



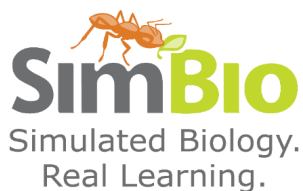
3rd Annual SABER East Meeting

May 27-29, 2026

Rochester, New York

RIT | College of
Science

PROGRAM BOOK



CODONLEARNING

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General Information

All sessions take place on the Rochester Institute of Technology campus, in the Student Hall for Exploration and Development (SHED) or the Wallace Library (WAL). Meals, registration and the Sklarsky Glass Box Theater are located on the 1st floor of the SHED. Building floor plans with event spaces marked are provided at the end of this program.

The opening reception is at a local restaurant, Lovin Cup, at the northeast corner of the RIT campus (see map).

On-campus housing is at Global Village, building 405. Check in is in the lobby between 11 am and 9 pm. If you arrive later than that, call RIT public safety at 585-475-2853, and they will send someone over to let you in. Please bag your linens before leaving and place inside the apartment door.

General parking is free and plentiful – just make sure you do not park in any reserved spots or you will be ticketed. See rit.edu/maps for more detailed and interactive maps of the campus.

Schedule at a glance

Wednesday 5/27

1:00 – 4:00 pm	Pre-conference workshops	Wallace Library 3 rd Floor
5:00 – 7:00 pm	Opening reception	Lovin' Cup (300 Park Point Dr.)

Thursday 5/28

8:00 – 9:00 am	Breakfast	SHED 1 st Floor
9:00 – 9:15 am	Welcome	Sklarsky Glass Box Theater
9:15 – 10:15 am	Keynote	Sklarsky Glass Box Theater
10:30 – 11:30 am	Shark Tank	Sklarsky Glass Box Theater
11:30 – 12:30 pm	Lunch/SimBio workshop	SHED/Wallace
12:30 – 1:25 pm	Concurrent talks 1	Wallace Library 3 rd Floor
1:30 – 3:00 pm	Workshops 1	Wallace Library 3 rd Floor
3:00 – 3:30 pm	Coffee break	Wallace Library 3 rd Floor
3:30 – 4:25 pm	Concurrent talks 2/Macmillan workshop	Wallace Library 3 rd Floor
4:30 – 6:30 pm	Poster session with hors d'oeuvres	SHED 4 th Floor

Friday 5/29

8:00 – 9:00 am	Breakfast	SHED 1 st Floor
9:00 – 10:00 am	Plenary short talks	Sklarsky Glass Box Theater
10:00 – 10:10 am	SABER East group photo	SHED 1 st Floor
10:15 – 11:45 am	Workshops 2	Wallace Library 3 rd Floor
11:45 – 12:45 pm	Lunch/Codon Learning workshop	SHED/Wallace
12:45 – 1:40 pm	Concurrent talks 3	Wallace Library 3 rd Floor
1:50 – 2:50 pm	Place-based talk	Sklarsky Glass Box Theater
2:50 – 3:00 pm	Closing events and prizes	Sklarsky Glass Box Theater

Abstracts

Access the abstract booklet using the QR code or by visiting this link:

<https://tinyurl.com/SABEREast2026Abstracts>



Wednesday schedule

The pre-conference workshops require pre-registration.

Pre-conference Workshops (1:00 – 4:00 pm)	
WAL-3430	WAL-3440
From Policy to Practice: Designing AI-Inclusive and AI-Resistant STEM Learning Experiences <i>Jeffrey Olimpo (Lehigh University)</i>	Infusing Quantitative Reasoning Activities within Biology Lectures <i>Lauren Stoczynski (LeMoyne College)</i>

5:00 – 7:00 pm — Opening Reception at Lovin' Cup (300 Park Point Drive)

Thursday schedule

Breakfast, Registration, Exhibits – Student Hall for Exploration and Development (SHED) 1st floor, Atrium and area outside the Sklarsky Glass Box Theater (8:00-9:00 am)

Plenary Talks – Sklarsky Glass Box Theater		
9:00 – 9:15 am	Welcome and Orientation	<i>SABER East organizing committee; Andre Hudson, Dean of the College of Science at RIT</i>
9:15 – 10:15 am	Keynote	Embracing the Paradox of Joy to Navigate Uncertainty in STEM Education <i>Terrell Morton (University of Illinois at Chicago)</i>

Shark Tank — Sklarsky Glass Box Theater (10:30 – 11:30 am)	
10:00-10:05	Introduction
10:35-10:48	So you want to hire a new DBER faculty? Here's what you need to know. <i>Crystal Uminski (Towson University)</i>
10:49-11:02	Starting With Misconceptions: Leveraging Cognitive Dissonance to Spark Scientific Thinking <i>Abigail Zuber (Cornell University)</i>
11:03-11:16	Peer or self-review ? Context matters! <i>Raunak Sen (Cornell University)</i>
11:17-11:30	SPIRAL: Student-led Participatory Incentive for Responsible AI and Learning <i>Abby Lupi (Rochester Institute of Technology)</i>

Lunch – Atrium and area outside the Sklarsky Glass Box Theater (11:30 am -12:30 pm)	
Sponsor Workshop – <i>Eli Meir, SimBio</i> - pick up your lunch and go to WAL 3430	

