



21st Annual Conference

Association of Faculties for Advancement of Community College Teaching

A Global and International Perspective for Maryland Community College Faculty

Program of Peer Presentations

January 6 and 7, 2011

Hosted by the Community College of Baltimore County, Essex

7201 Rossville Blvd, Baltimore, MD 21237

From your AFACCT Coordinator,

This year marks the twenty-first year of the AFACCT annual statewide conference, an event that continues to provide Maryland community college faculty members the opportunity to develop their professional skills, increase their knowledge, and share their research and expertise with others. For two decades, the AFACCT Conference has enabled full- and part-time faculty to come together.

Participants will hear presentations on the theme of going global with an international perspective. Over 80 peer presentations are scheduled, including seven poster/ sessions, 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 6 and 7, 2011, and is hosted by the Community College of Baltimore County, Essex campus.

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

On Thursday, January 6, 2011, the first day of the conference, our keynote speaker is **Dr. David J. Smith**, National Educational Outreach Officer, United States Institute of Peace, Washington, D.C.

The keynote speaker for Friday, January 7, is **Dr. Marilyn B. Pugh**, former Director of the Center for Academic Resource Development, and Professor of Economics (retired), Prince George's Community College, Largo, Maryland.

The 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 their teaching as they begin the spring semester 2011.

Best wishes for a successful academic year,
Richard J. Siciliano, AFACCT Coordinator

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 2011 Program of Presentations—Final Conference Edition

The AFACCT Board of Representatives: 2010-11	
Allegany	
Anne Arundel	Gretchen Mester, Economics
Baltimore City	Grace E. McNeal, Nursing
Carroll	Alan Bogage, Library Director, English Adjunct
Cecil	
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	Solomon Gebru, Biology
Southern Maryland	Kathleen Lauber, Biological and Physical Sciences Richard J. Siciliano, Languages & Literature (AFACCT Coordinator)
Wor-Wic	Colleen Weil, Nursing, (AFACCT Secretary)
Maryland Council of Community College Chief Academic Officers	Debra Tervalva (M4CAO Liaison), Vice President of Academic Affairs, College of Southern Maryland

Conference Notes...

Keynote speakers: On day #1 (January 6, 2011), Dr. Smith will hold a question and answer session following his keynote address in the Theater in Building B: the College Community Center, lower level. On day #2 (January 7, 2011), Dr. Marilyn Pugh 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 Sessions and Displays are scheduled together in the upper lobby of Building B: College Community Center, adjacent to the registration table. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Sessions 2) from 11:40 a.m. – 12:50 p.m., and again on Friday morning (Sessions 6) from 11:40 a.m. – 12:50 p.m.,

Publishers Textbook Display: Several publishers are displaying textbooks for community colleges in several disciplines. AFACCT wishes to thank Pearson Publishing, Inc. and McGraw Hill Publishing for their continued support of our conference and particularly for its sponsorship of the conference breakfasts.

Meals: Breakfasts and lunches are included in the AFACCT Conference fee. We are committed to offering great food service included in the cost of registration, with healthy choice options for both breakfasts and hot lunches.

Meetings of Maryland Educational Organizations: On both days, in conjunction with the AFACCT Conference, several Maryland organizations are holding meetings for their members:

- **DEAM:** The Executive Board of the Developmental Education Association of Maryland will meet during lunch on Friday, January 7. (Room B213-214). Contact Janice McCue for more information.
- **MMATYC:** The Maryland Mathematics Association of Two-Year Colleges will meet during sessions 3 and 4 on Thursday, January 6, at 1:50– 4:20 p.m. (Rooms J-326 and J-328). Contact [Donna Sperry](#), MMATYC president, for more information.
- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet during the conference.

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. At the end of the conference, hand in your evaluations at the Registration Desk (Building B) and pick up your AFACCT mug as a token of our appreciation for helping us make the next conference even better.

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



Vintage AFACCT mug, circa 1994

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A campus map of CCBC-Essex appears at the back of the printed program available at the conference.	Building B: College Community Center (upper lobby): Conference Registration and Poster Sessions.	Building J: Administration Rooms J100, J129, J200, J203, J206, J207, J208, J209, J228, J233, J234, J326/J328
Parking: Park in the lots reserved for and marked by “AFACCT” signs	Dining Hall, Rooms B213, B214, B215. (lower level): Theater	Building P: Library Room P124
Building A: Admissions • Rooms A202, A203, A303	Building E: Liberal Arts Rooms E203, E215, E216, E303, E308, E309	N.B. Elevators are in each building, as marked on the maps at the end of this program.

Conference Program at a Glance

Thursday, January 6, 2011

8:00 a.m. - 9:30 a.m.		Registration and breakfast (building B-upper foyer)		
Session 1 Presentations		Subject/Discipline	Presenter	Room
9:00 a.m. – 10:10 a.m.	1.1	English, Psychology	Allen, Kizzier, Seltzer	E-215
	1.2	History, Political Science	Duray	E-216
	1.3	Global Education	Ebersole, Lawton...	E-308
	1.4	ESOL	Foss	E-309
	1.5	Biology	Hill	A-202
	1.6	Global Education	Lane, Gorski, Trueba	E-303
	1.7	Psychology (<i>moved to Fri.</i>)	Miron, Lewis...	A-203
	1.8	Global Education	Hinc, Roberson	B-215
	1.9	Global Education, Business	Wayne	A-303
	1.10	Mathematics	Fiore	J326/J328
Thursday, January 6, 2011 10:20 a.m. -11:30 a.m. Theater, Bldg. B (lower level)		<ul style="list-style-type: none"> • Welcoming remarks, Dr. Mark D. McColloch, Vice President of Instruction, introducing Dr. Sandra L. Kurtinitis, President of the Community College of Baltimore County • Welcome and introduction of the keynote speaker, R. J. Siciliano, AFACCT Coordinator • Keynote address: Dr. David Smith, United States Institute of Peace, Washington, D.C. 		
Session 2 Presentations		Subject/Discipline	Presenter	Room
11:40 a.m. – 12:50 p.m.	2.1	English	Ammar	A-202
	2.2	English	Andrews	A-203
	2.3	Global Education	Aymard	E-215
	2.4	Psychology	Bagshaw	A-303
	2.5	Psychology	Grimes, Miller	E-216
	2.6	Global Education, Nursing	Hughes, Zimmerman	E-303
	2.7	Mathematics	Khan, Burness, Sies...	E-308
	2.8	Chemistry	Stemmler	E-309
	2.9	Global Education. Literacy	Williams	J-228
	2.10	Pedagogy	Wittig	B-215
	2.11	Mathematics	McCullough	J326/J328
11:40 a.m. – 12:50 p.m.	2.A	POSTER SESSIONS... Pedagogy, Nursing	Bldg. B - upper lobby Bilal, Kuawogai...	<i>Upper</i>

