



## 20<sup>TH</sup> Annual Conference

Association of Faculties for Advancement of Community College Teaching

# The Role of Community College Faculty in Achieving the Goals of the Maryland Plan for Higher Education



## Program of Peer Presentations

January 7 and 8, 2010

Hosted by the College of Southern Maryland  
8730 Mitchell Road, La Plata, Maryland 20646



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Updated: January 4, 2010

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### *From your AFACCT Coordinator,*

This year marks the twentieth anniversary year of the AFACCT annual statewide conference, an event that has given Maryland community college faculty members the opportunity to develop our professional skills, increase our knowledge, and share our research and expertise with others. Perhaps more importantly, for 20 years the AFACCT Conference has brought together full- and part-time faculty to meet our teaching colleagues from around the state of Maryland.

As is fitting with this 20<sup>th</sup> anniversary conference, the theme this year is comprehensive: How we as faculty can meet the challenge of attaining the goals of Maryland's Plan for Higher Education, specifically its five goals of 1. Quality and Effectiveness; 2. Access and Affordability; 3. Diversity; 4. Student-Centered Learning; and 5. Workforce Development. Participants will hear

presentations that relate to these five goals of the state plan. A total of 69 peer presentations are scheduled, including four poster/Website displays, and several hands-on computer demonstrations. Also, as in the past, the conference is hosting two state-wide meetings: the Developmental Education Association of Maryland (DEAM), and the Maryland Mathematics Association of Two-Year Colleges (MMATYC). The Conference takes place on January 7 and 8, 2010, and is hosted by the College of Southern Maryland, on its La Plata campus.

The keynote speakers have always been an anticipated and important part of every AFACCT conference, and this year continues that tradition.

On Thursday, January 7, 2010, the first day of the conference, our keynote speaker is **Dr. James Earl**

**AFACCT 2010 Conference Program**

**Lyons, Sr.**, Secretary of Higher Education,  
Maryland Higher Education Commission.

Learning: Student Centered Learning for the  
Maryland Plan for Higher Education.

The keynote speaker for Friday, January 8, is **Dr. Sue A. Blanshan**, the Director of Academic Affairs for the Maryland Higher Education Commission. She was the chairperson of the working group that developed the text for Goal 4: Student-Centered

These keynote addresses, along with the peer presentations and poster displays described in this program, will give all faculty members -- beginning instructors as well as veteran professors -- some exciting new ideas for how to reinvigorate our teaching as we begin the spring semester 2010.

Best wishes for a successful year,

Richard J. Siciliano, AFACCT Coordinator

## AFACCT 2010 Conference Program

### *Our Goals: The Facts about AFACCT...*

The Association of Faculties for the Advancement of Community College Teaching is an association of and for Maryland community college faculty members. It was established in 1984 with the following goals:

- to provide opportunities for professional growth and development of members of Maryland community college faculty by the effective use of statewide resources;
- to foster and improve teaching excellence by promoting the sharing of ideas, instructional materials, and strategies;
- to maximize the impact and effectiveness of available funds for professional development;
- to open new lines of communication among faculty members with similar disciplines and interests;
- to sponsor discipline and cross-discipline conferences;
- to publish a directory of faculty members in the Maryland Community Colleges; and to promote the exchange of faculty among Maryland Community colleges.

AFACCT's decisions are made by the Board of Representatives consisting of one voting member from each Maryland community college who serves as a liaison. A Coordinator and an Assistant Coordinator, elected by the Board, serve with direction from the Maryland Council of Community College Chief Academic Officers (M4CAO).

**AFACCT 2010 Conference Program**

<b>The AFACCT Board of Representatives: 2009-10</b>	
Allegany	Debbie Frank, Hospitality Management
Anne Arundel	Gretchen Mester, Economics
Baltimore City	Grace E. McNeal, Nursing
Carroll	Alan Bogage, Library Director, English Adjunct
Cecil	Nancy Cannon, Reading
Chesapeake	Stan Kajs, Humanities (AFACCT Assistant Coordinator)
Baltimore County - Catonsville	Nelda Nix-McCray, Sociology
Baltimore County - Dundalk	Rosemarie Cramer, Management
Baltimore County - Essex	David Thorndill, Biology
Frederick	Edward Taft, English
Garrett	Jeff Reitz, Mathematics
Hagerstown	Paul Jozik, Physics (AFACCT Treasurer)
Harford	Orlando Correa, Psychology, Behavioral, and Social Sciences
Howard	Russ Baker, Mathematics
Montgomery - Germantown	Jon Frederick Kressig, Health/Physical Education
Montgomery - Rockville	William Coe, Mathematics
Montgomery - Takoma Park/Silver Spring	
Prince George's	
Southern Maryland	Richard J. Siciliano, Languages & Literature (AFACCT Coordinator)
Wor-Wic	Beth Jones, Arts and Humanities Colleen Weil, Nursing, (AFACCT Secretary)
Maryland Council of Community College Chief Academic Officers	M4CAO liaison to be named

***Conference Notes...***

**Keynote speakers:** On day #1 (January 7, 2010), Dr. James Lyons will hold a question and answer session following his keynote address. On day #2, Dr. Sue A. Blanshan will be available for a discussion during lunch, immediately following her keynote address on Friday.

**Poster/PowerPoint/Web Site Displays:** As in past AFACCT conferences, Poster/PowerPoint/Web Site Displays are scheduled together in a single space, this time in the ST Atrium, located on the main floor of the ST Building. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Sessions 1.7A -- 1.7D) from 9:20 a.m. – 10:10 a.m., and again on Friday morning (Sessions 6.6A – 6.6D) from 9:00 a.m. – 9:50 a.m.

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**Textbook Publishers Displays:** Two college text publishers are displaying textbooks designed for community college courses in several disciplines this year. AFACCT wishes to thank Pearson Publishing, Inc. and Cengage Learning (formerly Thomson Learning: Wadsworth, Heinle and Schirmer Music) for their continued support of our conference and particularly for sponsoring the conference breakfasts.

**Breakfasts and Lunches:** Among the many highlights of AFACCT conferences throughout the years are the breakfasts and lunches included in the Conference fee. This year, AFACCT is pleased to continue the tradition of great food service, with healthy choice options for both breakfasts and lunches.

**Meetings of Maryland Educational Organizations:** On both days, in conjunction with the AFACCT Conference, several Maryland organizations will be holding official meetings:

- **DEAM:** The Executive Board of the Developmental Education Association of Maryland will meet during lunch on Friday, January 8. (Room BI-124). Contact Janice McCue for more information.
- **MMATYC:** The Maryland Mathematics Association of Two-Year Colleges will meet during session 3 on Thursday, January 7, at 11:20 a.m. – 12:10 p.m. (Room ST-140). Contact [Bernie Sandruck](#) or [Donna Sperry](#) for more information.
- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet during the conference on Friday, January 8 from 10:00 a.m. to 12 noon (Room BI-201).

**Conference Giveaways and Door Prizes:** At every AFACCT conference, almost every attendee leaves winning a door prize. AFACCT will be giving away theater tickets, books, and other merchandise from Maryland community colleges. Each day, winners will be drawn at random from the list of attendees, and their names will be posted on the Information Board at the Conference Registration desk. Visit the Registration desk to see if you are a winner, and pick up your prize before you leave for the day. Unclaimed prizes on Thursday will be re-entered for the Friday drawing. Some of the premium prizes are listed on the [Donor Page](#) at the end of this program.

**Presenter Gifts:** Each main session presenter, and up to two additional co-presenters, are entitled to a gift in appreciation for the work done to prepare their presentation. Visit the Registration Desk after your presentation.

**Conference Evaluation:** To enable the AFACCT Board of Representatives to continue to offer quality conferences, please fill out a conference evaluation, along with individual evaluations for each session you attend. Hand in your evaluations at the Registration Desk and pick up your AFACCT mug as a token of our appreciation for helping us make the next conference even better.

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**The AFACCT Mug:** What has become a tradition at each annual conference is the coveted AFACCT mug. Every conference attendee gets one, so pick yours up at the Registration Desk when you hand in a conference evaluation form.

### Room Guide

A campus map of CSM appears at the back of the final printed program which will be available at the conference.

**The Fine Arts Center theater (FA Building)**

- Keynote speakers

**Francis P. Chiaramonte, M.D. Center for Science and Technology (ST Building)**

The Registration Desk is in the lobby/atrium of the first floor of the ST building.

All rooms for peer presentations are in the ST building.

N.B. An elevator is in the ST building, as marked on the maps at the end of this program.

Lunch will be served on Thursday and Friday in the BI Building, room BI 113.