Concurrent Talks 1 - Wallace Library (Thurs 12:30 – 1:25 pm)			
	WAL-3420	WAL-3430	WAL-3440
12:30 – 12:45	Text Vs. Visual: Rethinking Questionnaire Design for Eliciting Deeper Thinking in Student Responses. <i>Alexandra Machrone (Florida International University); Melissa McCartney (University at Buffalo)*</i>	Exploring first-generation STEM students' academic advising experiences at a comprehensive university <i>Jeremy Hsu (Chapman University)*; Desiree Forsythe (Santa Clara University); Quaylan Allen (Chapman U); Amy Moors (Chapman U)</i>	The Human Side of CUREs: Team Dynamics Influence Trust, Belonging, and Wellbeing <i>Mary Ann Bogert (Binghamton University)*; Michelle Withers (Binghamton University)</i>
12:50 – 1:05	Introducing six isomorphic assessments of graph construction competence for undergraduate biology students <i>Eli Meir (SimBiotic Software)*; Stephanie Gardner (Purdue U); Joel Abraham (CSU Fullerton); Jasmine Donkoh (Codon Learning); Susan Maruca (SimBio); Lauren Stoczynski (LeMoyne College); Elizabeth Suazo-Flores (Univ North Dakota)</i>	Layered Mentorship in Lean Times: Multi Level TA Development for Inquiry Based Labs <i>Joseph Ruesch (Cornell University)*; Mark Sarvary (Cornell University)</i>	Residence, Social Networks, and Belonging in First-Year Biology: Evidence from a Natural Experiment <i>Delainey McManus (University of Guelph); Lisa Stora (U Guelph); Benjamin Giguère (U Guelph); Dan Grunspan (U Guelph)*</i>
1:10 – 1:25	Bad AI images can be good for teaching biology <i>Crystal Uminski (Towson University)*</i>	Exploring the use of career development strategies among undergraduate biology students through the lens of opportunity gaps <i>Karissa Garbarini (U Buffalo)*; Roxana Gonzalez (U Buffalo); Héctor Loyola Irizarry (Caldwell U); Mia Uzcategui (OSU); Rocio Benabentos (FIU); Jessica Liberles (FIU); Melissa McCartney (U Buffalo)</i>	Brilliant but Doubting: Motivation and Imposter Phenomenon Across Undergraduate, Graduate, and DVM Programs <i>Grace Borlee (Colorado State University)*; Carolina Mehaffy (CSU); Megan Moran (CSU); Lydia Jacobs (CSU); Barbara Graham (CSU)</i>

Workshops - Wallace Library (Thurs 1:30-3:00 pm)			
WAL-3420	WAL-3430	WAL-3440	WAL-3520
Building a Toolkit of Inclusive Teaching Practices	Teaching Biology Through Global Challenges: Designing Competency-Aligned Learning and Assessment	Bridging the Gap: Fostering Equitable Biology Education Research Partnerships Between Community Colleges and Four-Year Institutions	Focus group for teaching faculty - <u>by invitation</u>
<i>Lea Michel (RIT)*; Melody Holmquist (RIT)</i>	<i>Parul Khurana (Empire State University)*; Hitesh Kathuria (Empire State University)</i>	<i>Vedham Karpakakunjaram (Montgomery College); Melanie Lenahan (Raritan Valley Community College)*</i>	<i>Jeremy Hsu (Chapman University)*, Stephanie Mathews (North Carolina State University), Dina Newman (RIT)</i>

Coffee Break – Wallace 3rd Floor Collaboration Space

Concurrent Talks 2/Sponsor Workshop - Wallace Library (Thurs 3:30 – 4:25 pm)			
	WAL-3420 (talks)	WAL-3430 (talks)	WAL-3440 (workshop)
3:30 – 3:45	When environment plays a role, do students understand its impacts? <i>Daniel Ferguson (North Dakota State University)*; Jenni Momsen (North Dakota State University)</i>	Promoting CURE Teaching Assistant Professional Growth at Scale <i>Jeffrey Olimpo (Lehigh University)*; Melissa Aikens (University of New Hampshire); Erin Shortlidge (University of New Mexico); Anita Schuchardt (University of Minnesota, Twin Cities)</i>	Climbing the Ladder: Using Bloom's Taxonomy to create a meaningful progressive question set <i>Debra Pires (MacMillan Learning)*, Maureen Rachford (MacMillan Learning)</i>
3:50 – 4:05	Reinterpreting Students' Lamarckian Reasoning as Productive <i>Julia Svoboda (Tufts University)*; Sugat Dabholkar (IISER Pune); Scott Benjamin (Bunker Hill Community College); Yiru Wang (Mt. Holyoke)</i>	Biomedical and Health Sciences Master's Programs as Pathways to Medical School Admission <i>Connor Ferguson (University at Buffalo)*; Dana Diaz (University at Buffalo); Marissa Tripoli (University at Buffalo); Melissa McCartney (University at Buffalo)</i>	

Session 2, continued	WAL-3420 (talks)	WAL-3430 (talks)	WAL-3440 (workshop)
4:10 – 4:25	Deceptively simple: Biology students misunderstand foundational concepts in Punnett squares <i>L. Kate Wright (RIT)*; Dina L. Newman (RIT)</i>	Bridging Insight and Impact: Leveraging DBER to Design an Evidence-Based Post-Baccalaureate Research Experience <i>Rebecca Reichenbach (North Dakota State University)*; Jenni Momsen (North Dakota State University)</i>	<i>continued from above</i>

