

# Course Design Plan: Integrating Industry Credentials

This serves as a comprehensive blueprint to detail how industry credentials are embedded into courses. It articulates course and credential overview, academic standards and enhancements, instructional strategies and design, and an assessment plan.

**The Course Design Plan serves as a living document and may be refined as implemented and feedback gathered.**

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## Section 1: Course and Credential Overview

### 1. Course Information:

- **Course Title & Number:** PROF 2094 Special Topics in Professional Studies: Leveraging AI in your Career Search
- **Semester/Term:** Fall 2026
- **Instructor(s):**
- **Brief Course Description:**  
Exploration of career fields through interactive tools, assessments, and real-world career development experiences. Students will use FOCUS2Career, conduct informational interviews, and complete Google's Accelerate Your Job Search with AI Specialization. The Specialization modules introduce students to modern job-search strategies using tools such as Gemini, NotebookLM, and Career Dreamer, helping them uncover transferable skills, explore career possibilities, create strong application materials, and practice interview preparation. These activities support students in developing self-awareness, evaluating occupational options, and building foundational skills for academic and career planning. Letter grade assessments.  
Prerequisite(s): Available to first-year students and sophomores only.
- **Course Learning Outcomes (CLOs):** (List all CLOs for the course)
  - i. Students will identify potential career fields by exploring various jobs through career assessments, and classroom discussions.
  - ii. Students will evaluate campus and online career resources to understand how these tools support academic and career decision-making.
  - iii. Students will develop a personal mission statement that clearly articulates their values, goals, and definition of meaningful work.
  - iv. Students will analyze at least three occupations aligned with their interests, abilities, and work values, describing each occupation's tasks, entry requirements, job outlook, and recommended majors.
  - v. Students will create a personalized career plan that integrates insights from assessments, class activities, and research to outline next steps toward their chosen career path.
  - vi. Students will complete Google's Accelerate Your Job Search with AI Specialization.

## 2. Industry Credential Information:

- **Credential Name:** Google Accelerate Your Job Search with AI
- **Credential Competencies (CCs):**

### **Module 1: Uncover Your Transferable Skills with AI**

- Students will identify and articulate your transferable skills using AI tools like Gemini to connect past experiences with future career opportunities
- Students will develop a professional career identity statement that clearly communicates your unique value proposition to potential employers
- Students will apply AI-powered career exploration tools like Career Dreamer to uncover new career possibilities and transition strategies

### **Module 2: Plan Your Job Search with AI**

- Students will develop and implement a comprehensive, personalized job search plan using Gemini to outline strategic steps and timelines
- Students will create compelling resumes and cover letters using AI tools, including techniques for customizing materials for specific job opportunities
- Students will build and manage a professional online presence that effectively showcases your personal brand and attracts potential employers

### **Module 3: Manage Your Job Applications with AI**

- Students will use job search platforms effectively and create organized tracking systems with Google Sheets to manage applications and opportunities
- Students will apply networking best practices to build professional connections, using AI tools like Gemini to craft outreach messages and maintain relationships
- Students will develop strategic approaches to job searching beyond traditional online applications through expanded networking efforts

### **Module 4: Prepare and Practice for Interviews with AI**

- Students will prepare for different interview formats and create compelling professional pitches using AI tools to make strong first impressions
- Students will apply the STAR method to structure interview responses and use NotebookLM for comprehensive interview preparation and company research
- Students will conduct effective mock interviews using Gemini Live and implement professional follow-up strategies to maintain positive impressions with employers

## Section 2: Academic Standards & Enhancements

Use this section to align the credential to academic standards and notate enhancements.

### 1. Alignment with Academic Standards:

#### **How does integrating this credential maintain or improve academic standards?**

Integrating selected modules from Google's Accelerate Your Job Search with AI specialization strengthens the course by aligning each student learning outcome with industry credential competencies in career exploration, resource evaluation, and professional preparation. Students gain hands-on experience using AI tools such as Career Dreamer, NotebookLM, and Gemini to identify transferable skills, analyze occupations, and develop personalized career plans. Academic rigor is maintained because credential content augments classroom activities, reflection papers,

informational interviews and presentations, and students are expected to connect credential modules to course concepts through reflective writing and class dialogue.