**AFACCT 2010 Conference Program**

<b>Conference Program at a Glance</b>				
<b>Thursday, January 7, 2010</b>				
8:15 a.m. - 9:30 a.m.		Registration and Continental breakfast (ST building-main foyer)		
Session 1 Presentations		Subject/Discipline (goal)	Presenter	Room
9:20 a.m. – 10:10 a.m.	1.1	Mathematics (3)	Esenwa	ST-141
	1.2	Business (4)	Ewart	ST-142
	1.3	English (1,4)	Jones, Beth	ST-143
	1.4	Business (1,3,4)	Kizzie	ST-160
	1.5	Mathematics (1,4)	Lueke	ST-100
	1.6	English (3,4)	Wilson, M.	ST-108
	1.7A	<b>Poster/Web displays</b> Psychology (4)	Grant	ST Bldg.
	1.7B	Physicians Assistant (4)	Hendrix	Atrium,
	1.7C	DEAM-Mathematics	McCue	first floor
1.7D	Mathematics (3, 4)	Stiffler		
Session 2 Presentations		Subject/Discipline (goal)	Presenter	Room
10:20 a.m. – 11:10 a.m.	2.1	Communication (4)	Boles-El	ST-141
	2.2	Mathematics (5)	Das	ST-142
	2.3	Performing Arts (3)	Boensel	ST-143
	2.4	Computer-Aided Design (1)	Ehrlinger	ST-140
	2.5	Arts and Education (4)	Harris	ST-100
	2.6	Mathematics (4)	Koca	ST-111
	2.7	Mathematics & Science (5)	Ulrich, <i>et al</i>	ST-108
	2.8	Business & Economics (3,5)	Wayne	ST-109
Session 3 Presentations		Subject/Discipline (goal)	Presenter	Room
11:20 a.m. – 12:10 p.m.	3.1	Nursing (1, 4)	Behmke	ST-141
	3.2	Business (4, 5)	Chaney	ST-160
	3.3	English (4)	DiFabio	ST-143
	3.4	Reading (1, 4)	Donnelly, <i>et al</i>	ST-142
	3.5	English (3)	James	ST-100
	3.6	Mathematics (MMATYC)	Sandruck, Sperry	ST-140
	3.7	Biology (1, 4)	Schmitz, Jeffrey	ST-108
	3.8	Technical Studies (4)	Wilson, J.	ST-101
<b>Lunch: Room BI-113 12:15 p.m. – 1:20 p.m.</b>		<b>During lunch, conference participants are invited to meet with teaching colleagues. Tables have been marked by academic disciplines.</b>		
1:30 p.m. – 2:30 p.m. Fine Arts Center theater (FA Building)				
<ul style="list-style-type: none"> <li>• Welcoming remarks, <b>Dr. Bradley M. Gottfried</b>, President, College of Southern Maryland</li> <li>• Keynote Address, <b>Dr. James E. Lyons, Sr.</b>, Secretary of Higher Education, Maryland Higher Education Commission (MHEC)</li> </ul>				
Session 4 Presentations		Subject/Discipline	Presenter	Room
2:40 p.m. – 3:30 p.m.	4.1	Biology (1)	Dove, <i>et al</i>	ST-141
	4.2	Mathematics (4)	Jones, C., <i>et al</i>	ST-142
	4.3	Criminal Justice (4)	Jones, M. <i>et al</i>	ST-143
	4.4	Biology (4)	Lathrop-Davis, Gorski	ST-140
	4.5	Mathematics (1)	McCue	ST-160
	4.6	English (4)	Martin	ST-100
	4.7	Business/Transportation (4)	Snow	ST-108
	4.8	Faculty Development (1,5)	Subocz, <i>et al</i>	ST-101
Session 5 Presentations		Subject/Discipline	Presenter	Room
Thursday, 3:40-4:30 p.m.	5.1	Education/Psychology (4)	Bigham	ST-141
	5.2	Biology (4)	Billeter, Quill	ST-142
	5.3	Reading and Language (4)	Cassady	ST-143
	5.4	Mathematics (3, 4)	Das	ST-140
	5.5	History (4)	Karmel	ST-100
	5.6	Mathematics & Science (1)	Mason	ST-111



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	5.7	Biology (1)	Montgomery	ST-108	
	5.8	Biology Forensics (1-5)	Staveley	ST-109	
	5.9	Faculty Development (1,4,5)	Subocz, <i>et al</i>	ST-101	
<b>Friday, January 8, 2010</b>					
<b>8:00 a.m. - 9:00 a.m. Registration (ST bldg-main atrium); Continental breakfast</b>					
Session 6 Presentations		Subject/Discipline	Presenter	Room	
Friday, 9:00-9:50 a.m.	6.1	Business & Legal Studies (4)	Burdick	ST-141	
	6.2	Accounting (5)	Gardner	ST-142	
	6.3	Engineering (4)	McCollum	ST-143	
	6.4	Economics and Internationalization (3)	McCornac,	ST-140	
	6.5	English and Speech (3)	May	ST-100	
	6.6	Mathematics (4)	Nwocha	ST-111	
	6.7	English and Gender and Sexuality Studies (3)	Sikorski	ST-108	
	6.8	Fine Art (5)	Venne	ST-109	
		<u>Poster/Web displays</u>			
	6.9A	Psychology (4)	Grant	ST Bldg.	
	6.9B	Physician Assistant (4)	Hendrix	Atrium,	
6.9C	DEAM	McCue	first floor		
6.9D	Mathematics (3,4)	Stiffler			
Session 7 Presentations		Subject/Discipline	Presenter		
Friday, 10:00 -10:50 a.m.	7.1	Psychology, Social Science	Diop	ST-141	
	7.2	Reading (4)	Donnelly	ST-142	
	7.3	Faculty Development (1,5)	Helfrich, <i>et al</i>	ST-143	
	7.4	Mathematics (1)	Mason	ST-140	
	7.5	Social Sciences (4)	Morlier	ST-100	
	7.6	Behavioral Science (4)	Parsons, Keely	ST-108	
	7.7	Science & Technology (5)	Rader	ST-109	
Session 8 Presentations		Subject/Discipline	Presenter		
Friday, 11:00-11:50 a.m.	8.1	Reading and ESL (3,4)	Ejzenberg, <i>et al</i>	ST-141	
	8.2	Physician Assistant (3)	Fleming	ST-142	
	8.3	English (4)	Hadley	ST-143	
	8.4	Business/ Mathematics (1-4)	Mathias	ST-140	
	8.5	Business (4)	Morrison	ST-100	
	8.6	Philosophy (1)	Plants	ST-111	
	8.7	Biology (4)	Tims	ST-108	
	8.8	Mathematics (1, 4)	Tupper, <i>et al</i>	ST-109	
Friday, January 8 12:00 noon -1:00 p.m.	Welcome, introduction of the keynote speaker by Dr. Debra Tervalva, Vice President of Academic Affairs, the College of Southern Maryland.				
Fine Arts Center theater (FA Building)	<b>Keynote address: Dr. Sue Blanshan</b> , Director of Academic Affairs, Maryland Higher Education Commission. <b><i>“Focusing on Faculty in Support of Student-Centered Learning.”</i></b>				
<b>Friday Lunch:</b> BI-113 1:00 p.m. – 2:00 p.m.	<b>During lunch, conference participants are invited to meet with colleagues teaching in their respective academic disciplines. Tables have been marked by academic disciplines</b>				
Friday, 1:00 p.m. – 2:00 p.m.	DEAM Executive Board lunch meeting. Room BI-124		Janice McCue, DEAM president		

**The conference concludes following lunch on Friday, January 8, 2010.**



## Program of Peer Presentations

**Day 1: Thursday, January 7, 2010**  
**Sessions 1: 9:20 a.m. – 10:10 a.m.**

Session 1.1 (Room ST-141)

**John Esenwa**, Howard Community College, Mathematics, [jesenwa@howardcc.edu](mailto:jesenwa@howardcc.edu)

### ***College Algebra - A Globalized Curriculum***

A major initiative at Howard Community College is the drive to produce globally competent students. We have internationalized our college algebra course by incorporating more global issues into the curriculum in such a way that any faculty member can adopt it with ease. The application problems in the new college algebra course are such that the student understands and celebrates the interconnectedness of people and the impact of globalization on their lives. *Goal 3: Diversity*

Session 1.2 (Room ST-142)

**Shad Ewart**, Anne Arundel Community College, Business Management, [sbewart@aacc.edu](mailto:sbewart@aacc.edu)

### ***Rain Barrel Construction Project***

Learn how a business professor introduced his students to the manufacturing process by constructing rain barrels in his Small Business Management class. Students learned about the manufacturing process by designing 55-gallon rain barrels. While the construction is fairly simple, the students had to make a number of critical design and process decisions along the way which enhanced their academic experience. Participants can walk away from this presentation with a ready-made project that can be integrated into a variety of business courses. *Goal 4: Student-Centered Learning*

Session 1.3 (Room ST-143)

**Beth Jones**, English, Wor-Wic Community College, [ejones@worwic.edu](mailto:ejones@worwic.edu)

### ***Using Online Course Discussions to Promote Critical Thinking***

The quality and effectiveness of online education depend on interaction among learners, the instructor, and the knowledge and skills embedded in the course. Well-designed course discussions can be used to promote this interaction and foster critical thinking. This presentation introduces current scholarship and methods which can be used by instructors to make the most of the centerpiece of online learning. *Goals 1: Quality & Effectiveness; 4: Student-Centered Learning.*

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Session 1.4 (Room ST-160)

**Judith Kizzie**, Howard Community College, Business & Computer Systems, [jkizzie@howardcc.edu](mailto:jkizzie@howardcc.edu)

### ***Social Networking: Use or Abuse? (How Can I Teach This?)***

You know it's there, in every classroom, hallway, and campus parking lot. But, can you really teach your students (and yourself) the best safe, effective ways to use social networking tools? And, let's not forget the older adult learner either. Come, see, and learn...you CAN do it. A resources list will also be available. *Goals 1, 3, 4*

Session 1.5 (Room ST-100)

**H. Michael Lueke**, Mathematics, Anne Arundel Community College, [hmlueke@aacc.edu](mailto:hmlueke@aacc.edu)

### ***Re-Thinking Developmental Mathematics: Reporting on Efforts toward an Algebra Course Re-Design***

This session will be a preliminary report of a pilot project at Anne Arundel Community College. This project was inspired by the National Center for Academic Transformation's (NCAT) "Replacement Model" to redesign six sections of Intermediate Algebra. The fall 2009 redesign replaced traditional in-class lecture time with a laboratory component in campus computer labs which was designed to facilitate mastery of key algebraic ideas and target individual student needs. Highlights of the presentation will be initial observations and data related to success and retention but will focus primarily on lessons learned and plans for the future of the project. *Goals 1: Quality & Effectiveness; 4: Student-Centered Learning.*

Session 1.6 (Room ST-108)

**Michael A. Wilson**, Languages and Literature/Communication, College of Southern Maryland, [mwilson2@csmd.edu](mailto:mwilson2@csmd.edu)

### ***Creating Success within Diverse Learning Communities***

This session presents instructional strategies to help all learners succeed within a diverse learning community. The focus will be on minority students, special needs students, and other unique learners. *Goals 3: Diversity; 4: Student-Centered Learning*

**PowerPoint–Poster–Website Displays: Thursday, 9:20 a.m. – 10:10 a.m.**

The following are scheduled together in the Atrium of the ST building. Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and discuss the displays with the presenters. Displays are available during Session 1.7 (Thursday) from 9:20 a.m. – 10:10 a.m., and Session 6 (Friday) from 9:00 a.m. - 9:50 a.m.