Poster Session and Hors D'oeuvres — SHED 4300 and 4th Floor Lobby

Poster Assignments: Odd numbers 4:30-5:30 pm, Even numbers 5:30-6:30 pm		
Number	Title	Authors
1	Practical Strategies for Teaching and Learning in the Age of AI	<i>James Morris (Brandeis University)*</i>
2	Measuring confidence gains observed in undergraduate student videos versus self-reported surveys from a climate change course	<i>Jenean O'Brien (The College of St. Scholastica)*; Elizabeth Radke (CSS); Connor O'Hara (CSS); Elias Jouppe (CSS)</i>
3	Evaluating Visual Models Used in Genetic Counseling	<i>Maya Rao (Rochester Institute of Technology); L. Kate Wright (RIT); Dina Newman (RIT)*</i>
4	SPIRAL: Student-led Participatory Initiative for Responsible AI and Learning	<i>Abby Lupi (Rochester Institute of Technology)*</i>
5	Taking a Regional Systems Approach to Life Sciences Education Transformation in Higher Education	<i>Jackie Washington (SUNY Empire State University); Sara Lindsay (University of Maine); Joshua Gray (Partnership for Undergraduate Life Sciences Education); Melanie Lenahan (Raritan Valley Community College); Fernando Nieto (SUNY Old Westbury); David Zuzga (The Wistar Institute); Michelle Withers (Binghamton University)*</i>
6	"It Honestly Makes You Work in a Team": Collaborative Group Exams Contribute to the Development of Students' Career Readiness Competencies	<i>S. Katherine Cooper (University of Tampa); Suann Yang (SUNY Geneseo); Michelle Osovitz (University of Tampa); Jeffrey Grim (University of Tampa)*</i>
7	Revising a high-enrollment, multi-section biology course: A data-driven approach	<i>Michel Becuwe (Marist University); Megan Dennis (Marist U); Elizabeth Godin (Marist U); Heather Schiller (Marist U)*</i>
8	Exploring Student Perceptions of Teaching Methods Used in Graduate Physics Coursework	<i>Kevin Coldren (Rochester Institute of Technology)*; Audrey Claar (RIT); Nkodia Ngondala (RIT); Mike Verostek (RIT); Diana Sachmpazidi (RIT)</i>

9	Does a course that prioritizes the transformational role of college improve students' affective outcomes?	<i>Macarena Gomezde la Torre Clavel (Binghamton University)*; Michelle Withers (Binghamton U); Elias Miller (Binghamton U); Daniel Chlytchkov (Binghamton U); Giavanna Spagnolo (Binghamton U); Naomi Taggart (Binghamton U)</i>
10	An alternative to Office Hours: SNACC Time	<i>Jennifer Wade (MCPHS University)*; Claudia Kale (MCPHS University); Anthony Barrasso (MCPHS University)</i>
11	From Bacterial Defense to Genome Editing: Assessing Student Learning from a CRISPR Case Study	<i>Christopher Abdullah (Springfield College)*; Regina S. McGrane (University of Iowa)</i>
12	Feature counter-stereotypical scientists in curricula with the Biologists and Graph Interpretation (BioGraphI) Project	<i>Suann Yang (SUNY Geneseo)*; Rachel Pigg (University of Louisville)</i>
13	Impact of Inclusive and Human-Centered Learning Materials in an Undergraduate Genetics Classroom	<i>Dee Dolce (University at Buffalo)*; Nicole Danos (University of San Diego); Andrea Keeler (U Buffalo); Scout Wilson (U Buffalo); Ryan Wynne (U Buffalo); Kelsey Lewis (U Buffalo); Robin Costello (U Buffalo)</i>
14	Course-embedded Peer Mentors Improve Community, Resource Accessibility and Student Outcomes in Introductory Biology	<i>Maysea McShane (Salve Regina University); Sunayna Avilala (SRU); Molly Reed (SRU); Debra Lundin (SRU); Christine Ramsay (SRU); Lindsay Green-Gavrielidis (Salem State University); Leah Palazzo (SRU); Steven Symington (SRU)*</i>
15	Development and Implementation of a Study Skills Survey to Support Biology Student Retention	<i>Leah Palazzo (Salve Regina University); Debra Lundin (SRU); Christine Ramsay (SRU); Steven Symington (SRU)*; Lindsay Green-Gavrielidis (Salem State University)</i>
16	Beyond the Bench: Evaluating the impact of featuring scientists' hobbies in biology graduate courses	<i>Margaret Adams (University at Buffalo)*</i>
17	Early Career Development Through Micro-Work-Integrated Learning Experiences	<i>Monica Torres (Rutgers University)*; Christina Overmyer (Rutgers University)</i>
18	Bioprospecting Ethics Case Study for Undergraduate CUREs	<i>Stephanie Mathews (North Carolina State University)*; Adam Kleinschmit (University of Dubuque); Enid Gonzalez-Orta (Sacramento State); Mary Ann Smith (Pennsylvania State University); Sarah Miller (University of Wisconsin Madison)</i>
19	Why Leave Physics? Cultural and Career Dimensions Beyond the Curriculum	<i>Nkodia Nkodia (RIT)*; Diana Sachmpazidi (RIT); Kevin Coldren (RIT)</i>
20	Understanding or Knowing Answers? Different ideas about knowledge and learning in the role of Learning Assistant (LA) compared with the role of student	<i>Gardner Olson (Tufts University)*</i>
21	Engage and Collaborate to Retain Students Faculty Learning Community (FLC) Anatomy and Physiology II Data	<i>Tandeka Boko (Forsyth Technical Community College)*</i>