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	2.B 2.C 2.D 2.E 2.F 2.G	Pedagogy, Nursing Pedagogy, Nursing Global Education (Session cancelled) Service Learning Pedagogy, Mathematics	Derickson, Rudnick Dover, Underwood... McCray Milsom (cancelled) Sawyer, Stocks Stiffler	<i>lobby of building B</i>
Lunch: 1:00 p.m. – 1:45 p.m. Bldg.		During lunch, conference participants are invited to meet with teaching colleagues. Tables have been marked by academic disciplines.		
Session 3 Presentations		Subject/Discipline	Presenter	Room
1:50 –3:00 p.m.	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 3.10 3.11 3.12	... Global Education Global Education History Pedagogy, Biology Global Education Global Education Global Education Global Education Mathematics (MMATYC) Energy Technology Chemistry	<i>cancelled</i> Baker-Brown Bauer Clemens Davis Finkel Henick Neuwirth Parsons, Spaid, Viar Sperry, MMATYC mtg. Valente Thorpe	B-213 A-202 A-203 A-303 E-215 E-216 E-303 E-308 E-309 J326/J328 J-200 J-203
Session 4 Presentations		Subject/Discipline	Presenter	Room
3:10 p.m. – 4:20 p.m.	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.10 4.11	Massage Therapy English Communication Global Education Communication English Pedagogy Biology ESL/Writing Higher Education Policy Information Literacy/Global	Wible Frank Fulton, Fulton --cancelled-- Koppikar Mahoney, <i>et al</i> Lauber Rappazzo, Host Sahbazian Siciliano, Kerr Wang	A-203 J-203 J-200 .. A-303 E-215 E-216 E-303 E-308 J-100 P-124
Friday, January 7, 2011				
8:00 a.m. - 9:30 a.m. Registration (Bldg. B - Student Center upper lobby). Breakfast				
Session 5 Presentations		Subject/Discipline	Presenter	Room
Friday, 9:00-10:10 a.m.	5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10	Mathematics Pedagogy, Biology Higher Educ. Governance Global Education Pedagogy Online Pedagogy Global Education Pedagogy, Psychology ESL Global Education, Music	Brown De Stephano, Cucci... Ehrlinger Grimes Hsu Kilbourne, Montgomery Rhodes, Aho Slusher Thompson Watson	J-233 J-200 J-129 E-303 J-206 J-228 J-207 J-208 J-209 E-203
Friday, January 7 10:20 a.m. -11:30 a.m. Theater, Bldg. B-lower level	Welcome, introduction of the keynote speaker by Richard J. Siciliano, Coordinator of AFACTT. Keynote address: Dr. Marilyn B. Pugh, former Director of the			

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		Center for Academic Resource Development, and Professor of Economics (retired), Prince George's Community College.		
Session 6 Presentations		Subject/Discipline	Presenter	Room
Friday, 11:40 a.m.-12:50 p.m.	6.1	Online pedagogy	Bowman	A-202
	6.2	Online pedagogy	Cone	A-203
	6.3	Global Education, Nursing	Danner	E-303
	6.4	English, ESL	Dold	J-206
	6.5	Global Ed., Service Learning	Gandy	J-207
	6.6	Pedagogy	Johnson	J-208
	6.7	Global Education, Nursing	Lang, Sessions	J-209
	6.8	Pedagogy, Art	Langley	J-233
	6.9	Student Support Services	Perdue	J-234
	6.10	English	Rusnak, Keambiroiro	E-215
	6.11	Psychology	Miron, Lewis, <i>et al...</i>	J-129
Friday, 11:40 a.m.-12:50 p.m.	POSTER SESSIONS...		Bldg. B - upper lobby	<i>Upper lobby of building B</i>
	6.A	Pedagogy, Nursing	Bilal, Kuawogai...	
	6.B	Pedagogy, Nursing	Derickson, Rudnick	
	6.C	Pedagogy, Nursing	Dover, Underwood...	
	6.D	Global Education	McCray	
	6.E	(Session cancelled)	Milsom (cancelled)	
	6.F	Global, Service Learning	Sawyer, Stocks	
6.G	Pedagogy, Mathematics	Stiffler		
Lunch: Bldg. B, upper 1:00 p.m. – 1:45 p.m.		During lunch, conference participants are invited to meet with colleagues teaching in their respective academic disciplines. Tables have been marked by academic disciplines		
Friday, 1:00 p.m. – 2:00p.m.		DEAM Executive Board lunch meeting. Rooms B-213/B-214 Janice McCue, DEAM president NOTE: MEETING CANCELLED		
Session 7 Presentations		Subject/Discipline	Presenter	Room
Friday, 1:50 –3:00 p.m.	7.1	Global Education	Dhingra, Fell	E-303
	7.2	Theater	Hight	B-215
	7.3	Global Education, Business	Klinger	J-206
	7.4	Pedagogy	McClearn	J-207
	7.5	Global Education	Nwoye	J-208
	7.6	Global Education	Sagi	J-209
	7.7	Pedagogy, Instr. Technology	Tupper	J-233
	7.8	Online Pedagogy	Weber	J-234
	7.9	Global Education	McCornac	A-203