Session 1.7A (ST Atrium)

**Theodore Grant**, Psychology, College of Southern Maryland, [tgrant52@comcast.net](mailto:tgrant52@comcast.net)

***Is Education Informational or Ethical?***

Student-centered learning is enhanced by having your students focus on their experience and classroom dynamics. *Goal 4: Student-Centered Learning*

Session 1.7B (ST Atrium)

**Cherilyn Hendrix**, Physician Assistant Studies, Anne Arundel Community College,  
[cmhendrix@aacc.edu](mailto:cmhendrix@aacc.edu)

***Mrs. Lee: A Case Study***

This retrospective cohort study was performed to demonstrate improvement of first year Physician Assistant (PA) student outcomes on Standardized Patient Examinations (SPE) by introducing a laboratory experience that followed a patient in a primary care setting. Skills were practiced in cultural competencies, prevention, screening, chronic disease states management, gerontology, and ethical and end of life issues. After this laboratory was completed, SPE outcomes for the first year PA students were 12.44% higher than the prior class performing SPE encounters in 2008 (the recently graduated Class of 2009) and higher than any other class in this PA program since 2004. During site visits, clinical preceptors have commented on the considerable improvement in history taking, physical exam and oral presentation skills, and written notes. *Goal 4: Student-Centered Learning*

Session 1.7C (ST Atrium)

**Janice McCue**, DEAM, College of Southern Maryland, [janicemc@csmd.edu](mailto:janicemc@csmd.edu)

***Get to Know DEAM (Developmental Education Association of Maryland)***

Learn more about the Developmental Education Association of Maryland and how our state affiliate of NADE can benefit you. Meet with members of DEAM's executive board and find out more about upcoming professional development and networking opportunities.

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Session 1.7D (ST Atrium)

**Greg Stiffler**, Developmental and College Mathematics, Community College of Baltimore County-Catonsville, [gstiffler@ccbcmd.edu](mailto:gstiffler@ccbcmd.edu)

***In-Class Practice and Its Effectiveness with Developmental Students***

Retention and improvement are always sought after with developmental students. Employing class work combined with accountability and teamwork has helped my students improve their scores. This display session will show how the class work is set up and what the benefits have been. *Goals 3: Diversity, 4: Student-Centered Learning*

***The displays are repeated during session 6: Friday, 9:00 a.m. -9:50 a.m.***

**Sessions 2: Thursday, 10:20 a.m.–11:10 a.m.**

Session 2.1 (Room ST-141)

**Anna Boles-El**, Communication and Education, Baltimore City Community College, [abolesel@gmail.com](mailto:abolesel@gmail.com)

***Social Intelligence and its Implications for Teaching and Learning***

This presentation will cover the importance of making the human connection with your students. Learn to improve motivation and communication by improving your human relations skills.

*Goal 4: Student-Centered Learning*

Session 2.2 (Room ST-142)

**Salil Das**, Mathematics, Prince George's Community College, [DasSK@pgcc.edu](mailto:DasSK@pgcc.edu)

***The Critical Role of Community Colleges in Building a Sustainable Future and Green Workforce***

An ever-growing body of scientific evidence suggests that climate change and ecosystem degradation are urgent threats to the environmental, social, and economic health of our communities. To prevent the most catastrophic outcomes of global warming and to build a sustainable society -- one that incorporates values, systems, and activities that are environmentally sound, socially just, and economically viable -- requires bold and immediate action. Community colleges can exercise leadership and meet their social mandate to create a thriving, healthy society by modeling ways to eliminate global warming emissions, creating living classrooms on campuses, integrating sustainability principles into curricula, and educating and preparing workers for new, reoriented, or emerging jobs in the clean energy economy. Due to their enormous impact on the nation's workforce, economy, and environment, community colleges are well positioned to provide leadership in implementing climate solutions and modeling sustainability on campuses. In this presentation we will stimulate a dialogue on the role of community colleges on developing solutions to global warming and in creating a sustainable future. *Goal 5:*

*Workforce Development*

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Session 2.3 (Room ST-143)

**Marc Boensel**, Performing Arts, Anne Arundel Community College, [mfboensel@aacc.edu](mailto:mfboensel@aacc.edu)

### ***Diversity in Performing Ensembles in the Community College - An Opportunity for Growth***

How can we draw more continuing education students from our communities into our classes? The performing arts offer opportunities for students and community members to come together, learn and grow together, and perform together with professional faculty leading the way. Community members and students participating in the performing arts can feel a stronger sense of connection with their community college and can become more active in additional courses offered by the college with faculty building a sense of community in the performing arts offerings of the college. *Goal 3: Diversity*

Session 2.4 (Room ST-140)

**Michael Ehrlinger**, Computer-Aided-Design, Community College of Baltimore County-Catonsville, [mehrlinger@ccbcmd.edu](mailto:mehrlinger@ccbcmd.edu)

### ***Shared Governance and Trust in Maryland Community Colleges***

What are some of the latest findings from a recent study in shared governance in Maryland? What are the best practices of shared governance, anyway? Can shared governance be cultivated? How do the different dimensions of trust theory relate to shared governance? Which governance group exhibits more trust in their perception of community colleges: the Board of Trustees Chair, the College Presidents, or the College Senate Chairs? *Goal 1: Quality and Effectiveness*

Session 2.5 (Room ST-100)

**L. Pat Harris**, Arts and Education, College of Southern Maryland, [ljdah@csmd.edu](mailto:ljdah@csmd.edu)

### ***Participate, Who Me?***

Would you like some strategies to promote students' quality participation during class meetings? Participation seems to be illusive to many students. This lively workshop will share some techniques that will encourage students' active participation right from their first class meeting. *Goal 4: Student-Centered Learning*

Session 2.6 (Room ST-111)

**Robert Koca**, Mathematics, Community College of Baltimore County, [rkoca@ccbcmd.edu](mailto:rkoca@ccbcmd.edu)

### ***Final Presentation Projects for a Mathematics Survey Class***

"Ideas in Mathematics" is the final mathematics course at CCBC for many non-science majors and offers great latitude in topics for student presentations. An overview of past successes, topic choices, level of guidance, and how to grade are discussed. *Goal 4: Student-Centered Learning*

## AFACCT 2010 Conference Program

Session 2.7 (Room ST-108)

**Melanie Ulrich**, Hagerstown Community College, Biotechnology, [ulrichm@hagerstowncc.edu](mailto:ulrichm@hagerstowncc.edu)

Co-Presenters: **Mylynh Nguyen**, HCC, Biotechnology; and **Ricky Ulrich**, HCC Biotechnology

### ***Development of a 9-16 CCTI Pathway in Biotechnology***

At Hagerstown Community College, a pathway to all levels of biotechnology careers has been implemented using the College and Career Transitions Initiative (CCTI). The pathway has multiple entry points, and enrollments are growing. Partners include the Washington County public and private high schools, biotechnology employers, upper division institutions, and a unique on-campus internship program, InnovaBio-MD, which contracts research projects from outside agencies, including those at Fort Detrick. Three grant proposals have been funded to support this project, including a National Science Foundation Advanced Technological Education (ATE) program grant. Substantial forward progress has been made, and many lessons have been learned which can be applied to any discipline. *Goal 5: Workforce Development*

Session 2.8 (Room ST-109)

**James Wayne**, Business and Economics, Community College of Baltimore County, [jwayne@ccbcmd.edu](mailto:jwayne@ccbcmd.edu)

### ***New International Business Certificate***

There is little doubt that the current state of the world economy reflects the global nature of business today, for better or worse. The Community College of Baltimore County is offering a new Certificate in International Business that successfully exposes students to the challenges faced by business in today's world markets. It equips them with a working vocabulary of contemporary international business issues. The offering is directed to three identified markets: local businesses, adult students in the workplace that need to acquire this new international business language, and traditional students. *Goal 3: Diversity, 5: Workforce Development*

## **Sessions 3: Thursday, 11:20 a.m. – 12:10 p.m.**

Session 3.1 (Room ST-141)

**Susan Behmke**, Nursing, College of Southern Maryland, [sueb@csmd.edu](mailto:sueb@csmd.edu)

### ***Clinical Nursing Orientation: Do It in a Day***

Orienting nursing students to clinical agencies can be both time-consuming and a scheduling challenge. A methodology for orienting all students to clinical agencies during the course of a day has been developed at the College of Southern Maryland. This plan and how it operates will be discussed by both college faculty and clinical agency educators. *Goals 1: Quality & Effectiveness; 4: Student-Centered Learning.*

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Session 3.2 (Room ST-160)

**Margaret Chaney**, Business and Information Technology, Carroll Community College, [mchaney@carrollcc.edu](mailto:mchaney@carrollcc.edu)

### ***Incorporating e-Portfolios to Prepare Students***

Students want to be recognized, and e-Portfolios showcase their academic work and achievements. E-Portfolios can also serve as a student's résumé into college or prepare a student for the workforce. Using Word 2007, students create HTML documents and publish their portfolios. This presentation introduces how e-portfolios are developed and incorporated into Management Information System's courses using Blackboard's e-Portfolio tool. Attendees will gain hands-on experience with this tool. *Goals 4: Student-Centered Learning, 5: Workforce Development*

Session 3.3 (Room ST-143)

**Desiree DiFabio**, English, Montgomery College, Frederick Community College, [ddf Fabio@frederick.edu](mailto:ddf Fabio@frederick.edu)