22	Statistical Validation of a Team Member Assessment Tool for Instructional Change Teams	<i>Austin Kunz (RIT)*; Diana Sachmpazidi (RIT); Amreen Nasim Thompson (Texas State University); Madison Fitzgerald-Russell (University of Detroit-Mercy); Andrea Beach (Western Michigan University); Alice Olmstead (TXST); Cynthia Luxford (TXST); Charles Henderson (North Carolina State U)</i>
23	How do Biology Students Think? The Case for a Resources Approach	<i>Adrian Adams (University of Utah); Molly Bolger (University of Georgia); Jennifer Doherty (Michigan State University); Paula Lemons (UGA); Matthew Lira (University of Iowa); Julia Svoboda (Tufts University)*</i>
24	A case study approach to how students analyze variability within graphs	<i>Jade Paul (Le Moyne College)*; Lauren Stoczynski (Le Moyne College)</i>
25	Using the structure of observed learning outcome (SOLO) framework to understand student knowledge and misconceptions of error bars	<i>Ashley Velasquez Bamaca (Le Moyne College)*; Lauren Stoczynski (Le Moyne College); Stephanie M. Gardner (Purdue University)</i>
26	Evaluating AI Tools for Undergraduate Biology Education: A Research Synthesis	<i>Bruce Maki (American Institutes for Research)*; Martyna Citkowicz (American Institutes for Research)</i>
27	An open-source hands-on module for teaching basics of AI in undergraduate neuroscience courses	<i>Naman Agrawal (Cornell University)*</i>
28	Technology Adoption and Learning Preferences in First-Year Biology Students	<i>Ashley Rodriguez (Salve Regina University); Debra Lundin (SRU); Christine Ramsay (SRU); Leah Palazzo (SRU); Steven Symington (SRU)*</i>
29	Learn with Worms: StressCURE's Modular Approach to Innovative Laboratory Design for Integrating Research into Undergraduate Courses	<i>Jenifer Newell-Caito (University of Maine)*; Strix Kugler (University of Maine)</i>
30	Student Impacts of a Power-of-Place Course-based Undergraduate Research Experience on Local Urban Soil Microbiomes	<i>Emma Throneburg (University of Louisville)*; Rachel Pigg (University of Louisville); Natalie Christian (University of Louisville)</i>
31	Analysis of Course-based Undergraduate Research Experiences (CUREs) Using Digitized Natural History Collections (dNHCs)	<i>Sonja Cwik (Chapman University)*; Jean-Louis Bru (Chapman U); Jeremy Hsu (Chapman U); Janice Krumm (Widener University); Kathryn Weglarz (Westfield State University)</i>
32	The Arboretum as a living laboratory for a Microbiology Course-based Undergraduate Research Experience	<i>Anne Reid (Salve Regina University)*</i>

Friday schedule

Breakfast, Registration, Exhibits – Student Hall for Exploration and Development (SHED) 1st floor, Atrium and area outside the Sklarsky Glass Box Theater (8:00-9:00 am)

Plenary Talks — Sklarsky Glass Box Theater (9:00 – 10:00 am)	
9:00 – 9:20	Exploring the aspects of data literacy activities that read as authentic and inauthentic to undergraduates <i>Carolyn Graham (University at Buffalo)*; Cissy Ballen (Auburn University); Raleigh Bellard (Auburn U); Macey Blum (U Buffalo); Melissa Kjolvik (Kellogg Biological Station, Michigan State University); Elizabeth Schultheis (Kellogg Biological Station, MSU); Aarcha Thadi (Auburn U); Justin Uralil (U Buffalo); Robin Costello (U Buffalo)</i>
9:20 – 9:40	Breaking Barriers: Effectiveness of a Course in Advancing Undergraduates' Understanding of Barriers to Learning and Participation of Underutilized Groups in Science, Technology, Engineering and Math (STEM) <i>Ashley Heim (Syracuse University)*</i>
9:40 – 10:00	Science Communication Education for Undergraduates: From the Biology Lab to Institution-Level Implementation <i>Mark A. Sarvary (Cornell University)*; Joseph Ruesch (Cornell University)</i>

Friday Workshops (10:15 – 11:45 am)		
WAL-3420	WAL-3430	WAL-3440
Developing and Administering Oral Examinations <i>Andrew St. James (Wake Forest University)*</i>	Promoting Engagement in STEM Office Hours: A Student-Centered Approach <i>Joseph Henry (Chapman University)*; Jeremy Hsu (Chapman University)</i>	Relationship-Systems Pedagogy: ReSysting toward Transformative Connections in the Classroom <i>Jennifer Newell-Caito (University of Maine)*; Lilliana Herakova (University of Maine); Julia McGuire (University of Maine); Karen Pelletreau (University of Maine)</i>

Lunch – Atrium and area outside the Sklarsky Glass Box Theater (11:45 am -12:45 pm)
Sponsor Workshop – <i>Erin Vinson, Codon Learning</i> - pick up your lunch and go to WAL 3430

Concurrent Talks 3 (12:45 – 1:40 pm)		
	WAL-3420	WAL-3430
12:45 – 1:00	Measuring confidence gains observed in undergraduate student video and survey assignments from a climate change course <i>Elizabeth Radke (College of St. Scholastica)*; Connor O'Hara (CSS); Elias Jouppi (CSS); Jenean O'Brien (CSS)</i>	FAMNet: A Cross-Institutional Reciprocal Mentoring Network to Advance Evidence-Based Instructional Practices in STEM <i>Mindy Reynolds (Washington College)*; Carlos Goller (NCSU); Lara Goudsouzian (DeSales U); Melanie Lenahan (Raritan Valley Community College); Uma Swamy (FIU); Sheela Vemu (Waubensee Community College); Michael Wolyniak (Hampden-Sydney College); Leocadia Paliulis (Bucknell U)</i>