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Program of Peer Presentations

Day 1: Thursday, January 6, 2011

Sessions 1: 9:00 a.m. – 10:10 a.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 1.1 (Room E-215)

Jan Allen, English, Community College of Baltimore County-Essex, jallen@ccbcmd.edu

Co-Presenters: **Charles Seltzer**, CCBC-Essex, psychology, cseltzer@ccbcmd.edu; **Carr Kizzier**, CCBC-Essex, English, ckizzier@ccbcmd.edu

Crossing Boundaries

Come cross boundaries with us -- academic boundaries, cultural boundaries, and genre boundaries -- as we explore new territories within the classroom. Let us show you how blending discipline boundaries enriches student experience in a psychology/English honors learning community. Let us show you the results when students awaken to an appreciation of cultural distances and differences. Let us show you the creative leaps students embrace when they are offered the technology to combine narrative and memoir in digital representations. And finally, rest with us in conversations about similar classroom experiences of your own.

Session 1.2 (Room E-216)

Diane Duray, Political Science-History, Howard Community College, dcduray@msn.com

Engaging Students through Learning Modules Developed from National Endowment for the Humanities Landmark Workshops

This presentation will discuss learning modules developed from NEH *Landmark Workshops for Community College Faculty* that are used in online and face-to-face classes. Topics include Steel-making/Immigration, the Alamo, the Pilgrims and Slander; the Real Thanksgiving, and the Transcendentalists.

Session 1.3 (Room E-308)

Tara Ebersole, Biology, Community College of Baltimore County, tebersol@ccbcmd.edu

Co-Presenters: **Rachele Lawton**, RLawton@ccbcmd.edu; **Debbie Trevathan**, dtrevathan@ccbcmd.edu

Innovative Learning: Going Global to Excite, Engage, and Enlighten

This team from CCBC will present its holistic and comprehensive global education program, which is designed for college-wide globalization and internationalizing the curriculum. Participants will also learn how to implement and assess global initiatives at their institutions.

Session 1.4 (Room E-309)

Heather Foss, ESOL, Community College of Baltimore County, hfoss@ccbcmd.edu

Pedagogical Strategies for Teaching Non-Native English Speakers in Any Discipline

In your classes, do you have any students who speak a language other than English at home? Would you like to improve these students' chances for academic success? Come see model lessons and learn best practices for teaching immigrants in any content area.

Session 1.5 (Room A-202)

Aniko Szabo Hill, Human Anatomy & Physiology, Anne Arundel Community College, ahill5@aacc.edu

What Can Faculty do to Decrease Disruptive Student Behavior?

Monotonous Power Point presentations in a dark classroom are a recipe for disruptive behavior. The time has never been better in the history of education to make engaging lectures that capture the student's attention. The physiology of hearing will be used as a model for the many ways one can create a *living* classroom.

Session 1.6 (Room E-303)

Melissa Lane, Criminal Justice Studies, Community College Baltimore County, mlane2@ccbcmd.edu

Co-Presenters: **Ewa Gorski**, Biology, CCBC, egorski@ccbcmd.edu; **Encarni Trueba**, Biology, CCBC, etrueba@ccbcmd.edu

Lessons Learned from Three Global Education Projects

As educators, we would like to ensure that students are prepared for both academic and professional endeavors in the interconnected and interdependent world of the 21st century. This presentation will highlight three assignments from two different disciplines that incorporate global awareness. The assignments are used in both traditional and web-based, 100 and 200-level, courses. The assignments, individual and collaborative, are process-oriented and incorporate research, self-reflection, and peer-review. The presenters will describe the development and utilization, and the success and limitations of these assignments.

Session 1.7 (Room A-203): ***Session is moved to Friday, Jan. 7, session 6.11***

Charles Miron, Psychology, Community College of Baltimore County, cmiron@ccbcmd.edu

Co-Presenters: **Joseph Spiegelman**, Psychology, CCBC, jspiegelman@ccbcmd.edu; **Jason Spiegelman**, CCBC, jasonspiegelman@ccbcmd.edu; **Azar Etesampour-King**, CCBC, azaring@ccbcmd.edu

This session has been moved to Friday, January 7, session 6.11 (room J129).

"Best Practices" for Introductory Psychology – A Panel Presentation

Introductory Psychology is often plagued with high student failure and drop-out rates and low morale among students who stick it out. A panel of CCBC-Catonsville psychology faculty members will present

several effective strategies they have implemented to address these issues. An open exchange of ideas to foster further improvement follows.

Session 1.8 (Room B-215)

Danuta Hinc, English, Howard Community College, dhinc@howardcc.edu; **Elisa Roberson**, English/World Languages, Howard Community College, eroberson@howardcc.edu

Taking It Global...Preparing Globally Competent Students

Recognizing the need to prepare students as globally competent citizens, this presentation will focus on issues important to instructors as they provide ways for their students to gain a global perspective through their coursework. Conversation will revolve around what it means to be globally competent and how we might as instructors bring these skills into our teaching in creative and meaningful ways. We will explore what other colleges are doing and investigate the literature on teaching global awareness. In this presentation, we will be sharing ideas and activities that can be used in most classrooms and that will strengthen the global competency of our students. Come join us for this exciting look at the world and our emerging global students.

Session 1.9 (Room A-303)

James Wayne, Management, Community College of Baltimore County, 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.

Session 1.10 (Room J-326/J-328)

Greg Fiore, Mathematics, Community College of Baltimore County, gfiore@cCBCMD.edu

Craps, Roulette, etc.

Gaming is everywhere. This presentation takes a look at some popular games and the rules of play. The games are then used in Mathematics classes to compute probabilities and odds, discuss casino advantage, build and label trees, compute expected values, and illustrate modeling. Several websites will be used.