### ***Blogging Demands Student Ownership and Participation***

We are teaching a technological generation. It's imperative that we engage this new learner in our classrooms using a medium with which they are so comfortable. Blogging is the new way to give ownership of the learning process back to our students. Publishing their blogs live to the instructor, their classmates, and the world not only motivates students to put forth their best work, but they are also extremely excited about it because it's fun. *Goal 4: Student-Centered Learning*

Session 3.4 (Room ST-142)

**Kim Donnelly**, Developmental Reading, College of Southern Maryland, [kimdon@csmd.edu](mailto:kimdon@csmd.edu)

Co-Presenters: **Charlie Walsh**, Mathematics, CSM; **David Robinson**, English, CSM; **Keith Hight**, Fine Arts, CSM,; **Charles Dold**, Languages and Literature, CSM

### ***Lessons Learned: New Faculty Trial, Error, and Faculty Development***

New faculty members often learn a great deal from trial and error, but is there a better way to acclimate new faculty hires? A panel of newly hired faculty members explores how institutions might improve new faculty orientations and other support for new faculty. *Goals 1: Quality & Effectiveness; 4: Student-Centered Learning.*

Session 3.5 (Room ST-100)

**Katherine James**, English and World Languages, Montgomery College, [Drkajames02@aol.com](mailto:Drkajames02@aol.com)

### ***Kaleidoscope Communities***

Participants will explore the art of teaching the ever-changing body of learners in our classrooms. In seminar style, we will address the challenges of Goal 3: Diversity of the Maryland State plan for post-secondary education; we will examine in a three-pronged approach what faculty can actually do to close gaps and ensure equity for all students, recognizing that the continuous fluidity of our craft will influence the success of scholars in reaching their life goals. Primary sources will be introduced; an action plan will be developed. *Goal 3: Diversity*



## AFACCT 2010 Conference Program

Session 3.6 (Room ST-140)

**Bernadette Sandruck**, Mathematics, Howard Community College, [bsandruck@howardcc.edu](mailto:bsandruck@howardcc.edu)

Co-Presenter: **Donna Sperry**, Mathematics, College of Southern Maryland

### ***MMATYC Annual Meeting***

At our annual meeting this year, Donna Sperry (CSM) will begin her term as President of the *Maryland Mathematics Association of Two-Year Colleges* (MMATYC). Elections will be held for treasurer, and delegates to the national convention will be chosen. Join with other mathematics faculty in a discussion of local and national concerns related to mathematics education.

Session 3.7 (Room ST-108)

**Sonja Schmitz**, Biology, Community College of Baltimore County, [sschmitz@ccbcmd.edu](mailto:sschmitz@ccbcmd.edu)

Co-Presenter: **Scott Jeffrey**, CCBC Catonsville, Geospatial Applications Program Director

### ***Bay Watershed Educational Training: Connecting Public Schools and Community Colleges.***

The goal of Bay Watershed Educational Training (B-WET) is to develop an interdisciplinary education program which incorporates environmental science, geography, remote sensing, GPS, and biology, and uses the Chesapeake Bay as a living laboratory. One of the goals of this NOAA-funded grant is to develop sustainable relationships between public schools, non-profit environmental groups, and community colleges to create a continuous, seamless pipeline of teachers and students at the middle, high school, and college levels who are able to collect field data and integrate it with geospatial and remote sensing technology. The data are uploaded to FieldScope, one of National Geographic's websites, so that students can interpret the implications for the health of the Chesapeake Bay watershed. *Goals 1: Quality & Effectiveness; 4: Student-Centered Learning.*

Session 3.8 (Room ST-101)

**John Wilson**, Technical Studies, College of Southern Maryland, [johnw@csmd.edu](mailto:johnw@csmd.edu)

### ***What to Know if You Use PowerPoint in Class***

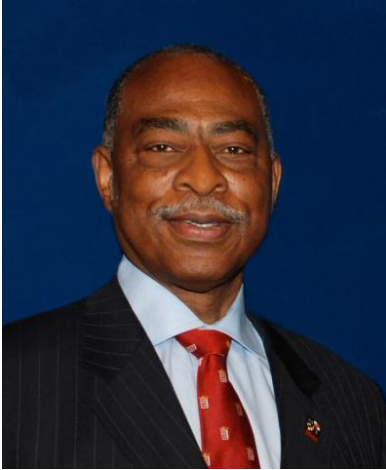
Many faculty members use PowerPoint in the classroom, but most presentations actually restrain student learning. Come learn about recent research on PowerPoint and learning and see how to use this information to craft presentations that enhance student learning. *Goal 4: Student-Centered Learning*

***After session 3, lunch is served in the BI building (Room BI-113) from 12:15-1:20 p.m. Faculty are invited to meet with their teaching colleagues from throughout the state. Tables have been marked by academic disciplines.***

**Keynote Address: 1:30 p.m. – 2:30 p.m.**

**Fine Arts Center Theater (FA building)**

Welcome, introductions, and the Keynote Address by Dr. James Lyons, Maryland Secretary of Higher Education.



**Dr. James E. Lyons, Sr., Secretary of Higher Education, Maryland Higher Education Commission**

*I was raised to believe in the indomitable human spirit that soars in each and all of us: “Those who aim beneath the stars aim too low.” I first read those words when I was a college student. They are indelibly etched in my mind, as vivid as the day I read them, carved in marble in the base of that monument. Perhaps those words sang so loudly to me then because those stars seemed so far away. We need to remember that for many people “opportunity” is just a word and the chance at an education for somebody else. Just as education*

*opened doors for me and enabled me to grow, we can do no less for the children of today. How they grow and the opportunities we open to them is how you and I will be remembered.*

–Dr. James E. Lyons, Sr.

Dr. James Earl Lyons, Sr. became Secretary of Higher Education in March 2007. Before assuming this position, he was President of California State University, Dominguez Hills. A native of New Haven, Connecticut, he received a bachelor’s degree in Spanish and a master’s degree in student personnel from the University of Connecticut, where he also earned his doctorate in Professional Higher Education Administration. In 2000, he received the Neag School of Education “Distinguished Alumnus Award” from his alma mater for his significant impact on education, his inspiration on others in their field, and for his considerable accomplishments and continuing level of achievement.

Prior to his tenure as Maryland’s Secretary of Higher Education, Dr. Lyons served in numerous arenas, from the Peace Corps and the classroom to executive offices and boardrooms. Dr. Lyons has written and spoken on myriad issues facing public education, and he has been a consultant to various agencies, boards, and commissions through the years on matters ranging from assessments of college presidents, analyses of magnet schools, busing and desegregation to the collective bargaining process and corporations reaching out to minority-owned franchises.

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Dr. Lyons has served education in a range of positions. He was President of Jackson State University (MS); President of Bowie State University (MD); Vice President, Dean of Academic Affairs and Professor of Education, Barber-Scotia College (NC), and Assistant to the Vice Chancellor for Academic Affairs and Director of Summer School at Fayetteville State University (NC). He also held key administrative positions at Kentucky State University and at the University of Connecticut.



**Sessions 4: Thursday, 2:40 p.m. – 3:30 p.m.**

Session 4.1 (Room ST-141)

**Cynthia Dove**, Biology, Hagerstown Community College, [dovec@hagerstowncc.edu](mailto:dovec@hagerstowncc.edu)

Co-Presenters: **Paul Jozik**, Hagerstown CC, Physics; **Nancy Thorpe**, Hagerstown CC, Chemistry; and **Christopher Lewis**, Hagerstown CC, Mathematics

***Common Assessment When You're the Only Teacher of a Course on Campus***

Many institutions are or will soon require common assessments for courses. It can be difficult to validate your common assessment when you are the sole teacher for all sections of a course on campus since you have no one with whom to collaborate. We would like to form inter-college groups of faculty to begin developing common assessment questions for this type of course. We will work on physics, organic chemistry, linear algebra, and calculus 3 common assessments, but we encourage other disciplines to attend our work session to start this process. *Goal 1: Quality and Effectiveness*

Session 4.2 (Room ST-142)

**Chris Jones**, Transitional Mathematics, Harford Community College, [cjones@harford.edu](mailto:cjones@harford.edu)

Co-Presenters: **Jennie Towner**, Harford Community College; **Bill Ekey**, Harford Community College

***Utilizing Learning Communities Effectively: Human Development & Transitional Mathematics***

The presenters will share their experience instructing a successful 4-credit "Learning Community" course which integrates either Fundamentals of Mathematics or Introductory Algebra with the one-credit course entitled *Success in College and Beyond*. Students enrolled in either course not only learn the objectives of their transitional mathematics course, but students also gain knowledge geared toward developing and maintaining skills necessary for success in college and in life. The presentation will compare and contrast the quantitative and categorical differences between the Learning Community courses and the general transitional mathematics courses. *Goal 4: Student-Centered Learning*

Session 4.3 (Room ST-143)

**Michelle Jones**, Criminal Justice, Community College of Baltimore County-Catonsville, [mjones@ccbcmd.edu](mailto:mjones@ccbcmd.edu)

Co-presenters: **Meisha Grimes**, Legal Studies, CCBC; and **Robert Richick**, Criminal Justice, CCBC

***How Student Involvement Fosters Student Motivation***

Studies have shown that to motivate students in the learning process that instructors need to emphasize challenging, engaging, and informative activities that build enthusiasm and accountability in learners. This presentation will focus on how faculty members were able to accomplish this goal by preparing students for a regional competition against other students. This competition increased student motivation to learn new subject

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matter. Presenters will discuss how students and faculty worked together in order to compete against other students and professionals. The students were committed to succeed in the academic competitions. Therefore, they embraced extra-curricular studying and maintained accountability for their learning as well as their teammates.