Session 3, continued	WAL-3420	WAL-3430
1:05 – 1:20	How Familiar Are Biology Instructors with Vision and Change? Patterns Across Institutions and Teaching Practices <i>Kimberly Pineda (Rochester Institute of Technology)*; Joelle Prate (Chapman University); Jeremy Hsu (Chapman University); Dina Newman (Rochester Institute of Technology)</i>	Structural design to support mentorship across diversity <i>Rebecca Van Tassell (Cary Institute of Ecosystem Studies)*; Deon Knights (Vassar College); Maija Niemisto (NYS Department of Environmental Conservation); Miryam Ochoa (Cary Institute of Ecosystem Studies)</i>
1:25 - 1:40	Teaching into the Void? Instructional Innovators' Perceptions of Active Learning in Online Undergraduate Biology Courses <i>Austin Zuckerman (Cornell University)*; David Esparza (Drexel University); Yanwei Liu (Cornell U); Michelle Smith (Cornell U)</i>	"I Feel Like the Walls Are Closing In:" Biomedical Graduate and Medical Student Perceptions of Workforce Entry Amid U.S. Social, Economic, and Political Disruptions <i>Karissa Garbarini (University at Buffalo); Connor Ferguson (University at Buffalo)*; Melissa McCartney (University at Buffalo)</i>

Place-based seminar – Sklarsky Glass Box Theater (1:50 – 2:50 pm)
Leveraging a Sign Lexicon in the Classroom: Innovations afforded by universal design <i>Tina Goudreau Collison (RIT)</i>

Wrap Up – Sklarsky Glass Box Theater (2:50-3:00 pm)

Acknowledgements

We are grateful for the help and support from many members of the SABER Community.

We extend many thanks to:

The SABER East Planning Committee:

Dina Newman, chair (Rochester Institute of Technology)

Kelsie Bernot (Florida Atlantic University)

Vedham Karpakakunjaram (Montgomery College)

Melanie Lenahan (Raritan Valley Community College)

Melissa McCartney (University at Buffalo)

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Matthew Sayre (Rochester Institute of Technology)

Institutional Leadership and Support:

André Hudson (Dean of the College of Science, Rochester Institute of Technology)

Shark Tank Panel:

Jeremy Hsu (Chapman University)

Melanie Lenahan (Raritan Valley Community College)

Lauren Stoczynski (LeMoyne University)

Erin Vinson (Codon Learning)

Kate Wright (Rochester Institute of Technology)

Sponsors

CODONLEARNING

Our mission is to translate the most impactful, evidence-based teaching and learning practices into a single, affordable platform

THE STUDY PATH REDUCES LEARNING GAPS

Study Path use	Probability
low (<75%)	~0.58
high (≥75%)	~0.98

STUDENTS APPRECIATE CODON

Category	disagree	neutral	agree
encouraged me to review topics I found challenging	7.1	15.5	77.4
helped me use my study time more efficiently	9.9	21.6	68.5
prepared me for quizzes or exams in this course	9	17.3	73.8

Fall 2025 n = 9963 students

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What to eat and see in Rochester



Rochester Restaurant Guide

Scan the QR code or use the link below to access a list of recommended places to eat while you are in Rochester for SABER East