**Day 1 Keynote Address: 10:20– 11:30 a.m.
College Theater, Building B-lower level
College Community Center**

Keynote Address by Dr. David J. Smith

David J. Smith is the national educational outreach officer for the United States Institute for Peace, Washington, D.C. He coordinates Institute-wide educational outreach and public programming efforts. Smith works closely with educational and professional associations, academic institutions, and public groups to promote Institute objectives, speaking on a variety of issues including civil society and peacebuilding, child soldiers, conflict resolution education and international education.

Before joining the Institute in 2005, his work focused on teaching at the college and university level, including teaching at Harford Community College. As a Fulbright scholar, Smith taught peace studies and alternative dispute resolution at the University of Tartu in Tartu, Estonia. He has also taught at the undergraduate level at Goucher College, Towson University, and Stevenson University, and at the graduate level at George Mason University. At USIP, he has traveled widely around the U.S. consulting with colleges and universities on approaches to teaching peace. He has also worked in the fields of domestic and community conflict resolution, and as a practicing attorney. He has lectured on American mediator practice at Uppsala University in Sweden and the University of Jammu in India. Smith currently serves on the Rockville, Maryland Human Rights Commission and has published in the *Journal of Peace Education* (“[Global Peace, Conflict and Security: Approaches Taken by American Community Colleges](#),” March 2008); *International Herald Tribune* (“Goodbye Russia, Hello Europe,” October 2003); *Baltimore Sun*, and *The Chronicle of Higher Education* (“[How Community Colleges Can Work for World Peace](#),” October 2007).

Smith holds a B.A. in political science and urban affairs from the American University School of Public Affairs, an M.S. from the George Mason University Institute for Conflict Analysis and Resolution, and a J.D. from the University of Baltimore School of Law.

Day 1: Thursday, January 6, 2011
Sessions 2: 11:40 a.m. – 12:50 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 2.1 (Room A-202)

Maria Ammar, English, Frederick Community College, mammar@frederick.edu

Creative Ways to Use a Discussion Board

Electronic discussion boards have no limits when it comes to how teachers can use them in their classes. Teachers can do numerous activities on discussion boards that get students involved in shared learning exercises. Students get to do these exercises online, have feedback from classmates, and have opportunities to reflect on their work. Discussion boards can help students be active participants in their own learning and facilitators in their classmates' learning. This presentation will discuss different ways to use discussion boards to help our students' language learning.

Session 2.2 (Room A-203)

Allan Andrews, English, Chesapeake College, allanandrews@skipjack.chesapeake.edu

Using YouTube as a Writing Prompt and a Teaching Tool

Pardon the pun, but with young people today YouTube is *Youbiquitous*. An amazing array of interesting and exciting film clips from a variety of sources will demonstrate how YouTube can be used in the classroom to prompt thinking, writing, and reflection. To use it in class, one must experience it. This is more of an exploration than a formal presentation.

Session 2.3 (Room E-215)

Lou Aymard, Psychology, Anne Arundel Community College, llymard@aacc.edu

Student Cultural Exchanges in Second Life

The virtual world of Second Life is becoming an excellent forum for global education. This presentation explores tours of Korean and Japanese culture that were conducted for classmates in Second Life by two undergraduate psychology students.

Session 2.4 (Room A-303)

Joanne Bagshaw, Psychology, Montgomery College, joanne.bagshaw@montgomerycollege.edu

Mindful Learning: Contemplative Practices into the Classroom

Contemplative pedagogy helps students find a balance between learning from third person thinking and first person investigations. Being able to apply what is being learned supports a deeper understanding of the

concept being taught. Contemplative pedagogy also teaches students reflective, concentration and mindfulness skills. This presentation will offer a discussion on contemplative practices, and how to integrate them into classroom pedagogy. We will explore contemplative practices that are suitable for a variety of academic disciplines.

Session 2.5 (Room E-216)

Jonathan Grimes, Psychology, Community College of Baltimore County, jgrimes@cCBCmd.edu

Co-Presenter: **Natasha Miller**, Planning, Research, and Evaluation, CCBC,

The First Day Questionnaire: What Can We Learn About Our Students When They Arrive?

The *First Day Questionnaire* was a survey designed to gather information regarding student perceptions of their habits and abilities as they started the semester. After collecting data for several semesters, we invite you to come and find out what students think of their own work habits and skill sets.

Session 2.6 (Room E-303)

J. Ryker Hughes, Business, Computing, and Applied Technology, Harford Community College.

rhughes@harford.edu

Co-Presenter: **Tina Zimmerman**, Harford CC, Tzimmerm@harford.edu

Developing an International Partnership with External Funding

Harford Community College (HCC) established a partnership with Moscow Medical College #1 (MMC) in 1996 that continues to this day. This presentation will detail how the Nursing and Business Divisions of HCC joined together to form an international partnership through external funding. Information will be presented on the process of obtaining two grants that provided world-class work force development to Russian nurses, as well as professional development to the entire HCC Nursing Faculty.

Session 2.7 (Room E-308)

Raza Khan, Sciences, Carroll Community College, rkhan@carrollcc.edu

Co-Presenters: **Nanci Barker**, Mathematics, nbarker@carrollcc.edu; **Maria Burness**, Mathematics, mburness@carrollcc.edu; **Susan Sies**, Education, ssies@carrollcc.edu

Partnering Mathematics, Science and Education College Students with Public Schools

On- and off-campus partnerships promote active learning and provide curricular connections for mathematics, chemistry, and education students at Carroll Community College. Faculty and students will discuss how this one-day hands-on mathematics workshop for seventh grade students at Shiloh Middle School, Hampstead, Maryland, not only promotes the value of impacting others through education but an enthusiasm for mathematics and sciences both for middle school and college students.

Session 2.8 (Room E-309)

James Stemmler, Chemistry, Hagerstown Community College, jstemmler@comcast.net

Tactics for Teaching Chemistry

Some tactics work for me when teaching chemistry. One deals with mathematics deficiencies. Two others are ways to engineer learning moments (associated with testing and lab reports). Another (more strategy than tactics) uses a student's top priority (i.e., grades) to make learning happen. And some fun stuff encourages science literacy and a sense of wonder.

