  - **Live Evaluation** of students' oral presentation of their research project to an academic audience including their peers and two expert judges.
- Presentations may be 15-20 minutes long, including at least 5 minutes for judges' and audience questions.
- Judges choose one Distinguished Research Presentation and one Honorable Mention in each category.

# 2017 CSTEP STUDENT RESEARCH PRESENTATION RUBRIC

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
<b>ABSTRACT GUIDELINES</b>				
<b>Format</b>	Does not exceed 250 words.	N/A	N/A	Exceeds 250 word limit.
<b>Content</b>				
<b>Introduction</b> (Objective and Scope of the Investigation)	Describes the problem & why this work was needed; Makes links between the problem, the context and purpose of the investigation	Describes problem & why work was needed. Makes some links between the problem, context & purpose of the investigation.	Description the problem makes implicit or superficial links between the problem, the context and the purpose of the investigation.	Does not adequately describe the problem or research rationale; No link between problem, context & purpose of the research.
<b>Methods</b> (Summary of what the student did)	Describes the method of research, study or analysis applied to the problem. Specific and concise.	Describes 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.
<b>Results</b> (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 key specifics or is overly wordy.	Does not adequately report the major results of the project.
<b>Discussion</b> (What are the principle conclusions of the study?)	Provides interpretation & relates results back to problem. States relevance/implications of results to context. Has recommendations & implications for future work.	Provides interpretation & relates results back to problem, may lack specifics/clarity. Has recommendations or states implications for future work.	Provides superficial/ tangential interpretation of results. Attempts to relate results back to context but may be superficial. May not make recommendations for future work.	Does not provide adequate interpretation of results, or relate results back to original context. No recommendations for future work.
<b>POWER POINT PRESENTATION GUIDELINES</b>				
CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
<b>Content</b>				
<b>Introduction &amp; Hypothesis</b>	Background is relevant & well summarized. Hypotheses are logical/relevant, with a clear foundation in literature. Impacts beyond project clearly stated.	Background mostly relevant, but connections not always clear or well summarized. Hypotheses are presented & show some 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.
<b>Methods</b>	Excellent choice of experimental methods to address hypotheses.	Adequate experimental methods to address	Method not appropriate to address hypotheses.	Methods section insufficient or missing.
<b>Procedures</b>	Procedures were used correctly; Clear discussion and inclusion of controls or comparative groups	Procedures used correctly; Describes controls/comparative groups; lacks some key 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.

## POWER POINT PRESENTATION GUIDELINES (continued)

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
<b>Results</b>	Substantial, high quality data addresses hypotheses. Data presented logically, thoroughly. Addresses potential problems & 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 lacking, not sufficient to address hypothesis or project goal. Presentation of data was either not included or very unclear & difficult to comprehend.
<b>Discussion &amp; Conclusions</b>	Reasonable conclusions given & 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.

### Organization and Visual Presentation of PowerPoint

<b>Organization &amp; Sequencing</b>	Presentation is comprehensive but concise. All expected components are present. Info is organized in a clear, logical way, easy to anticipate the next slide.	All components present, may include extraneous or not enough info. Mostly logical/clear organization. Occasional piece of info seems out of place.	Most components present, may not be comprehensive or the amount of info is unmanageable. Some logical sequencing, but some slides/info seem out of place.	Presentation too short to provide enough info, or too wordy/ tangential. Expected components may be present, but no clear plan for organization of the info.
<b>Background and Graphics</b>	Text is clear & readable from the audience. 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 the audience. Background is unobtrusive. Most figures and tables are appropriate and labeled correctly. Photos, tables and graphs improve understanding.	Text is relatively clear, may be distracting or too small to read. 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. 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.

## ORAL PRESENTATION GUIDELINES

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
<b>Non-Verbal Skills</b>				
<b>Eye Contact, Body Language, Poise</b>	Holds attention of audience with eye contact, seldom looks at notes. Movements are fluid & help the audience visualize. Student is relaxed & confident, no mistakes.	Variable eye contact, often returns to notes. Gestures enhance articulation. Makes minor mistakes, but recovers quickly; little/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 descriptive gestures. Tension and nervousness are obvious; has trouble recovering from mistakes.
<b>Verbal Skills</b>				
<b>Enthusiasm</b>	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.