<https://tinyurl.com/wheretoeatinRochester>

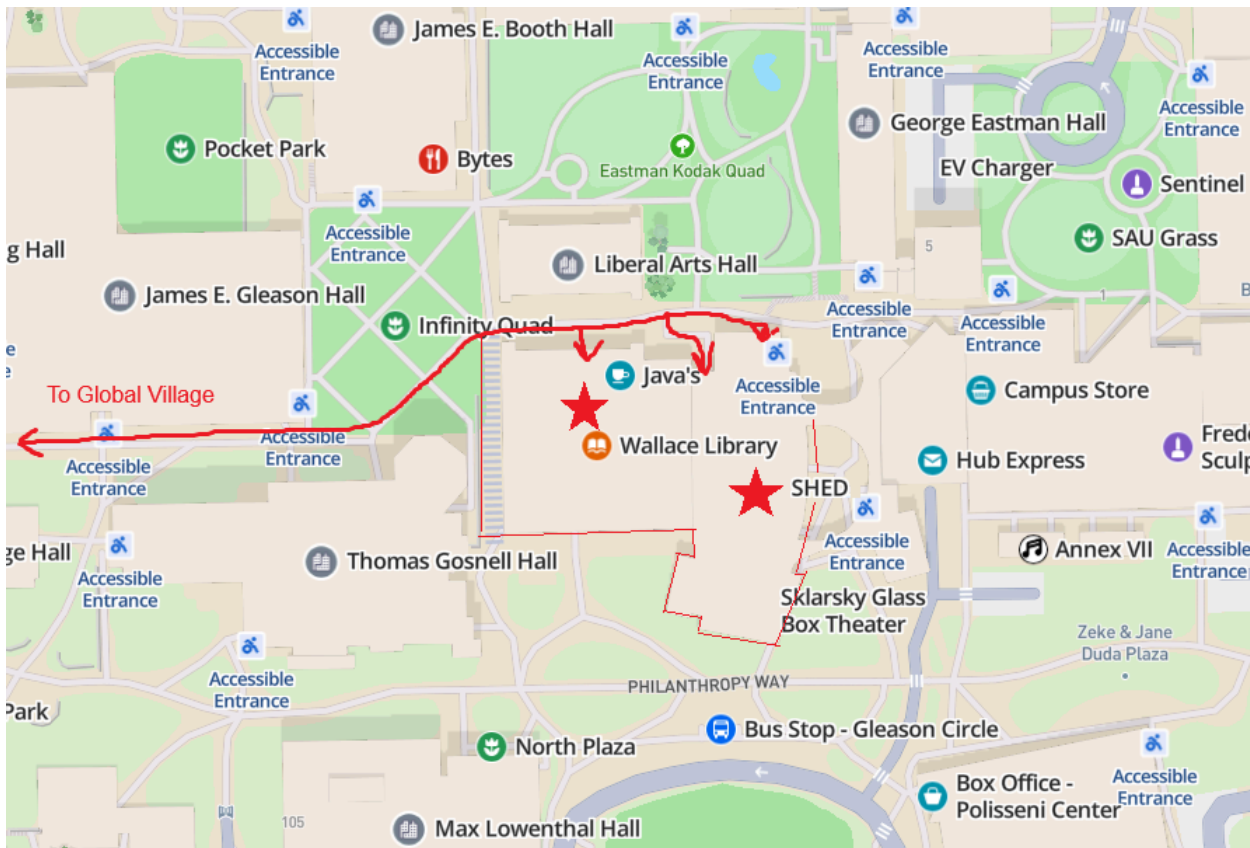
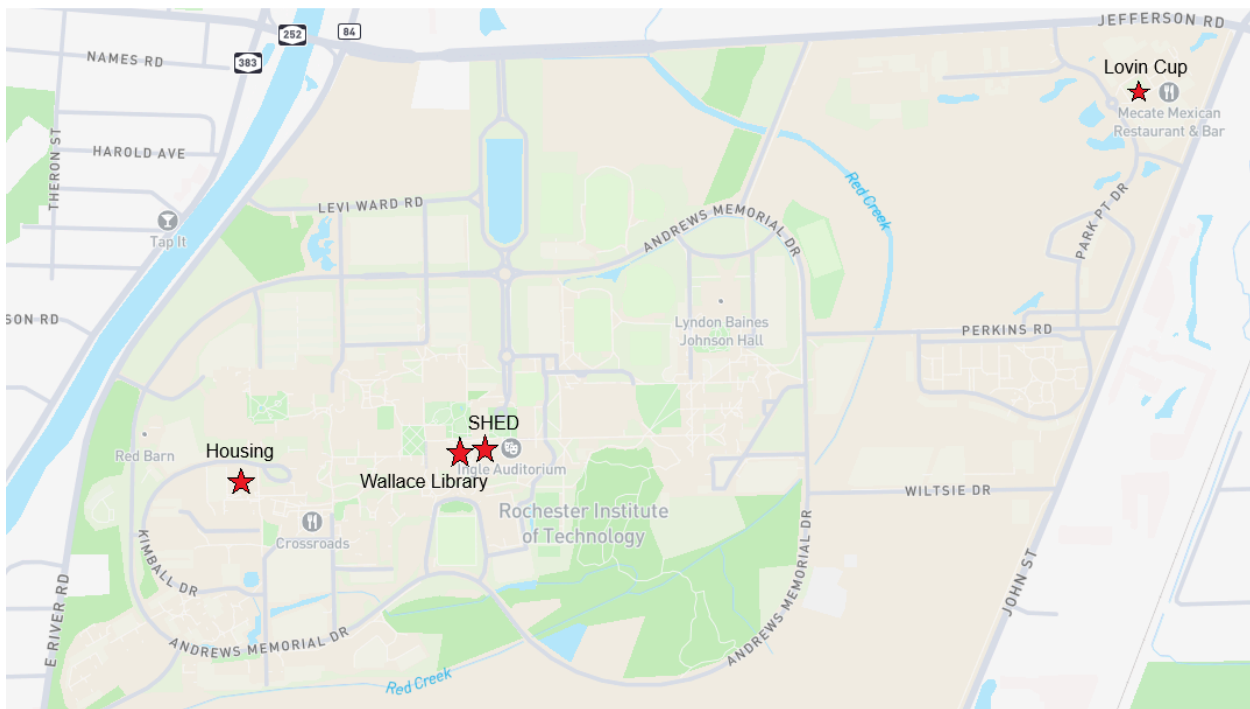