Session 2.9 (Room J-228)

Jeanine Williams, Developmental Reading, Community College of Baltimore County, jwilliams4@ccbcmd.edu

Multiliteracies: Globalizing Post-secondary Literacy Instruction

The notion of *multiliteracies* moves beyond literacy as simply decoding and encoding printed texts and encompasses the growing number of “text forms” (such as video, audio and electronic texts) that are inherent in increased globalization. This presentation will discuss the implications of multiliteracies for developmental readers along with practical starting points for incorporating multiliteracies in the developmental reading classroom.

Session 2.10 (Room B-215)

Diane L.M. Wittig, Transitional Studies and Academic Services, Carroll Community College, dewittig@carrollcc.edu

Learning is in the Process, Not the Product, or Assisting Students in Becoming Mature Learners Without Sacrificing Course Content

Are you frustrated by your students being tardy to class, having disorganized papers for handouts and notes, not reading their text books in a timely manner, taking few notes during lecture, failing to successfully prepare for tests, and demonstrating minimal knowledge on achievement tests? Learn some informal instructional tweaking tips that will support your students in becoming efficient and effective learners and will minimize your disappointment and frustration throughout the semester.

Session 2.11 (Room J326/J328)

Teresa McCullough, Mathematics, Montgomery College, teresa.mccullough@montgomerycollege.edu

The Art of Designing Worksheets

Classroom worksheets serve a different purpose than assessments or homework. Designing worksheets for mathematics, whose sole purpose is to teach, requires a different perspective. This talk discusses some of the different types of worksheets and makes suggestions for strategies to design them.

PowerPoint–Poster–Website Displays
Thursday, January 6, 2011
11:40 a.m. – 12:50 p.m.

The following poster sessions are scheduled together in the upper lobby of the Student Center (Building B), adjacent to the Conference Registration Desk. 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 2 (Thursday) from 11:40 a.m. – 12:50 p.m., and Session 6 (Friday) from 11:40 a.m. – 12:50 p.m.

Session 2A: POSTER SESSION (Building B - upper lobby)

Arneshuia Bilal, Nursing, Prince George's Community College, abilal@pgcc.edu

Co-Presenters: **Vivian Kuawogai**, Nursing, ykuawogai@pgcc.edu; **Cheryl Dover**, Nursing, cdover@pgcc.edu

Bridging the Gap: Engaging Faculty in the Use of High-Fidelity Human Simulation

Integration of simulation in the Nursing Department at Prince George's Community College is an innovation leading to a transformation for faculty and students. Bridging the gap between theory and practice to enhance faculty confidence and skills using high-fidelity human simulation is our short-term goal. Faculty members are highly qualified to teach in our rigorous curriculum and have used some form of simulation in both the skills lab and in clinical simulation. The use of simulation and learning-centered teaching approaches to instructional methods will bridge the gap in faculty-student relationships, thus providing opportunities for diverse learning experiences.

Session 2B: POSTER SESSION (Building B - upper lobby)

Lynn Derickson, Nursing, Wor-Wic Community College, lderickson@worwic.edu

Co-Presenters: **Lucille Rudnick**, Nursing, Wor-Wic CC, lrudnick@worwic.edu

From the Cradle to the Grave: Cultural Considerations in Healthcare

The poster display identifies the benefits of cultural research and learning in the associate degree nursing educational program at Wor-Wic Community College.

Session 2C: POSTER SESSION (Building B - upper lobby)

Cheryl Dover, Nursing, Prince George's Community College, 301 Largo Road, cdover@pgcc.edu

Co-Presenters: **Jennifer Underwood**, Nursing, Underwjm@pgcc.edu; **Michele Dickson**, Nursing, Dicksoma@pgcc.edu; **Linda Cook**, Nursing, Lcook@pgcc.edu

From Face-to-Face to Hybrid: Challenges of Nursing Faculty

To better meet the changing educational needs of contemporary nursing students, Prince George's Community College intends to convert its nursing courses to hybrid. This will aid many students that need flexibility in their course scheduling. The conversion process started in the summer of 2010 with three hybrid classes being offered in spring 2011. Challenges of converting face-to-face class to hybrid have been numerous. Faculty resistance to hybrid class format, insecurity with technology and finding appropriate multi-media experiences at the academic rigors of nursing school are some of these challenges. However, in plunging into the conversion process, faculty have found renewed energy in presenting course content.

Session 2D: POSTER SESSION (Building B - upper lobby)

Nelda McCray, Sociology, CCBC, nnix@ccbcmd.edu

Using the "Sociological Imagination" In Our Global Society

This PowerPoint poster session presents a number of unique and creative opportunities to apply the "Sociological Imagination," as defined by C. Wright Mills in 1959, to global social issues today. Students will be empowered to make the deeper sociological connections beyond their immediate social realms to understand issues on the broader global social scale. Although this session draws from the discipline of sociology, it has a practical interdisciplinary appeal that will be useful to many instructors.

Session 2E: POSTER SESSION (Building B - upper lobby)

Greg Milsom, Behavioral and Social Sciences, Hagerstown Community College

glmilsom@hagerstowncc.edu

United States Media Influences on International Students

Today, there is no place that is not influenced by media. Exposure to various forms of media shapes our behaviors and attitudes. Through media we learn about society. Cultivation theory analyzes how media influences our view of the world. The greater our exposure to media, the more our views of the world will mirror the media worldview. We learn behaviors by observing behaviors in others. If certain social acts are rewarded they will be imitated.



Session 2F: POSTER SESSION (Building B - upper lobby)

Teresa Sawyer, Psychology, Carroll Community College, tsawyer@carrollcc.edu

Co-Presenter: **Shawntay Stocks**, Service Learning, sstocks@carrollcc.edu

Using Service Learning to Expand Students' Understanding of Poverty

Numerous curricular and co-curricular activities sponsored by Carroll Community College will be presented. Student reactions, attitude change, and learning and application of course topics in various disciplines will be included.