## 2. **Enhancement of Existing Coursework:**

Beyond alignment, how does the credential reinforce current coursework?

- **Introduction of industry-standard tools/software:**

The credential trains students to use Google Gemini, NotebookLM, Career Dreamer, Google Sheets, and ATS-aware resume methods, all listed in the credential competencies section of the crosswalk. These are tools used in hiring processes, strengthening SLO2 and SLO4.

- **Real-world case studies or practical scenarios:**

The credential provides practical, real-world learning by having students use Career Dreamer, an AI-powered tool that generates personalized career possibilities based on their education, skills and experiences. Through Career Dreamer, students explore genuine career pathways and evaluate AI-suggested jobs. This reinforces course assignments by giving students practical, data-driven examples to analyze when identifying occupations, preparing presentations, and developing their final career plans.

- **Development of in-demand, marketable skills:**

Students develop marketable competencies such as:

- identifying transferable skills with AI-Career Dreamer
- crafting a career identity statement with AI-Career Dreamer
- creating tailored resumes and cover letters with AI-Career Dreamer
- building a professional online presence
- managing job applications with Google Sheets

All these directly support SLO1 and SLO5 while enhancing communication, critical thinking, digital literacy, and adaptability skills already embedded in the course.

- **Opportunities for project-based learning:**

The credential strengthens project based learning by requiring students to create professional artifacts, including:

- a career identity statement
- a resume
- a personalized job search plan
- an application tracking spreadsheet
- interview preparation materials

These outputs align with major course projects such as the presentation and the Career Plan-Final Project.

## Section 3: Integration Strategy & Instructional Design

### 1. **Integration Model:**

The Augment model was selected because it best strengthens each of the course's SLOs while maintaining the course's established structure and academic expectations.

- It reinforces SLO 1 by using Career Dreamer to deepen career exploration.

- It strengthens SLO 2 by giving students hands-on practice with AI tools like Gemini, NotebookLM, and Google Sheets for application tracking.
- It supports SLO 3 by enabling students to create identity statement using AI supported transferable skills identification.
- It enhances SLO 4 and SLO 5 by providing structured, AI generated occupational insights and actionable job search planning steps.

This approach maintains academic rigor because the credential content augments classroom activities, reflection papers, informational interviews and presentations. Students must actively integrate credential insights into graded assignments, highlighting students' ability to think critically and apply what they learned. Credential completion is required and graded, ensuring accountability, consistency of learning, and verifiable mastery of industry credential competencies.

## 2. **Instructional Strategies & Student Experience:**

### ○ **Learning Activities:**

#### **Hands-On Activities**

- Use Career Dreamer to generate and evaluate AI suggested career paths based on skills and interests.
- Use Gemini to identify transferable skills from experiences.
- Analyze job descriptions with AI to understand job requirements, qualifications, and expectations.
- Create practical career artifacts using AI tools (e.g., resumes, career identity statements, job search plans).

#### **Projects / Applied Tasks**

- Develop a career identity statement that connects strengths, values, and career direction.
- Build a personalized job search plan.
- Create a job search tracking system using Google Sheets to manage applications and opportunities.

#### **Quizzes & Knowledge Checks**

- Complete credential quizzes and checks for understanding to demonstrate comprehension of concepts such as transferable skills, job search strategy, resume optimization, and interview preparation.

#### **Reflection & Integration Activities**

- Write reflective journal entries connecting credential activities to course concepts and personal career goals.
- Apply credential insights directly to graded course assignments, including the career presentation and Career Plan–Final Project.