*Goal 4: Student-Centered Learning*

Session 4.4 (Room ST-140)

**Ellen Lathrop-Davis**, Biology, Community College of Baltimore County, [elathrop@ccbcmd.edu](mailto:elathrop@ccbcmd.edu)

Co-Presenter: **Ewa Gorski**, Biology, Community College of Baltimore County

### ***Get Involved with Concept Maps***

Explore concept mapping as a method of engaging student learning during this interactive workshop. Techniques will include whole-class kinesthetic concept mapping, group concept mapping with premade cards, and electronic concept maps. We will introduce you to a variety of electronic concept mapping tools that can be used across a broad spectrum of disciplines. *Goal 4: Student-Centered Learning*

Session 4.5 (Room ST-160)

**Janice McCue**, Mathematics, College of Southern Maryland, [janicemc@csmd.edu](mailto:janicemc@csmd.edu)

### ***CATs in Your Classroom***

CATs bring a new meaning to “The Teacher’s Pet.” During this workshop, use several Classroom Assessment Techniques (CATs) that you can incorporate into your instruction as early as next week. CATs provide quick formative assessments that will improve communication between you and your students, thus improving your teaching and their learning. Ideas will be shared for adapting CATs to Web instruction as well. Find out more about this easy to use learning-centered strategy that is bound to become a favorite. *Goal 1: Quality and Effectiveness*

Session 4.6 (Room ST-100)

**Barry Martin**, English, Frederick Community College, [bmartin@frederick.edu](mailto:bmartin@frederick.edu)

### ***Molding the Academic Mind: Problems and Solutions***

When students enter our classes, they are equipped with many life experiences. However, some experiences do not support college-level academic development. Solutions such as stabilization of synapse may be an aid in molding the academic mind. *Goal 4: Student-Centered Learning*

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Session 4.7 (Room ST-108)

**Kipp Snow**, Business/Transportation, Anne Arundel Community College, [kcsnow@aacc.edu](mailto:kcsnow@aacc.edu)

### ***Successfully Facilitating Student-Centered Education and Workforce Training to the Multi-Generational Transportation Worker***

Through grant funding from the U.S. Department of Labor, the Transportation, Logistics, and Cargo Security Program at AACC has helped students become successful in workforce development in the transportation and logistics industries. Along with a program overview, examples will be provided as to how the program was designed to reach the multi-generational student base. Attendees will participate in activities that focus on student-centered learning within the program as an example, and will learn how faculty professional development in the transportation industry supports this initiative. *Goal 4: Student-Centered Learning*

Session 4.8 (Room ST-101)

**Sue Subocz**, Mathematics/Distance Learning and Faculty Development, College of Southern Maryland, [ssubocz@csmd.edu](mailto:ssubocz@csmd.edu)

Co-Presenters: **Joel Kinison**, Instructional Technology Coordinator; **Ronda Jacobs**, Instructional Designer  
***Instructional Technology Sandbox, Part 1***

In this workshop, attendees will hear about one community college's instructional technology and faculty development programs. Then, during the hands-on portion, participants will sift through the latest instructional technologies available to enhance their traditional or online courses. *Goals 1: Quality & Effectiveness, 5: Workforce Development*

## Sessions 5: Thursday, 3:40 p.m. - 4:30p.m.

Session 5.1 (Room ST-141)

**Sarah Bigham**, Education/Psychology, Frederick Community College, [sbigham@frederick.edu](mailto:sbigham@frederick.edu)

### ***Who am I? Teaching From an Identity Perspective***

Human Growth & Development is a developmental psychology course (cross-listed as education and psychology at FCC) that can encompass an overwhelming amount of information about how we grow and change throughout our lifetimes. Learn about a theme-based teaching approach created to focus on students' own identity development. This method uses no tests, but it features lots of discussion, group work, popular non-fiction and identity-based projects to highlight student-centered learning. *Goal 4: Student-Centered Learning*

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Session 5.2 (Room ST-142)

**Paul Billeter**, Biological and Physical Sciences, College of Southern Maryland, [paulb@csmd.edu](mailto:paulb@csmd.edu)

Co-Presenter: **Danielle Quill**, Biology and Nursing Student at CSM

### ***Darwin is Sooo Last Year***

The year 2009 A.D. marked Charles Darwin's 200th birthday and was the sesquicentennial of the publication of *On the Origin of Species*. Although evolution by natural selection is among the most empirically well-supported of the natural science paradigms, it remains the most problematic concept taught in lower division science courses. Some reflections on the problem from La Plata, MD to Dover, PA to The Ann Coulter On-Line Chat are presented, and a student-centered, constructivist solution is explored. *Goal 4: Student-Centered Learning*

Session 5.3 (Room ST-143)

**Charlyn Cassady**, Reading and Language, Community College of Baltimore County, [ccassady@ccbcmd.edu](mailto:ccassady@ccbcmd.edu)

Co-Presenter: **Sharon Hayes**, Developmental Reading, CCBC

### ***Thinking is Hard Work - Metacognition and Learning to Learn***

Participants will assume the role of students attending a developmental college class on metacognition. The class will begin with a lively activity to increase awareness of thought processes and then continue with an interactive presentation on "Metacognition 101" and how metacognitive practices can strengthen academic skills.

Participants will then discuss how metacognition can be incorporated into their own classes. *Goal 4: Student-Centered Learning*

Session 5.4 (Room ST-140)

**Salil Das**, Mathematics, Prince George's Community College, [DasSK@pgcc.edu](mailto:DasSK@pgcc.edu)

### ***Practical Solutions for Helping Students to Stay in Online Mathematics Classes, Engaging the Student Through Best Practices***

There has been a significant increase in enrollment in online mathematics classes, but retention is a major problem. This presentation will illustrate how the six major functions for computers in academic settings (storing and processing information, teaching computer literacy, conveying and testing for comprehension of new material, simulating complex physical and social systems, creating graphics, art and animation to create more exciting and aesthetically pleasing learning environments and engaging in scholarly and research activities) can be effectively employed to create a distance learning class to fit the ever changing needs of our diverse community college students. *Goals 3: Diversity and 4: Student-Centered Learning*

Session 5.5 (Room ST-100)

**James Karmel**, History, Harford Community College, [jkarmel@harford.edu](mailto:jkarmel@harford.edu)

### ***The Research-Student Learning Nexus and the Community College***

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This presentation will focus on the connection between student learning and research. It will demonstrate that research-based instruction, faculty research, and student research are effective methods for promoting and documenting student learning. Finally, it will address the ways in which community colleges can become research-positive, to the benefit of all. The presenter will utilize current research and personal experience for the presentation. *Goal 4: Student-Centered Learning*

Session 5.6 (Room ST-111)

**Joseph Mason**, Mathematics & Science, Hagerstown Community College, [masonj@hagerstowncc.edu](mailto:masonj@hagerstowncc.edu)

### ***Preparing Future Elementary School Teachers with Non-traditional Methods for Teaching Mathematics (part 1)***

Methods included in this session will cover strategies for building problem solving skills and building a strong foundation in whole number computational skills. Many of these strategies may also be incorporated into a developmental math course. *Goal 1: Quality and Effectiveness*

Session 5.7 (Room ST-108)

**Laurie Montgomery**, Biology, Community College of Baltimore County, [lmontgomery@cCBCMD.edu](mailto:lmontgomery@cCBCMD.edu)

Co-presenters: **Jennifer Kilbourne**, Biology, Community College of Baltimore County

### ***Even Scientists Write: Fostering Quality and Effectiveness in Student Writing***

Many topics in science are difficult for students to grasp. This workshop will help instructors develop effective writing assignments that will assist students in mastering difficult concepts and making connections between course content. This workshop will focus on the importance of quality writing in the sciences. Attendees will participate in hands-on applications and an idea-sharing and brain-storming session. *Goal 1: Quality and Effectiveness*

Session 5.8 (Room ST-109)

**Judy Staveley**, Biology Forensics, Frederick Community College & Carroll Community College,

[doctorstaveley@gmail.com](mailto:doctorstaveley@gmail.com)

### ***What is Biology Forensics and What do Students Learn?***

This presentation is an Introduction to Scientific and Investigative Techniques and answers the question of why Forensics is not what you see in Television. Come learn about the opportunities that are opening up in the Forensic Scientist world. *Goals 1, 2, 3, 4, 5*



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Session 5.9 (Room ST 101)

**Sue Subocz**, Mathematics/Distance Learning and Faculty Development, College of Southern Maryland, [ssubocz@csmd.edu](mailto:ssubocz@csmd.edu)

Co-Presenters: **Joel Kinison**, Instructional Technology Coordinator; **Ronda Jacobs**, Instructional Designer

### ***Instructional Technology Sandbox, Part 2***

In this continuation of Session 4.8, attendees will learn more about CSM's instructional technology and faculty development programs. This session will allow participants additional time for exploration of Skype, Twitter, and other new instructional technologies. This hands-on session will focus on how to enhance traditional or online courses. *Goals 1: Quality & Effectiveness; 4: Student-Centered Learning; 5: Workplace Development*

**Day 2: Friday, January 8, 2010**  
**Sessions 6: Friday, 9:00 a.m. - 9:50 a.m.**

Session 6.1 (Room ST-141)

**Brent Burdick**, Business and Legal Studies, College of Southern Maryland, [bburdick@csmd.edu](mailto:bburdick@csmd.edu)

### ***Adjunct Strategies to Foster Student Success***

This session will provide participants with strategies that adjunct faculty can employ to promote student success in the classroom. Participants will examine how adjuncts can capitalize on strategic mileposts within their course to help foster student success. Discussions will include managing the first class session, first graded assignment, and mid-term; providing timely and meaningful feedback to students; being available to students outside the classroom; and understanding different learning styles. Participants will also discuss ideas for student engagement in the learning process. *Goal 4: Student-Centered Learning*

Session 6.2 (Room ST-142)