Session 2G: POSTER SESSION (Building B - upper lobby)

Greg Stiffler, Mathematics, Community College of Baltimore County-Essex, gstiffler@cCBCMD.edu

Online Projects That Engage Students of all Backgrounds

This poster session will highlight various projects used with online classes that appeal to a broad variety of students. These projects are designed to be collaborative and practical, appealing to students more immediate needs. Projects include budgeting, travel, and statistics.

**Lunch is in Building B, upper floor dining hall
Thursday, 1:00 – 1:45 p.m.**

During lunch, conference participants are invited to meet with teaching colleagues. Tables have been marked by academic disciplines.

**Day 1: Thursday, January 6, 2011
Sessions 3: 1:50 p.m. – 3:00 p.m.**

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 3.1: ... *Session cancelled* ...

Session 3.2 (Room A-202)

Clover Baker-Brown, Communication, Prince Georges Community College

bakercm@pgcc.edu

An Analysis of the Governance Practices in the Jamaican Community College System: Faculty Perspectives

This cross-cultural case study examines the attitudes that faculty in the Jamaican Community College System hold towards shared governance in their institutions. Bingham (2000) noted that although U.S. faculty members are insisting on becoming more involved in the shared governance process, it still remains a complex experience in Jamaica, where the issue is somewhat different. Holding & Burke (2005) noted that the issue of governance is simpler in community colleges in Jamaica and faculty are less involved in the process. However, because there are faculty members who want to play an active role in the process, their lack of involvement may also lead to them being less satisfied at their institutions, and that affects the attitudes that they hold towards shared governance.

Session 3.3 (Room A-203)

Robin Bauer, Spanish, Howard Community College, rbauer@howardcc.edu

Where Have You Been and Where Are You Going? Bringing Your International Experiences and Contacts into the Classroom

Traveling abroad and connecting with people in other countries influence us personally. How can faculty members share these experiences with our students and create meaningful connections for them to the places and people we know? In this session, the presenter will share some of her experiences abroad, the tools and ideas used to bring these experiences and people to the classroom, as well as the challenges and lessons learned from these ideas. The presentation will include the use of *Skype*, an indirect service learning project, and an alternative winter break trip for students, followed by a discussion for participants to share ideas.

Session 3.4 (Room A-303)

Tom Clemens, American History, Hagerstown Community College, tgclmens@hagerstowncc.edu

General Ezra Carman's Manuscript - Editing Antietam's Historian

After nearly 150 years, the battle of Antietam, near Sharpsburg Maryland and fought on September 17, 1862, remains the bloodiest single-day battle in American history. The creation of Antietam National Battlefield in 1890 necessitated a study of the events that transpired during this campaign and thus a veteran of the battle, Ezra Carman, was hired to conduct a study of the of it in 1894. His 1,800 page manuscript remains the best source for what happened on this crucial and memorable day in American history, but it offers several unique challenges to those who wish to use it. The editing process provides a fascinating glimpse of the world of historical research, or more accurately, becoming a historical detective.

Session 3.5 (Room E-215)

Anne Davis, Biology, Carroll Community College, adavis@carrollcc.edu

Taming the Content Monster -- Letting Go Without Losing Learning

When our syllabus is packed with content objectives, how do we make room for helping students develop the necessary skills for success as life learners? A seasoned science teacher will share creative ways you can weave learning skills and general education competencies into your curriculum without sacrificing needed time for content instruction.

Session 3.6 (Room E-216)

Jaelyn Finkel, TEACH/Education, Anne Arundel Community College, jdfinkel@aacc.edu

Got Engagement? A Goodie Bag of Pedagogical Strategies for Multicultural Education

This presentation will be comprised of strategies for educators to use in the classroom with consideration of diverse learners (learning styles, multiple intelligences and cultural differences) in the classroom. This

hands-on presentation will actively engage all participants, who will leave with a *goodie bag* filled with ideas on pedagogy to use in a diverse classroom...or any classroom, for that matter.

Session 3.7 (Room E-303)

Steven Henick, Institute for the Future, Anne Arundel Community College, sthenick@aacc.edu

Globalization and its Future

Anne Arundel Community College has been offering a one semester course entitled *Globalization and its Future* since 2008. The course deals with the forces that drive globalization and its impact from an economic, political, ideological, and cultural perspective. This presentation will discuss learning objectives, learning outcomes, lessons learned, and the classroom techniques that are currently being used to educate students on the basics of global interaction and to stimulate critical thinking and active discourse. The presentation will also draw from the AACC experience to provide ideas on how to build global thinking into many types of courses.

Session 3.8 (Room E-308)

Sharyn Neuwirth, ESL Reading, Instructional Design, Montgomery College,

sharyn.neuwirth@montgomerycollege.edu

Viewing Your Courses in a Global Context

Many of us struggle to find the global aspects of our courses, viewing our discipline as inherently universal, purely theoretical, or culturally-specific. In this session, we will work through a range of activities to explore international aspects of your discipline. These activities will provide an opportunity to identify the student competencies, international perspectives, and global issues related to the courses you teach.

Session 3.9 (Room E-309)

Michael Parsons, Behavioral Science/Education, Hagerstown Community College,

mhparsons@hagerstowncc.edu

Co-presenters: **Robin Spaid**, Sociology/Education, Morgan State University, robin.spaid@morgan.edu;

and **R. Lee Viar IV**, Capella University; general1865@myactv.net

Global Culture: Hegemony or Plurality

The "hot, flat and crowded world," as author and *N.Y. Times* columnist Thomas L. Friedman calls it, demands a new perspective. Will it be one of nation- state domination or international cooperation? Attend the presentation and receive business, educational, and sociological insights.