○ **Pacing & Schedule:**

| Class | Date        | Outside-of-class assignments                       | Lecture and Discussion Topic                                                   | In-Class Activities                                             | Google Credential Activity                                                                                                                           |
|-------|-------------|----------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| #1    | 8/25<br>TUE | None                                               | Syllabus Overview<br>Career Myths                                              | Welcome activity<br>Journal #1                                  | Course1: <b>Uncover Your Transferable Skills with AI</b><br>Module 1: Welcome to the course                                                          |
| #2    | 8/27<br>THU | My Career Story So Far: A Reflection               | Career Planning Process                                                        | Activities from Book Five by Dan Zadra<br>Journal #2            | Course1: <b>Uncover Your Transferable Skills with AI</b><br>Module 2: Identify your transferable skills                                              |
| #3    | 9/1<br>TUE  |                                                    | Job vs Career<br>Why Career Assessments Are Important<br>FOCUS2Career Overview | Life Timeline<br>Rainbow<br>Journal #3                          | Course1: <b>Uncover Your Transferable Skills with AI</b><br>Module3: Define your professional identity                                               |
| #4    | 9/3<br>THU  | FOCUS2Career Assessments<br>FOCUS2Career Worksheet | FOCUS2Career Reflection                                                        | Dream Job<br>Meditation<br>Speed Networking<br>Journal #4       | Course2: <b>Plan Your Job Search with AI</b><br>Module1: Develop a job search plan<br>Module2: Craft a compelling resume                             |
| #5    | 9/8<br>TUE  | Degree Works                                       | Degree Works<br>Guest Speaker: D.J. Bevivino, Academic Advisor                 | Degree Works<br>Review<br>Journal #5                            | Course2: <b>Plan Your Job Search with AI</b><br>Module3: Manage your online presence                                                                 |
| #6    | 9/10<br>THU |                                                    | NACE Competencies                                                              | Are You Career Ready? Checklist<br>NACE Worksheet<br>Journal #6 | Course3: <b>Manage Your Job Applications with AI</b><br>Module1: Understand job search platforms                                                     |
| #7    | 9/15<br>TUE |                                                    | CPNC Services<br>Other Resource on Campus                                      | Time Management Activity<br>Journal #7                          | Course3: <b>Manage Your Job Applications with AI</b><br>Module2: Understand the importance of networking                                             |
| #8    | 9/17<br>THU | Campus Networking Assignment                       | Goal Setting<br>Building your Resume                                           | Smart Goal Activity<br>Journal #8                               | Course4: <b>Prepare and Practice for Interviews with AI</b><br>Module1: Explore interview types and expectations<br>Module 2: Prepare for interviews |
| #9    | 9/22<br>TUE | All Presentations                                  | Cover Letter<br>Interview Skills                                               | Elevator Pitch<br>Presentations Group#1<br>Journal #9           | Course4: <b>Prepare and Practice for Interviews with AI</b><br>Module3: Practice interviewing<br>Module 4: Plan interview follow-up steps            |
| #10   | 9/24<br>THU | Career Plan- Final Project                         | Course Review                                                                  | Presentations Group #2<br>Journal #10                           | Course4: <b>Prepare and Practice for Interviews with AI</b><br>Module5: Assess your learning and course                                              |

- **Instructor/Institution Support Role:**
  - Instructor introduces the credential during the first week of class, explaining why it is required, how it connects to specific course learning outcomes, and how it supports major assignments (presentation and final career plan).
  - Instructor provides step-by-step access instructions in Brightspace, including links, deadlines, and screenshots.
  - Instructor shares a credential completion timeline, so students understand how credential activities fit into the course schedule.
  - Instructor's office hours will be available for students through Navigate.
  - SUNY Oneonta offers the help desk for students.
- **Universal Design for Learning (UDL) Considerations:**
  - Students are given meaningful choices in how they explore careers within tools like Career Dreamer and how they apply credential insights to reflections, presentations, and the final career plan. Engagement is further supported through multiple modalities like reflective writing, class discussions, and hands-on projects.
  - Google credentials include captions, transcripts, and multimodal content formats (video, text, hands-on activities). Instructor will flag accessible alternatives for any activities that pose barriers.
  - Students will apply credential content across varied assignment types, including reflective journals, career assessments, presentations, and the Final Career Plan project.