**A. Lawrie Gardner**, Accounting, Anne Arundel Community College, [algardner1@aacc.edu](mailto:algardner1@aacc.edu)

### ***Improving Your Bottom Line***

Convincing business students that accounting is not just debits and credits requires more than common cents; it requires dollars. Learn what Anne Arundel Community College's accounting department has done to help improve students' bottom lines by offering various programs which involve an accounting letter of recognition all the way to CPA exam preparation. *Goal 5: Workforce Development*

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Session 6.3 (Room ST-143)

**Timothy McCollum**, Engineering, Hagerstown Community College, [mccollumt@hagerstowncc.edu](mailto:mccollumt@hagerstowncc.edu)

### ***Undergraduate Research Opportunities and the Maryland Space Grant Balloon Payload Program***

The Maryland Space Grant Balloon Payload Program provides undergraduate students with the opportunity to be involved in a hands-on science and engineering project which culminates in a high altitude weather balloon launch. This presentation will introduce the program and discuss the use of the program in providing an undergraduate research opportunity to students. The experiences of a group of undergraduate students who participated in the program in the spring of 2009 will also be presented. *Goal 4: Student-Centered Learning*

Session 6.4 (Room ST-140)

**Dennis McCornac**, Economics and Internationalization, Anne Arundel Community College, [dmccornac@aacc.edu](mailto:dmccornac@aacc.edu)

### ***Going Global by Using Local***

“Going Global by Using Local” may need to become the next popular phrase for university internationalization efforts as institutions find that the most cost effective method of pursuing the globalization trend is to rely on the increasing diversity of the classroom. The use of at-home internationalization, e.g., engaging students and faculty with international experience, as well as involving international students both in class discussion and in efforts to develop curriculum, are all important methods designed to foster internationalization of the classroom. This diversity can facilitate broader cultural understandings and provide benefits to all participants. *Goal 3: Diversity*

Session 6.5 (Room ST-100)

**Melinda May**, English and Speech, Hagerstown Community College, [maym@hagerstowncc.edu](mailto:maym@hagerstowncc.edu)

### ***Academic Integrity in a Multicultural Context: Implications for Teaching and Learning***

This presentation will focus on the complex issue of academic honesty with particular emphasis on plagiarism which can be viewed as both an academic and socio-cultural phenomenon. Since ownership of knowledge is viewed differently by societies around the world and in our diverse institutions, plagiarism can be a deliberate act of dishonesty or the unintentional result of cultural differences. In either case, faculty in multicultural classrooms can help students recognize and avoid plagiarism. *Goal 3: Diversity*

Session 6.6 (Room ST-111)

**Kenneth Nwocha**, Mathematics, Anne Arundel Community College, [knwocha@hotmail.com](mailto:knwocha@hotmail.com)

### ***Motivating Adult Students for Excellence in College Coursework***

Motivation is a huge part of success for all busy students. As faculty members, it is important that we demonstrate to our students how to stay motivated by presenting our courses in positive but challenging increments of

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knowledge so the students "get" it and are able to finish the course content on a positive note. *Goal 4: Student-Centered Learning*

Session 6.7 (Room ST-108)

**Grace Sikorski**, English and Gender and Sexuality Studies, Anne Arundel Community College,  
[gsikorski@aacc.edu](mailto:gsikorski@aacc.edu)

### ***Designing Virtual Resource Centers to Support a Diversity Curriculum***

This presentation will demonstrate and discuss the AACC Virtual Resource Centers for the Study of Sexuality and Gender and African American Studies, which offer an alternative, virtual learning environment to enhance the study of subjects related to human sexuality and gender studies and African American Studies in the curriculum of face-to-face and distance education courses and independent study at AACC, as well as research conducted by members of the surrounding community. The Virtual Resource Centers are learner-centered, internet-enhanced, virtual environments that students, faculty, administrators, staff, and members of the community may freely access. In addition to supporting the educational goals of the college, the Resource Centers are also designed to foster awareness, sensitivity, and understanding of sexuality and gender issues. *Goal 3: Diversity*

Session 6.8 (Room ST-109)

**Daniel Venne**, Fine Art, Montgomery College, [daniel.venne@yahoo.com](mailto:daniel.venne@yahoo.com)

### ***An Adjunct Reformation: The Top Ninety-Five Complaints by Part-Time Faculty***

When community colleges expand programs while negotiating funding challenges, the role of part-time professors will impact the way academic business is done. Currently, 70 percent of professors teaching college courses are considered "contingent faculty." Maintaining the pool of talent, therefore, requires sensitivity to the needs and concerns of adjunct faculty. The presenter has worked for over a decade as an adjunct in Maryland community colleges, and is now the coordinator of both full and part-time faculty in the Art program at the University of the District of Columbia. Come and hear the results of both formal studies and an informal survey of part-time professors. *Goal 5: Workforce Development*

**PowerPoint–Poster–Website Displays**  
**Friday, 9:00 a.m. - 9:50 a.m.**

The following displays are repeated from Session 1.7: Thursday, 9:00 a.m. - 9:50 a.m.

**Poster/Website Displays** are scheduled together in the atrium of the ST building. Each display consists of a table set up with a subject-related display of either a poster, website, or PowerPoint slide show, or a combination of all three. Conference participants may visit during both conference days to view the displays and ask questions of the presenters. Displays are available during Session 1.7 (Thursday) from 9:20 a.m. - 10:10 a.m., and Session 6 (Friday) from 9:00 a.m. - 9:50 a.m.

Session 6.9A (ST Atrium)

**Theodore Grant**, Psychology, College of Southern Maryland, [tfgrant52@comcast.net](mailto:tfgrant52@comcast.net)

***Is Education Informational or Ethical?***

Student-centered learning is enhanced by having them focus on their experience and classroom dynamics.      *Goal 4: Student-Centered Learning*

Session 6.9B (ST Atrium)

**Cherilyn Hendrix**, Physician Assistant Studies, Anne Arundel Community College, [cmhendrix@aacc.edu](mailto:cmhendrix@aacc.edu)

***Mrs. Lee: A Case Study***

This retrospective cohort study was performed to demonstrate improvement of first year Physician Assistant (PA) student outcomes on Standardized Patient Examinations (SPE) by introducing a laboratory experience that followed a patient in a primary care setting. Skills were practiced in cultural competencies, prevention, screening, chronic disease states management, gerontology, and ethical and end of life issues. After this laboratory was completed, SPE outcomes for the first year PA students were 12.44% higher than the prior class performing SPE encounters in 2008 (the recently graduated Class of 2009) and higher than any other class in this PA program since 2004. During site visits, clinical preceptors have commented on the considerable improvement in history taking, physical exam and oral presentation skills, and written notes.      *Goal 4: Student-Centered Learning*

Session 6.9C (ST Atrium)

**Janice McCue**, DEAM, College of Southern Maryland, [janicemc@csmd.edu](mailto:janicemc@csmd.edu)

***Get to Know DEAM (Developmental Education Association of Maryland)***

Learn more about the Developmental Education Association of Maryland and how our state affiliate of the National Association for Developmental Education (NADE) can benefit you. Meet with members of DEAM's executive board and find out more about upcoming professional development and networking opportunities.

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Session 6.9D (ST Atrium)

**Greg Stiffler**, Developmental and College Mathematics, Community College of Baltimore County-Catonsville, [gstiffler@ccbcmd.edu](mailto:gstiffler@ccbcmd.edu)

### ***In-Class Practice and Its Effectiveness with Developmental Students***

Retention and improvement are always sought after with developmental students. Employing class work combined with accountability and teamwork has helped my students improve their scores. This display session will show how the class work is set up and what the benefits have been. *Goals 3: Diversity, 4: Student-Centered Learning*

## Sessions 7: Friday, 10:00 a.m. - 10:50 a.m.

Session 7.1 (Room ST-141)

**Alisa Diop**, Psychology/Social Science, Community College of Baltimore County, [adiop@ccbcmd.edu](mailto:adiop@ccbcmd.edu)

### ***Ten Rules for Making Online Learning Work for Everyone***

Online learning has gained great recognition over the past several years. Unfortunately, not all online courses are created or rated equally. What makes an online course work for both the student and the instructor? This presentation will highlight ten factors that contribute to the effective execution of online instruction. *Goal 1: Quality and Effectiveness*

Session 7.2 (Room ST-142)

**Kim Donnelly**, Languages and Literature, College of Southern Maryland, [kimdon@csmd.edu](mailto:kimdon@csmd.edu)

### ***Innovations in Developmental Reading Instruction***

Join your developmental reading colleagues to explore innovative teaching approaches. The College of Southern Maryland's Web-enhanced reading course and innovative intermediate reading course design will be showcased. Come prepared to share what you're doing and to ask plenty of questions. *Goal 4: Student-Centered Learning*

Session 7.3 (Room ST-143)

**Christine Helfrich**, Center for Teaching and Learning, Frederick Community College, [chelfrich@frederick.edu](mailto:chelfrich@frederick.edu)  
Co-presenter: **Ana Maria Pinzon**, Foreign Language, Communication, Humanities & Arts, Frederick Community College, [apinzon@frederick.edu](mailto:apinzon@frederick.edu)

### ***The How and Why of Institutional Commitment to Adjunct Faculty***

Participants will complete an assessment of their current college practices of adjunct faculty development and support. Through active discussion of assessment results, participants will learn from each other and from the Program Manager-Administrative facilitators who will share the authentic strategies that have led to valuable increased adjunct faculty participation in the Frederick Community College's Learning College culture.