Session 3.10 (Room J-326/J-328)

Donna Sperry, Mathematics, College of Southern Maryland, DonnaS@csmd.edu

Maryland Mathematical Association of Two-Year Colleges (MMATYC) Annual Business Meeting

This extended session (Thursday, 1:50-4:20 p.m.) is set aside for the annual business meeting of the Maryland Mathematics Association of Two-Year Colleges (MMATYC). All mathematics faculty members are invited to attend, especially those who are interested in becoming members of the organization. *This meeting will continue into session 4, in the same room.*

Session 3.11 (Room J-200)

Anthony Valente, Industrial and Alternative Energy Technology, Hagerstown Community College, arvalente@hagerstowncc.edu

Alternative Energy Programs for the Community College

Have you been ask to develop a "Green or Energy" program for your community? Where do you start? How do we sort out all the information that is flooding our televisions and email in-boxes? This presentation addresses this issue and opens up dialogue between colleagues to share thoughts and ideas.

Session 3.12 (Room J-203)

Nancy Thorpe, Chemistry, Hagerstown Community College, nmthorpe@hagerstowncc.edu

The Green Chemistry Blues Support Group

Do you feel alone, wondering how to find good, reliable information and laboratories regarding Green Chemistry? Or, do you feel overwhelmed at the amount of information out there and not know how to make sense of it all? During this session I will introduce you to several online databases so you can explore the information available to use, as well as become a member of a rapidly growing international network of Green Chemistry educators. These databases will help you find information to use in your classrooms and laboratories, learn about successes and ways to overcome problems, learn how to share your own materials, and connect with new colleagues. You never need to feel alone again. Go from being blue to green.

Day 1: Thursday, January 6, 2011

Sessions 4: 3:10 p.m. – 4:20 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

Session 4.1 (Room A-203)

Jean Wible, Massage Therapy, Community College of Baltimore County, jwible@ccbcmd.edu

Diversity of Touch

Touch is vital to human life and is also an important means of communication. There is a great deal of diversity in how touch is perceived and received throughout cultures, races, religions and even throughout lifespan. Come and learn about touch as communication, the physiologic and psychological aspects of touch, and how to understand it in today's diverse student populations.

Session 4.2 (Room J-203)

Rob Frank, English, Harford Community College, rfrank@harford.edu

Using the Free Program, CamStudio, to Create HD-Quality YouTube Videos

This presentation will feature a live demonstration of how to download, set up, and use the free CamStudio software. Recommended settings will be covered, and sample videos will be aired (see <http://YouTube.com/RobJohnFrank> for the samples, including CamStudio instructions). The final result is an HD-quality (720p) .avi video that can be directly uploaded to YouTube. It's great for creating online course tours and adding voice-overs to PowerPoint presentations.

Session 4.3 (Room J-200)

Rhonda Fulton, Communications, Frederick Community College,
rhfulton@frederick.edu

Co-Presenter: **Rich Fulton**, Communications Frederick Community College, rfulton@frederick.edu

Effective Online Discussion Forums

This session is intended for faculty currently teaching online courses. It will include discussion of key elements for structure and assessment of effective online discussion forums. Examples from various disciplines will be shared. Attendees will also have the opportunity to participate in a structured activity and “sharing” time. *Session is limited to 25 participants.*

Session 4.4 (Room A-202)*Session cancelled*....

Session 4.5 (Room A-303)

Devika Koppikar, Communications/Writing, College of Southern Maryland, dkoppikar@csmd.edu

Overcoming Stereotypes: "Diplomacy" and Intercultural Communication Between Students and Faculty

Do you have students who come from another country/culture? Are you from another culture and have challenges with students who have misconceptions about your background? In the alternative, have you ever mistakenly thought a student was from another culture, when in fact, he/she is a native of the region you teach in? In our increasing global society, we often encounter misconceptions about others. In this informative seminar, learn strategies for facing, overcoming, and successfully communicating across cultures...and limiting unintended stereotyping.

Session 4.6 (Room E-215)

Chris Mahoney, English/ESL, Anne Arundel Community College, cmmahoney@aacc.edu

Co-Presenters: **Julie Strongson-Aldape**, English/ESL, jstrongson@aacc.edu; **Catherine Waterman**, ESL, cmwaterman@aacc.edu

"Plagiarism in the ESL Classroom: Help? Or Help!!!"

Do your students argue that they only had a little "help" from their American spouses or friends? Are you frustrated by the increasing number of plagiarized papers being submitted? Proving academic dishonesty can be difficult and the potential sanctions scary to both parties. Come hear about strategies and resources utilized by AACC instructors to help students avoid plagiarism. Then, please share yours.

Session 4.7 (Room E-216)

Kathleen P. Lauber, Biology, College of Southern Maryland, kathleen@csmd.edu

Helping Students Take Responsibility for Their Learning

Are you tired of jumping through hoops for your students? Come to this workshop and gain new ideas and techniques to help you guide students to take more responsibility for their learning.

Session 4.8 (Room E-303)

Wendy Rappazzo, Biology STEM, Harford Community College, WRappazzo@Harford.edu

Co-Presenter: **Laurie Host**, Biology, STEM, Harford Community College, lhost@harford.edu

Using a Standardized Exam to Assess Student Readiness for A&P

This presentation will provide an overview of the current prerequisite Anatomy and Physiology course (BIO 099) and standardized examination developed by the presenters. This exam is used as an option for students to test out of the transitional pre-requisite class for BIO 203 Anatomy & Physiology at Harford Community College. In the future, the examination is planned for use as a diagnostic tool for students

entering BIO 203. The presenters will lead a discussion to include a summary of the history of the course, the examination, and its future direction. Participant feedback is encouraged.

Session 4.9 (Room E-308)

Sadi Sahbazian, ESL/English, Montgomery College, sadi.sahbazian@montgomerycollege.edu

Assisting Generation 1.5 Students in College Writing

Generation 1.5 students share characteristics of both first- and second-generation immigrants. The presenter will provide a brief overview of current research on Generation 1.5 students in college composition. In addition, she will report the information she gathered from her Generation 1.5 students, through surveys and one-on-one conferences, regarding the difficulties they face in college writing classes. Finally, she will present possible pedagogical implications that would assist students to strengthen their academic writing.