## ORAL PRESENTATION GUIDELINES (continued)

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
<b>Delivery</b>	Delivery (rate, rhythm & tone of speech, vocal expressiveness) is compelling; speaker appears polished and confident.	Delivery (rate, rhythm & tone of speech, vocal expressiveness) is interesting, with a few errors; speaker appears comfortable.	Delivery (rate, rhythm & tone of speech, vocal expressiveness) is understandable, but has several errors; speaker appears tentative.	Delivery (rate, rhythm & tone of speech, vocal expressiveness) detracts from understandability; speaker appears uncomfortable.
<b>Expertise</b>				
<b>Subject Knowledge</b>	Student demonstrates full knowledge; answers questions with explanations & elaboration.	Student is at ease with expected questions, difficulty elaborating 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.
<b>Awareness of Audience</b>	Significantly increases audience understanding & knowledge of topic; convinces audience to recognize research implications.	Raises audience understanding & awareness of most points; Clear point of view, but may lack conclusive support.	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

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
<b>Clarity, Spelling and Grammar</b>	All elements of submission are well organized. Contains no errors in spelling or grammar. Defines all acronyms at first use.	A few elements slightly disorganized. Few errors in spelling/grammar. Does not define one or two acronyms.	Lacks consistent organization. Contains some spelling/grammar errors. Does not define more than two acronyms at their first use.	Material is unclear, may have missing sections. More than two errors in spelling/grammar. Does not define acronyms.
<b>Content</b>				
<b>Authorship</b>	The student is primarily responsible for work presented.	Student is mostly responsible; outside assistance is apparent.	Student is only partially responsible for the work presented.	The student is largely not responsible for work presented.
<b>Accuracy</b>	All content throughout the presentation is accurate. There are no factual errors.	Most content is accurate but may lack specificity or seem inaccurate to context.	Content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
<b>Comprehensive</b>	Project includes all material & gives 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 and is not consistently connected to the academic area selected.	Project is lacking several key elements and has inaccuracies.
<b>Coherence</b>	All content is carefully chosen to develop the student's thesis. No extraneous information.	Content is carefully chosen to develop the student's thesis. May be a few extraneous points	Some content is not consistent with the thesis. Moderate amount of extraneous information.	Content is insufficient, difficult to follow or inconsistent; may include extraneous info.
<b>References &amp; Citations</b>	Information supported by authentic resources; Correct citations use 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.
<b>Originality and Creativity</b>	Excellent original thinking or creative innovation of theory or technique. Captivating presentation of material.	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

# 25<sup>TH</sup> ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 7-9, 2017 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!**

---

## **Nomination Deadline: February 03, 2017**

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/2017CSTEPAmbassadorNomination>**

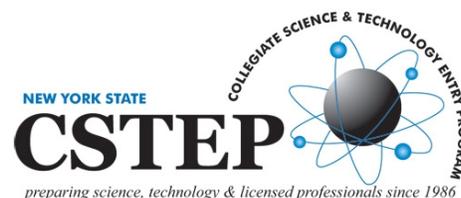
**For questions, please email Barb Thompson, CSTEP Ambassadors Committee Chair**

Email: [bthompso@brockport.edu](mailto:bthompso@brockport.edu)

# 25<sup>TH</sup> ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 7-9, 2017 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 17, 2017**  
**With Notification by Friday, March 3, 2017**

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/2017CSTEPWorkshopProposal>

Please address questions to: Gladys Schrynemakers and Meseret Tzehaie, Workshop Committee Co-Chairs

Phone: (718) 488-3405; Emails: [GSchrynemakers@mec.cuny.edu](mailto:GSchrynemakers@mec.cuny.edu) & [Meseret.Tzehaie@liu.edu](mailto:Meseret.Tzehaie@liu.edu)

Email Subject: **CSTEP CONFERENCE WORKSHOP PROPOSAL**

# 25<sup>TH</sup> ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 7-9, 2017 AT THE SAGAMORE ON LAKE GEORGE  
BOLTON LANDING, NEW YORK



## Call for Judges

**\*\*NEW THIS YEAR\*\***

**This year features on-site judging for BOTH the Posters AND the Research Presentation Competition!**

### 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. Over 500 students and staff attend the annual conference from over 60 CSTEP programs across New York State.

### POSTER COMPETITION

This competition acknowledges the individual students' academic achievement, knowledge and acquired research and presentation skills. The Poster Competition takes place on Saturday, April 8<sup>th</sup>. The competition will feature up to 125 posters this year.

### RESEARCH PRESENTATION COMPETITION

This competition showcases students' in-depth knowledge of their research process and contribution to the literature. It emphasizes the value of communicating one's research to an academic audience including their peers and 2 expert judges in their category. The Research Presentation Competition takes place on Saturday, April 8<sup>th</sup>. The competition will feature 25 students presenting their research.