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Participants will leave with tools for linking performance feedback to faculty development and ultimately to a new Three-Level pay scale for adjunct faculty purposefully supported during difficult budget times. *Goals 1: Quality & Effectiveness; 5: Workplace Development*

Session 7.4 (Room ST-140)

**Joseph Mason**, Mathematics & Science, Hagerstown Community College, [masonj@hagerstowncc.edu](mailto:masonj@hagerstowncc.edu)

### ***Preparing Future Elementary School Teachers with Non-Traditional Methods for Teaching Mathematics (part 2)***

Methods included in this session will cover strategies for building a strong foundation in working with integers and building a strong foundation in working with fractions. Many of these strategies may also be incorporated into a developmental mathematics course. (See Thursday, Session 5.6 for Part 1 of this session). *Goal 1: Quality and Effectiveness*

Session 7.5 (Room ST-100)

**Debra Morlier**, Social Sciences, Frederick & Harford Community College, [dmorlier@frederick.edu](mailto:dmorlier@frederick.edu)

### ***Stimulating Students: Tricks of the Trade***

Learn how to propel students towards productivity in the classroom. This fun, interactive presentation gives uncomplicated and practical ideas geared towards all programs of study. Rev up your teaching style while motivating your students to learn. *Goal 4: Student-Centered Learning*

Session 7.6 (Room ST-108)

**Michael Parsons**, Behavioral Science/Education, Hagerstown Community College, [parsonsm@hagerstowncc.edu](mailto:parsonsm@hagerstowncc.edu)

Co-Presenter: **Kate Keely**, Art, Hagerstown Community College. [keelyk@hagerstowncc.edu](mailto:keelyk@hagerstowncc.edu)

### ***Retention and Symbolism: Collaboration for Excellence***

Retention of students to successful degree completion is a hallmark of excellence for higher education systems. Twenty-first century learners are visualizers and symbol manipulators. Art and sociology use these elements to foster learning. The presentation will analyze how their use improves student engagement and progress toward graduation. *Goal 4: Student-Centered Learning*

Session 7.7 (Room ST-109)

**David Rader**, Science & Technology, Howard Community College, [drader@howardcc.edu](mailto:drader@howardcc.edu)

### ***The Importance of Science in Workforce Development***

Community colleges have always been an essential part of Maryland's workforce development. Today, many positions in the medical field are in demand. This presentation focuses on the need for physical science topics to be included in the various medical related programs. *Goal 5: Workforce Development*

**Sessions 8: Friday, 11:00 a.m. - 11:50 a.m.**

Session 8.1 (Room ST-141)

**Roseli Ejzenberg**, Reading and English as a Second Language (ESL), Montgomery College,  
[roseli.ejzenberg@montgomerycollege.edu](mailto:roseli.ejzenberg@montgomerycollege.edu)

Co-Presenter: **Saul Goldberg**, Academic Computing Team, Montgomery College

***Surviving College: Promoting Numerical Literacy of English Language Learners and Minority Students***

Deficient numerical literacy (innumeracy) is a gate keeper to college success. It is an endemic problem among students, particularly for English Language Learners and minority students. The presenters will share successful strategies and activities to promote college-level numerical literacy and critical thinking. This new set of skills will empower students to "survive college" by being better prepared and more confident to overcome academic challenges in a variety of disciplines.      *Goal 3: Diversity, 4: Student-Centered Learning*

Session 8.2 (Room ST-142)

**Shani Fleming**, Physician Assistant Program, Community College of Baltimore County and Towson University,  
[sfleming@ccbcmd.edu](mailto:sfleming@ccbcmd.edu)

***The Role of Cultural Competence within Community College Education***

Cultural competence describes people and organizations that work effectively with their own culture and with cultural groups different from their own. Staff within a culturally competent system honor and respect beliefs, interpersonal styles, attitudes, and behaviors of individuals, families, and communities they serve. This is a life-long process, which includes the examination of one's own attitudes and values, and the appreciation of cultural differences and similarities within, among, and between groups. We need to strengthen systems that recruit and train professionals from underserved minority communities, focusing on a quality based, and respectful understanding of cultural needs.      *Goal 3: Diversity*

Session 8.3 (Room ST-143)

**Catherine "Liz" Hadley**, English Composition, Frederick Community College, [chadley@frederick.edu](mailto:chadley@frederick.edu)

***"Follow Your Bliss": Bringing Passion to the English Composition Classroom***

How can faculty foster enthusiasm in the dreaded English composition course? By having students write about their bliss. Based on Joseph Campbell's theory of "follow your bliss," students first identify what brings them the most happiness in life, and then they explore their "bliss topic" in five patterns of development. Students demonstrate more enthusiasm and a higher level of ethos in their writing when they are already passionate about the topic.      *Goal 4: Student-Centered Learning*

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Session 8.4 (Room ST-140)

**Amina Mathias**, Business/ Mathematics, Cecil College, [amathias@cecil.edu](mailto:amathias@cecil.edu)

### ***MyMathLab to MyEconLab at Cecil***

This is a demonstration of an excellent and very reasonably priced educational resource that can be used for any level of education and for any course. Whether at the secondary school level or at the collegiate level, you can design your own assessments and assignments, and best of all you will NOT have to grade papers ever again.

*Goals 1, 2, 3, 4*

Session 8.5 (Room ST-100)

**Latrice Morrison**, Business & Computer Systems, Howard Community College, [lmorrison@howardcc.edu](mailto:lmorrison@howardcc.edu)

### ***Using Creativity in the Business Classroom***

Often, the students we see have a fear and predisposition regarding what business actually is. With all the bad things occurring in the world around them regarding business practices, ethics, and the economy, finding ways to get them excited and engaged can be daunting. The solution, “make it fun” without them even realizing they are learning. Learn to use technology to create amusing simulations that require their participation, use the things they love like music to get them thinking about business ethics and the role they play in social responsibility, and teach them economic strategies through games and business theories through candy.... Yes, candy. *Goal 4: Student-*

*Centered Learning*

Session 8.6 (Room ST-111)

**Nicholas Plants**, Philosophy, Prince Georges' Community College, [plantsnr@pgcc.edu](mailto:plantsnr@pgcc.edu)

### ***General Education Meets the Challenge***

One of the challenges the 2009 Maryland Plan confronts us with as community college faculty is how to properly balance the economic benefits an excellent post-secondary education offers our students with the personal enrichment it also affords. This presentation will show that because our General Education Programs all demand a similar proper balance between the intrinsic and extrinsic benefits of college learning, they enable faculty to meet the challenge posed by the 2009 plan. *Goal 1: Quality and Effectiveness*

Session 8.7 (Room ST-108)

**Michael Tims**, Biology, Montgomery College, [michael.tims@montgomerycollege.edu](mailto:michael.tims@montgomerycollege.edu)

### ***Multi-faceted Program to Improved Writing in a General Biology Course for Non-Majors***

One pedagogical method is not enough. However, how do you integrate multiple pedagogies into a cohesive approach that 1) stimulates student ownership of the project and 2) improves student writing? *Goal 4: Student-*

*Centered Learning*



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Session 8.8 (Room ST-109)

**Donna Tupper**, Mathematics, Community College of Baltimore County-Essex, [dtupper@cCBCmd.edu](mailto:dtupper@cCBCmd.edu)

Co-Presenters: **Christine Mirbaha**, Mathematics, CCBC-Dundalk; **Kristin Duckworth**, Mathematics, CCBC-Catonsville

### ***Bridging the Developmental Gap: Opening a Dialogue with Students***

The unknown can be a frustrating, confusing, and frightening place. Whether trying to find the value of a variable or the domain of a function, mathematics represents a huge unknown. How to balance school, family, and work are more unknowns. Unfortunately, students are often unsure how to talk about all these unknowns. At CCBC, we decided to ask students a series of questions designed to open a dialogue between them and their instructors. This presentation will discuss the surveys, student responses, and what we have done to bridge the gap between student and faculty expectations. *Goals 1: Quality & Effectiveness; 4: Student-Centered Learning.*



**Keynote Address: Friday, January 8, 2010  
12:00 noon – 1:00 p.m. (FA-100) Fine Arts Center Theater, FA Building**

**Dr. Sue A. Blanshan. “Focusing on Faculty in Support of Student-Centered Learning”**

*“As a first generation college graduate, I believe in the transformation higher education can make in someone’s life.... I’ve dedicated my career to higher education. I believe in providing as many opportunities as I can to keep doors open for Maryland’s citizens.” --Sue Blanshan*

Sue A. Blanshan is currently Director of Academic Affairs with the Maryland Higher Education Commission. She previously was the Vice President for Academic Affairs at Trinity (Washington) University, Washington, D.C., the Executive Director of AIDS Alabama, and Director of Business & Graduate Programs and Associate Professor of Management at Birmingham-Southern College. Dr. Blanshan also served as Assistant Provost, Dean and Professor of Sociology at Hartford College for Women, University of Hartford and Executive Officer for Human Relations at The Ohio State University. She has taught sociology, higher education administration, and management.

Dr. Blanshan graduated from the University of Wisconsin, Madison with an undergraduate degree in sociology. She went on to receive her master’s degree and Ph.D. from The Ohio State University in sociology.

Her recent research has involved working on collaborative projects regarding the housing needs of people living with HIV/AIDS in Southeast US and Sub-Saharan Africa. Accreditation success and curricular innovation were the hallmarks of her work at Trinity University, Washington, D.C. At the University of Hartford’s Hartford College for Women, her organizational creativity was evidenced in the design and implementation of a new academic degree program for non-traditional students. She continued accreditation success and curricular innovation at Birmingham-Southern College with the graduate program in public and private management. At The Ohio State University, Dr. Blanshan

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created and institutionalized a professional development programs for faculty and staff.

Her professional associations have included the American Council on Education Women's Network, Society for Advancement of Management, American Sociological Association, AACSB Executive MBA Council, American Management Association and past presidency of the National Association for Women in Education.

Dr. Blanshan has expertise in higher education administration, leadership, management, and complex organizations. Her interests include social change, organizational change, organizational behavior, planning, policy and general management. She has published numerous articles, book chapters, and manuscripts.

***Lunch is in the BI Building (1:00 p.m. - 2:00 p.m.), room BI 113.***

***The conference concludes after lunch.***

## *2009 AFACCT Conference Donors Page*

*The following donors contributed to last year's AFACCT conference held at Anne Arundel Community College, January 8-9, 2009*

### **Ocean City Resort**

- **Dunes Manor Hotel**, 2800 Baltimore Avenue, Ocean City, MD 21842 410-289-1100 or 800-523-2888: <http://www.dunesmanor.com> *Donation:* a two-night stay in an oceanfront room.