### 3. **Implementation Timeline:**

- Design Completion: June 2026
- Final Content Review: June 2026
- LMS Setup: June 2026
- Syllabus revision: Ongoing
- Student Communication: Begins August 2026

## Section 4 Assessment Plan

Use this section to clearly outline your approach for evaluating student learning, the overall effectiveness of the credential and detail a plan for continuous improvement.

### 1. Assessment Plan for Student Learning:

#### ○ Formative Assessments

##### ■ Credential Assessments:

The credential has assessments and feedback is automated. The tech lead for SUNY Oneonta has set up a shell in Coursera where I can follow student module progress/completion.

##### ■ Short Reflections:

At the end of each class, students will write a short reflection journal about class and the credential module they complete. I will provide sentence starters to reflect what surprised them, and how they are feeling about the credential and their career journey. I will also provide a reflection paper for each class and collect them when they finish.

- Feedback: Instructor feedback.

#### ○ Summative Assessments

##### ■ Presentations:

- Each student will create a 10-15 minute presentation on a career of choice and then present it to the class.
- Each student will be required to upload to Brightspace.
- Each student will choose a career you learned about through FOCUS2Career and Google credential.
- Each student will be asked to research her/his/their chosen career in depth and to include the following in the presentation:
  - How you became interested in this career
  - The major responsibilities of this career area
  - The route to enter this career
  - The best major(s) for someone considering this career
  - The skills needed to be successful in this career
  - The job outlook for this career
  - The personality type best suited to this career
  - The reasons why you believe this career would be rewarding for you
- A work site page with 3 sources of information.

##### ■ Career Plan-Final Project

- Choose three careers from Google credential and FOCUS2Career assessment you completed during this mini session that you believe best align with your interests, abilities, and/or work values.
- In your paper, briefly explain why you selected each of these three careers and justify your choices using information gained from specific activities or assignments completed in this course. You will lose points if you do not connect your career choices to course material, assignments, or activities.

- Next, select one of the three career options that you plan to pursue further. Explain why this career is a strong match for you based on details and insights you gathered during this class (such as your skills, interests, values, or personality).
- Finally, describe the steps you will need to take during the rest of your college years to prepare for this career using the SMART Goals materials. Be detailed and include a clear, realistic timeline. This should serve as your personal plan for success.
- Papers should be typed, 3-5 full pages in length (between 800-1500 words), using size 12 Times New Roman font, double-spaced, with 1-inch margins.

## 2. Assessment Tools:

### ○ Rubrics:

**PROF 1000 Presentation Grading Rubric**

|                    | <b>Excellent (25)</b>                                                                                                                                                          | <b>Good (20)</b>                                                                                                                                                                   | <b>Fair (15)</b>                                                                                                                                                                               | <b>Poor (5)</b>                                                                                                                                                                  | <b>Incomplete (0)</b>                                                                                                                                                               | <b>Points</b> |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Preparation</b> | Shows excellent preparation. Presentation notes or ppt. are complete.                                                                                                          | Shows sufficient preparation. Presentation notes or ppt. are mostly complete.                                                                                                      | Shows some preparation. Presentation notes or ppt. were incomplete or delivered just before class.                                                                                             | Shows little preparation. Presentation notes or ppt. were inadequate and delivered during class.                                                                                 | No preparation is evident. No notes or ppt. were provided.                                                                                                                          |               |
| <b>Content</b>     | Shows clear understanding/mastery of material. Includes details, examples, and support materials where appropriate. Presenter adapts content in a specific way to the listener | Show understanding of material, but lacks mastery. Includes some details, examples, and support materials. Presenter makes and attempt to adapt content to listener and situation. | Shows some understanding of material. Presentation has some misinformation. Few support materials are used, borderline inappropriate. Presenter pays some attention to listener and situation. | Shows little understanding of material, some misinformation. Very little support materials used or are inappropriate. Presenter pays little attention to listener and situation. | Shows no understanding of material, or delivers misinformation. No support materials used or uses material inappropriate for content. Presenter ignores the listener and situation. |               |