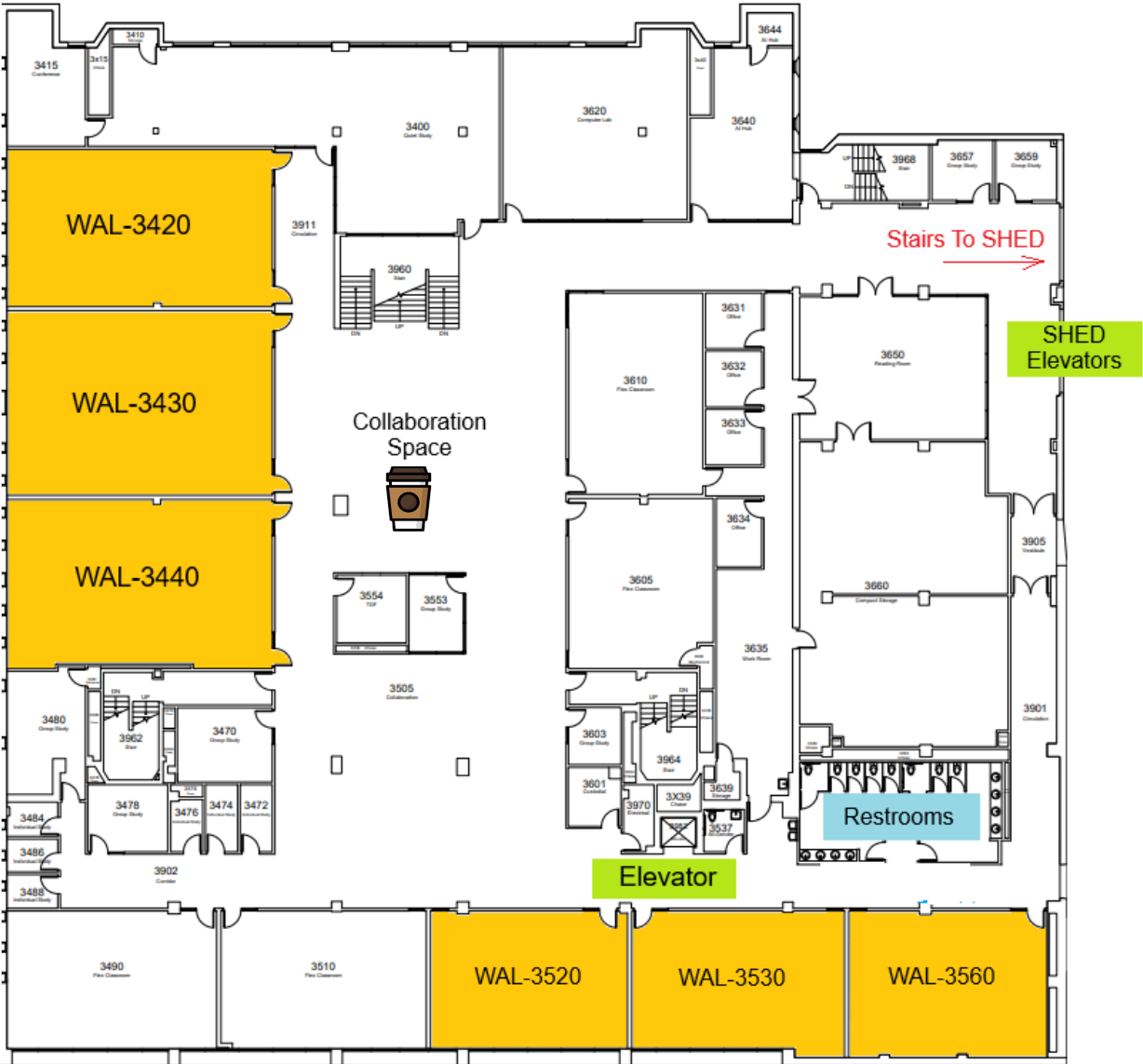
Rochester Tourism Guide

Scan the QR code or use the link below to access a guide to things to see and do while you are in Rochester for SABER East