### **Chesapeake Heritage Conservatory**

- **Skipjack Martha Lewis**, 121 N Union Avenue, Suite C, Havre de Grace, MD 21078. [www.skipjackmarthalewis.org](http://www.skipjackmarthalewis.org) *Donation:* Two passes for a cruise on Skipjack Martha Lewis, a V-bottom sail bateau built in 1955 by Bronza Parks in Wingate, MD. Currently a floating museum, she is one of a few remaining working dredge boats that make up the Chesapeake Bay oyster fleet, the last to fish commercially under sail in the United States.

### **McDonald's LPGA Championship**

- 601 Rockland Road, P.O. Box 394, Rockland, DE 19732-0394. *Donation:* Season passes to 2010 LPGA Championship, June 8-14, at Bullet Rock Golf Course, Havre de Grace, MD 21078. Since its inception, the McDonald's LPGA Championship has raised millions for the Ronald McDonald House Charities and other children's charities.

### **Baltimore/Washington, DC Theatres**

- **Theatre Project**, 45 West Preston St., Baltimore, MD 21201, Box Office: 410-752-8558, [www.theatreproject.org](http://www.theatreproject.org) *Donation:* Two tickets to any subscription series. Theatre Project is a non-profit presenting house whose overriding mission is to connect artists and audiences through the presentation of experimental productions. Through this presentation of innovative contemporary theatre, dance, music, poetry, opera, and the visual arts, Theatre Project connects the people of Baltimore with a diverse, global community of emerging and established visual and performing artists. Through their presentations, they nurture and support local, regional, national, and international artists who create original new work.
- **CenterStage**, 700 North Calvert Street, Baltimore, MD 21202, 410-332-0033, [www.centerstage.org](http://www.centerstage.org) *Donation:* two tickets to "Tis Pity She's a Whore during the 2010 Mainstage Season.
- **Folger Theatre**, 201 East Capitol Street, SE, Washington, DC 20003-1094, 202-544-7077. *Donation:* a gift certificate for two tickets to the Folger Theatre's 2008-2010 season production of *The Winter's Tale*. The Folger Shakespeare Library is a world-class center for scholarship, learning, culture, and the arts. The Helen Hayes Award-winning Folger Theatre annually performs a three-play season of

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Shakespeare, as well as contemporary plays inspired by the Bard, in the Folger Shakespeare Library's 250-seat Elizabethan theatre, a replica of the inn-yard theatres popular in Shakespeare's time.

### Book Publishers

- **Prentice Hall, A Pearson Education Company**, Upper Saddle River, NJ 07458, 301-714-1062.  
*Donation:* Baking and cooking books and partial sponsorship of AFACCT's breakfast. Your local Prentice Hall sales representatives thank you for your continued support by using Prentice Hall products. To review any Prentice Hall products, please go to [www.prenhall.com](http://www.prenhall.com)
- **McGraw-Hill Higher Education**, 1121 Avenue of the Americas, New York, NY 10020. *Donation:* Partial sponsorship of AFACCT's breakfast. Your local McGraw-Hill sales representatives thank you for your continued support of their educational products. To review their products please go to [www.mcgraw-hill.com](http://www.mcgraw-hill.com)

### Maryland Community Colleges

- **College of Southern Maryland**, 8730 Mitchell Road, P.O. Box 910 La Plata, MD 20646-0910, 301-934-2251.
- **Hagerstown Community College**, 11400 Robinwood Dr., Hagerstown, MD 21742-6590,
- **Wor-Wic Community College**, 32000 Campus Drive, Salisbury, MD 21804, 410-334-2939,
- **Harford Community College**, 401 Thomas Run Road, Bel Air, MD 21015, 443 412-4000
- **Prince George's Community College**, 301 Largo Road, Largo, MD 20774, 301-322-0537

## FINAL NOTES AND REMINDERS

**Presenters:** Remember to pick up your gift from the AFACCT Registration table after your presentation. Accept it with the thanks from AFACCT and all your grateful colleagues for sharing your ideas.

**Attendees:** Remember to complete a conference evaluation along with session evaluations and receive your official AFACCT mug. It's yours as a token of our appreciation for having attended this, the twentieth annual conference, and for helping to make the next conference even better with your thoughtful evaluations.

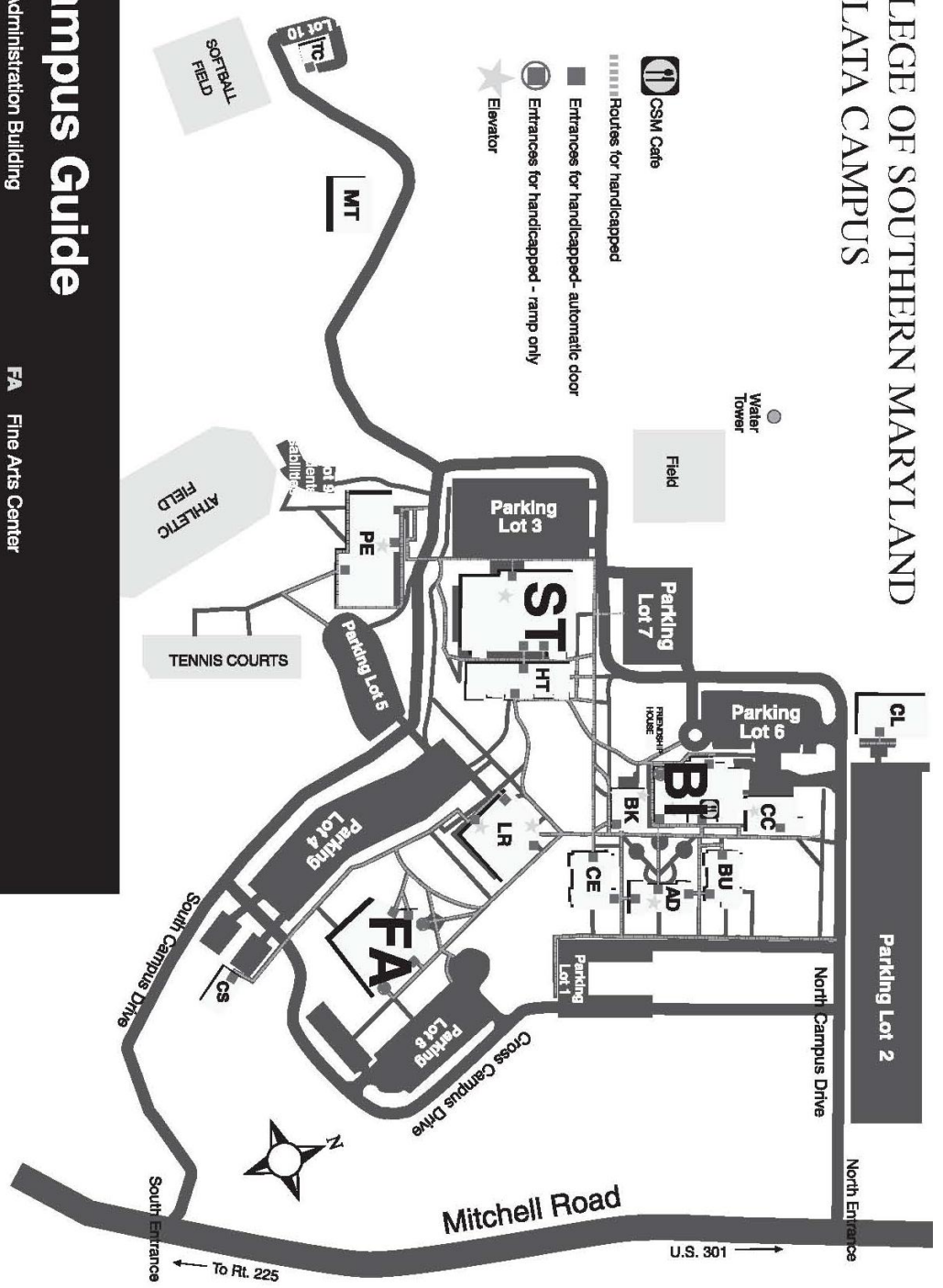
**AFACCT '10 Conference Proceedings:** All presenters are invited to submit their presentation manuscripts for publication in the *20<sup>th</sup> Annual AFACCT Conference'10 Proceedings*. After giving your presentation, go to the Registration Desk to pick up a copy of *Guidelines for Proceedings* there, or go to the AFACCT Conference website for details: <http://www.afacct.csmd.edu/conference20/conference20.htm> . Copies of past years' *Conference Proceedings* are available on AFACCT's website: <http://www.afacct.csmd.edu>

**AFACCT Conference 2011:** Mark your calendars and plan to attend our next AFACCT conference on **January 6 and 7, 2011**, at the Community College of Baltimore County, Essex campus. Full details will be published on the AFACCT website: [www.afacct.csmd.edu](http://www.afacct.csmd.edu)

# COLLEGE OF SOUTHERN MARYLAND LA PLATA CAMPUS

## Campus Guide

<b>AD</b> Administration Building	<b>FA</b> Fine Arts Center
<b>BI</b> Center for Business and Industry	<b>HT</b> James C. Mitchell Center for Health Technology
<b>BK</b> Bookstore Building	<b>LR</b> Learning Resource Center
<b>BU</b> Business Classroom Building	<b>MT</b> Maintenance Building
<b>CC</b> Campus Center/CSM Cafe	<b>PE</b> Physical Education Center
<b>CE</b> Career Education Building	<b>ST</b> Francis P. Chiamonte, M.D.
<b>CL</b> St. Charles Children's Learning Center	<b>TC</b> Maryland Center for Environmental Training
<b>CS</b> Campus Services Building	



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