|                                    |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                            |                                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                                                                                                                                                     |  |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                    | and situation.                                                                                                                                                                                                             |                                                                                                                                                                                                                                            |                                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                                                                                                                                                     |  |
| <b>Presentation / Organization</b> | <p>Presentation is highly organized, very thorough and cohesive – easy to follow. Presentation is appropriate length for material being delivered.</p>                                                                     | <p>Presentation is organized and easy to follow/understand. Presentation may be too long or short given the amount of material to cover.</p>                                                                                               | <p>Presentation has some organization, some parts are difficult to follow or understand. Presentation covers some of material. More attention needs to be given to length of presentation.</p>           | <p>Presentation has some organization, difficult to follow and to understand. Presentation lacked focus and structure. Material was not given appropriate amount of time.</p>                                            | <p>No presentation, or poorly organized. Hard to follow and to understand. Presentation is too short and does not cover material appropriately.</p>                                                                 |  |
| <b>Mechanics/ Delivery</b>         | <p>Presentation has no misspellings or grammatical errors. Student delivers message in a confident manner. Appropriate volume and speed with very few 'um's', 'you knows', and 'likes' (filler words) Maintains proper</p> | <p>Presentation has no more than two misspellings or grammatical errors. Volume is neither too loud nor too low and speed of presentation is neither too fast nor too slow. Few filler words. Attempts to maintain proper eye contact.</p> | <p>Presentation has no more than three misspellings or grammatical errors. The volume is too low or too loud and the rate is too fast or too slow. Many filler words. Little eye contact is evident.</p> | <p>Presentation has four or more spelling and/or grammatical errors. The pronunciation and enunciation are unclear. Speaker has many filler words. The listener is distracted by delivery. Little to no eye contact.</p> | <p>Presentation is either non-existent or has widespread spelling and grammatical errors. Unable to understand presenter. Listener is distracted by presenter. Presenter is uninterested, makes no eye contact.</p> |  |

|  |              |  |  |  |  |  |
|--|--------------|--|--|--|--|--|
|  | eye contact. |  |  |  |  |  |
|--|--------------|--|--|--|--|--|

## PROF 1000 Final Paper Grading Rubric

| Criteria                                                                               | Excellent (40)                                                                                                                                         | Good (30)                                                                                             | Fair (20)                                                                                                                                                | Poor (10)                                                                                                                  | Incomplete (0)                                                                     |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Brief explanation of choice of careers<br><br><b>40points</b>                          | Three career areas are identified in brief. Clear justification is given for each career area.                                                         | Three career areas are identified in brief. Some justification is given for each career area.         | Three career areas are identified, but need some more detail. Little justification is given for all three career areas.                                  | Identified 1-2 career areas. Descriptions are too brief and need more detail. No justification for career areas are given. | Does not address any career areas. No descriptions or justifications are provided. |
| Criteria                                                                               | Excellent (25)                                                                                                                                         | Good (15)                                                                                             | Fair (10)                                                                                                                                                | Poor (5)                                                                                                                   | Incomplete (0)                                                                     |
| Choice of one career and explanation of why it is a good fit<br><br><b>25 points</b>   | Career choice is defined and explained well. Provides evidence of why career is a good 'fit'. Course information is used and is detailed and relevant. | Career choice is explained and shows a good 'fit'. Course information is used, but lacks some detail. | Career choice is given and explains 'fit' but could use more detail. Some course information used, but is not explained clearly, or lacks understanding. | Career choice is given, but does not provide 'fit' or use any course information.                                          | No indication of any career choice or 'fit'. No course information is used.        |
| Description of action to prepare for this career (SMART Goals)<br><br><b>25 points</b> | Complete description of action plan. Very detailed, with clearly set goals and timeline.                                                               | Description of action is given. Goals and timeline are addressed, but need more detail.               | Description of action is given. Has some set goals and a partial timeline.                                                                               | Minor description of action is given. No clearly set goals or timeline.                                                    | No description of action is given.                                                 |
| Criteria                                                                               | Excellent (10)                                                                                                                                         | Good (8)                                                                                              | Fair (6)                                                                                                                                                 | Poor (4)                                                                                                                   | Incomplete (0)                                                                     |
| Grammar & Spelling                                                                     | No spelling or grammatical errors. Clear                                                                                                               | Very minor grammatical and spelling                                                                   | Some grammatical and spelling errors                                                                                                                     | Several grammatical and spelling errors.                                                                                   | Numerous grammatical and spelling errors,                                          |