<https://tinyurl.com/sabereasttourism>

Maps and Floor Plans



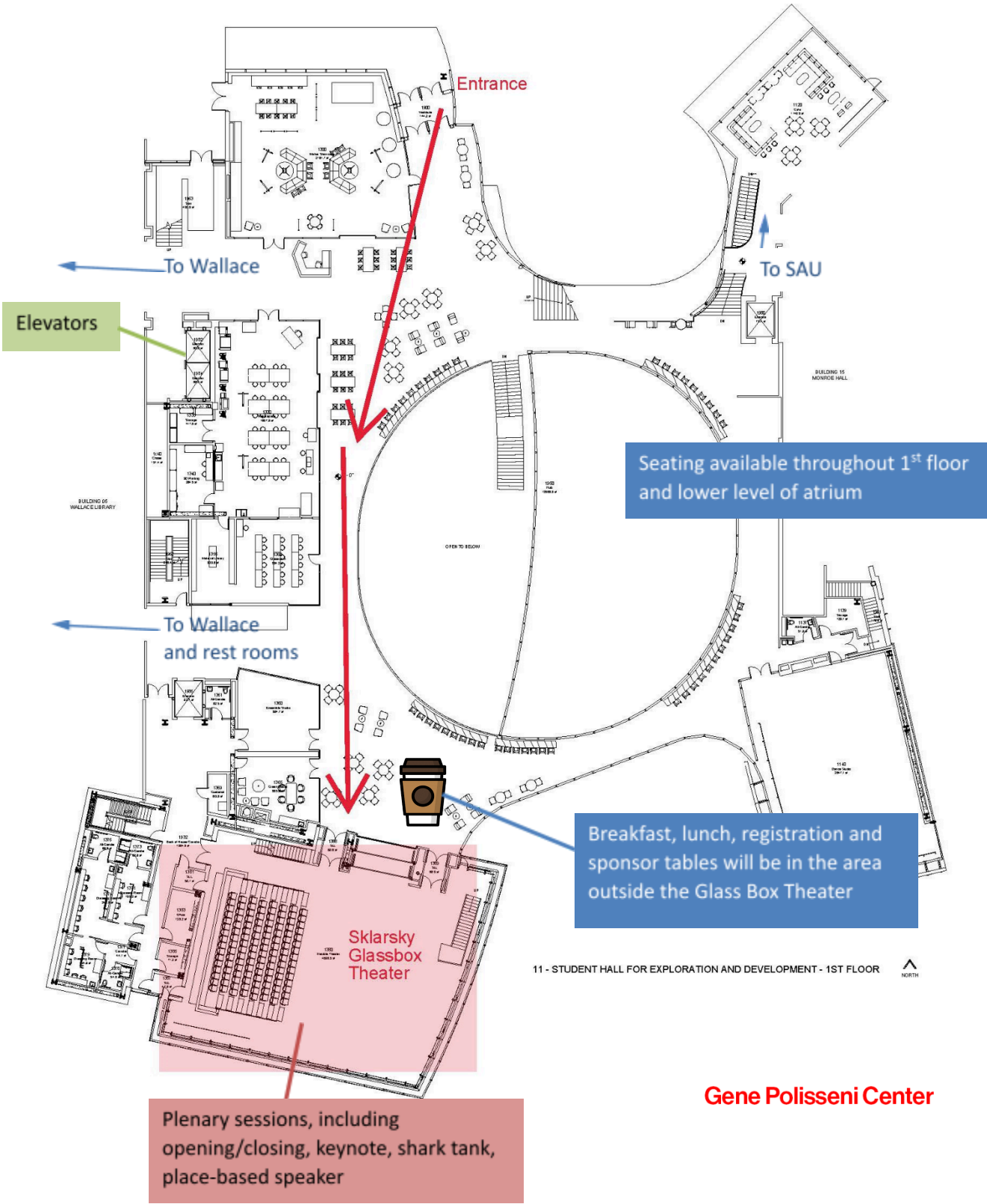


05 - WALLACE LIBRARY - 3rd FLOOR

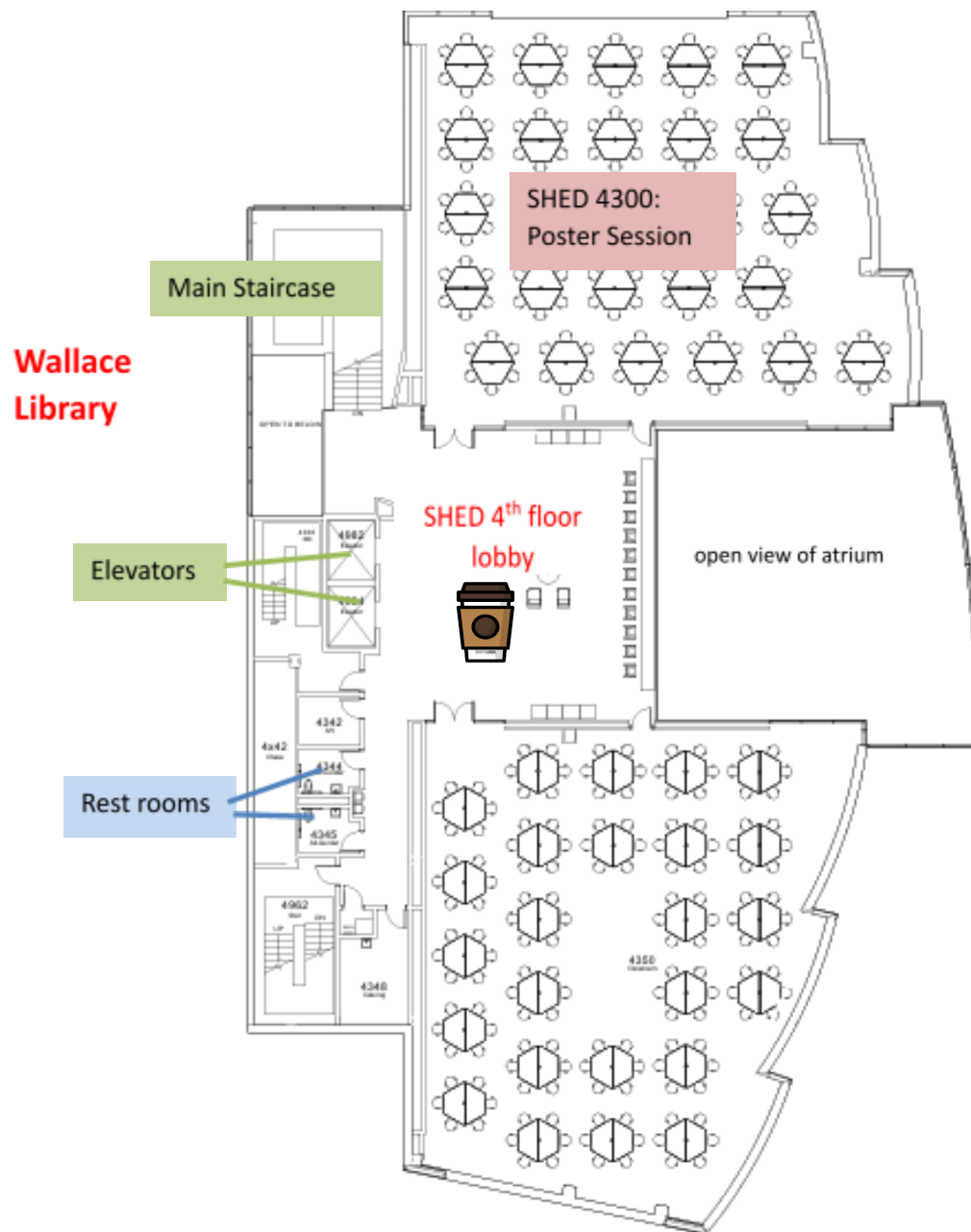


Liberal Arts Hall

Eastman Hall



Gene Polisseni Center



11 - STUDENT HALL FOR EXPLORATION AND DEVELOPMENT - 4TH FLOOR