### INFORMATION FOR JUDGES

**Selection:** Judges must be nominated by a CSTEP staff member. Judges will be selected based on academic background and experience in STEM or the Licensed Professions. Priority will be given to faculty in targeted fields, and particularly those with prior experience in judging.

**This year, nominees will have the opportunity to be considered for selection as a:  
Poster Competition Judge, Research Presentation Competition Judge  
- OR -**

**They can be nominated to act as a judge in BOTH competitions\***

*\*If nominated as a judge for BOTH competitions, a nominee will be considered independently by the Poster committee and Research Presentation committee. Selecting "BOTH" means that a nominee would be willing to serve as a judge for either competition or, in rare cases, for both competitions. Scheduling will be addressed accordingly.*

### **JUDGING FOR BOTH COMPETITIONS WILL TAKE PLACE ON-SITE AT THE 2017 CONFERENCE.**

**Poster Competition Responsibilities:** Presenters are divided topically into groups of up to 8-10, 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 on Friday, April 7<sup>th</sup> at 9:30p.m.**

**Research Presentation Competition Responsibilities:** Presenters are divided topically into groups of 5-7, and judges will be assigned in pairs to each group. Judges will receive their group's abstracts and PowerPoints prior to the conference. At *The Sagamore*, presentations take place on Saturday in three sessions throughout the day, each lasting approximately 60 minutes. Judges attend one or two of these sessions, depending on their category. **All judges will be expected to attend the judges' meeting held on Friday, April 7<sup>th</sup> at 9:00p.m.**

## REMUNERATION

---

Judges for the Poster Competition and judges for the Research Presentation are provided with two (2) nights of accommodation, meals, and an honorarium of \$200.00. For if a nominee is selected to judge in *both* the Poster Competition AND the Research Presentation Competition, that judge will receive two (2) nights of accommodation, meals, and a \$200.00 honorarium for completing the judging process in each competition, totaling \$400.00.

The conference **does not** cover room and meal expenses for any guest(s). If a judge plans to bring 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, will be responsible for their conference registration fee, and will only receive one night's accommodation.** 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 3, 2017.** The selection notification date will be no later than March 3, 2017.

**Submit your nomination here:** <http://bit.ly/2017CSTEPJudgeNomination>

**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 of Expertise	Nominator's Email

### Competition Preference:

Consideration for Poster Judging Only  
Consideration for Research Presentation Judging Only  
Consideration for Both Poster and Research Presentation Judging

### Categories of expertise are as follows:

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

### For questions, please email:

**Poster Committee Co-Chairs:** Sean Partridge ([partrisc@potSDam.edu](mailto:partrisc@potSDam.edu)) and Christine Veloso ([christine.veloso@stonybrook.edu](mailto:christine.veloso@stonybrook.edu)) and **Research Presentation Co-Chairs:** Stephanie Hundt ([stephaniehundt@my.liu.edu](mailto:stephaniehundt@my.liu.edu)) and Jessica Doeman ([JDoeman@citytech.cuny.edu](mailto:JDoeman@citytech.cuny.edu))

# 25<sup>TH</sup> ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 7-9, 2017 AT THE SAGAMORE ON LAKE GEORGE  
BOLTON LANDING, NEW YORK

## CSTEP Transfer, Graduate and Professional Opportunities Fair



Dear Transfer and Graduate Admissions Representative,

It is a great pleasure to announce the Transfer, Graduate and Professional Opportunities Fair at the 2017 CSTEP Annual Statewide Student Conference, which will be held during the afternoon of Saturday, April 8, 2017 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 60 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
Lodge Room	\$265.00
Lodge Suite	\$325.00
Hotel Room – Traditional View	\$290.00
Hotel Room – Lake View	\$300.00
Hotel Suite – Traditional View	\$325.00
Hotel Suite – Lake View	\$335.00

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 [cgarci@fordham.edu](mailto:cgarci@fordham.edu), to answer any questions. I look forward to your participation in our 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

# 25<sup>TH</sup> ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

APRIL 7-9, 2017 AT THE SAGAMORE ON LAKE GEORGE  
BOLTON LANDING, NEW YORK

## CSTEP Transfer, Graduate and Professional Opportunities Fair: Registration Form



**Submission Deadline: March 3, 2017**

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 3, 2017, 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](mailto:cgarcia@fordham.edu) phone: 718-817-3269 fax: 718-817-3263