|                  |                                                                    |                                                                                                 |                                                                                                                                          |                                                                   |                                                                                                                                       |
|------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>10 points</b> | sign of proofreading and editing.<br>Formal academic tone is used. | errors.<br>Proofreading was done well. Academic tone is good, but needs some minor improvement. | are evident.<br>Proofreading was done, but could have been more thorough. More attention needs to be made to the academic tone of paper. | Very little proofreading is shown.<br>Academic tone is very weak. | no indication of proofreading or editing. Errors are so wide spread they are distracting to content. Paper is not academic in nature. |
|------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|

**Total Points: 100**

- **Self grading assessments:** Google credential includes built-in self-assessments and quizzes; students are encouraged to use these as formative checkpoints.
- **Grading Criteria**

### GRADING POINTS/WEIGHTS

| Assignments and Other Grades          | Points Breakdown              | Total Points |
|---------------------------------------|-------------------------------|--------------|
| Reflection Journal                    | 5 points per class X 10       | 50 Points    |
| FOCUS2Career Assessment and Worksheet | 100 points                    | 100 points   |
| Degree Works                          | 50 points                     | 50 points    |
| Campus Networking Assignment          | 50 points                     | 50 points    |
| Presentation                          | 100 points                    | 100 points   |
| Career Plan (Final Project)           | 100 points per assignment X 1 | 100 Points   |
| Coursera Credential                   | 20 points per course X 5      | 100 Points   |

### 3. Evaluation of Credential Effectiveness:

- **Performance Data Analysis:**
  - **Credential Completion Rates:** Track the percentage of enrolled students who complete the full credential.
    - Data Source: Google Coursera Credential Gradebook and Brightspace.
  - **Course Assessment Performance:** Compare discussion and assignment scores for students who engaged with the credential vs. those who did not for each course.
    - Data Source: Brightspace Gradebook.
  - **Correlation Data (if applicable):** Analyze the correlation between credential performance and overall course success.
- **Student Feedback Mechanisms:**
  - **End-of-Course Survey Questions:**

Reflection journal for each class will provide sentence starters to reflect what surprised them, and how they are feeling about the credential.
- **Faculty Self-Reflection:** This occurs on an ongoing basis.
  - **Pre-Semester:** Review the course design and anticipate challenges.
  - **During Semester:** Review student engagement, difficulty, and success.

- **Post-Semester:** Evaluate if the integration met its intended goals, workload implications, and areas for modification.

**4. Continuous Improvement & Refinement** – Develop a continuous improvement plan  
Include:

- **Review Cycle:** Assessment data for the credential-integrated course will be reviewed after each course offering to evaluate student performance, credential completion rates, and alignment with course learning outcomes. A comprehensive annual review will be conducted to examine the course over time, incorporate instructor feedback, and determine whether any adjustments to assignments, instructional support, or credential integration are needed to maintain academic rigor and effectiveness.
- **Actionable Insights:**  
If students struggle with credential activities, the course can add brief pre-credential mini-lessons, sample demonstrations, or guided worksheets to better learning before students engage with AI tools.
- **Sharing Best Practices:**
- SUNY CDO 2027-apply to present jointly with outcomes of pilot program from Fall semester 2026.
- Publish-potentially.