Session 4.10 (Room J-100)

Richard J. Siciliano, English, College of Southern Maryland, richs@csmd.edu; **Ken Kerr**, English, Frederick Community College.

Is Anyone in Annapolis Listening to Us? The Faculty Advisory Council of Maryland's Higher Education Commission and What it's Doing for Faculty

This presentation will show how the Faculty Advisory Council of the Maryland Higher Education Commission (MHEC) attempts to be the voice for faculty members at the state level. The FAC consists of elected faculty representatives from all segments of Maryland higher education: community colleges, 4-year public and private colleges, universities, and career schools. This year's FAC co-chairman and the representative for the non-metropolitan community colleges (including Allegany, Carroll, Cecil, Chesapeake, College of Southern Maryland, Frederick, Garrett, Hagerstown, Harford, and Wor-Wic Community College) will review how the FAC contributed to the update of the 2009 State Plan for Higher Education, and will give an overview of some of the resources that FAC has been providing for faculty and policy makers, including online directories of faculty senate/college senate officers, faculty development centers, and online resources on such issues as intellectual property policies, the Maryland's textbook law, and tenure policies at Maryland higher education institutions.

Session 4.11 (Room P-124)

Raymond Wang, Information Literacy Education, Community College of Baltimore County, rwang@ccbcmd.edu

Pedagogy in Information Literacy Education: A Professional Development Seminar at Shenzhen Polytechnic Library

This presentation was originally prepared as a professional development seminar for instruction librarians on five pedagogy theories and their applications in the context of library instruction program at the Shenzhen Polytechnic Library, a vocational college in Southern China.

Day 2: Friday, January 7, 2011

Sessions 5: 9:00 a.m. - 10:10 a.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 5.1 (Room J-233)

Bob Brown, Mathematics, Community College of Baltimore County, RBrown2@ccbcmd.edu

Double Helix of Algebra

Examine two courses--Introductory Algebra and Intermediate Algebra--intertwined as one mathematical organism. *Watson the syllabus, crickzes, and exams* (sic)? What were the challenges in weaving together the two courses' topics, setting the grading policy, and administrating the course? Is such an arrangement the DNA of success? We'll look back on three semesters' (and five sections') worth of experiences.

Session 5.2 (Room J-200)

Christine De Stefano, Biology, Community College of Baltimore County,

cdestefano@ccbcmd.edu

Co-Presenters: **Laura Cucci**, lcucci@ccbcmd.edu; **Gwen Gilinger**, ggilinger@ccbcmd.edu; **Jan Moure**, jmoure@ccbcmd.edu

Interactive PowerPoint Presentations in Biology

Learn how to actively engage students using clicker technology. This participatory workshop will focus on ways to use clickers in the biology classroom. The session will demonstrate ways to gauge student comprehension and how to use clickers with case studies. If time permits, participants will learn basic software skills.

Session 5.3 (Room J-129)

Michael Ehrlinger, Computer-Aided Design, Community College of Baltimore County-Catonsville,

mehrlinger@ccbcmd.edu

Shared Governance in the Community College

What are the best practices of shared governance? Can shared governance be cultivated? How does trust theory relate to shared governance? Shared governance has a historical and international place in higher education that is needed in community colleges.

Session 5.4 (Room E-303)

Jonathan Grimes, Psychology, Community College of Baltimore County, jgrimes@ccbcmd.edu

Co-Presenters: **Brooke Bognanni**, English, CCBC

International Students in an English-Psychology Learning Community: A Case Study Approach

Learning Communities have been recognized as a powerful way to aid student performance and retention. Do students from other cultures experience the same kind of connection and success? Come to hear a presentation about the skills and struggles of the multicultural students we've had in the last few semesters.

Session 5.5 (Room J-206)

Thomas Hsu, Mathematics, Community College of Baltimore County, thsu@ccbcmd.edu

Should We Customize Lessons to Address Different Learning Styles?

The notion of learning styles receives a great deal of attention from educators at community colleges today. Does the evidence support learning style tailored instruction? This presentation will answer the question posed in the title.

Session 5.6 (Room J-228)

Jennifer Kilbourne, Biology, Community College of Baltimore County, jkilbourne@ccbcmd.edu

Co-Presenter: **Laurie Montgomery**, Biology, CCBC, lmontgomery@ccbcmd.edu

Use of Tegrity Lectures in Online Courses-Pros and Cons

Participants will learn how to integrate *Tegrity* lectures, an online presentation tool, into online courses. In addition, the presenters will examine the benefits and concerns associated with these powerful presentations from a student perspective.

Session 5.7 (Room J-207)

Dell Hagan Rhodes, Student Life, Community College of Baltimore County, drhodes@ccbcmd.edu

Co-presenter: **Toni Aho**, Leadership and Civic Engagement, CCBC, taho@ccbcmd.edu

A Global Context for Maryland Students

Graduating students are now expected to have international experiences to make them more marketable as transfer students and potential employees. Service Alternative Break trips provide the perfect vehicle for students to apply classroom learning in an international setting. CCBC's Alternative Break program complements curriculum content by providing global context. Participants will hear details of the planning process, how students respond to the experiences, and how faculty can partner with Student Life to implement these programs.

Session 5.8 (Room J-208)

Morgan Slusher, Social Sciences/Psychology, Community College of Baltimore County,
mslusher@ccbcmd.edu

Calling Interference: Recognizing Proactive Interference as a Challenge in Teaching and Learning

Sometimes information learned earlier disrupts the recall of information learned more recently, a process known as proactive interference. This presentation will introduce this concept and explore situations where such interference presents a challenge in the classroom. Learning new terms in psychology will be used as an example, but participants in this session will be invited to consider potential examples in their own disciplines as well. Discussion will also consider whether international students may be particularly burdened by this interference, given their varied backgrounds in language and culture.

Session 5.9 (Room J-209)

Andrea Thompson, English as a Second Language, Howard Community College,
athompson@howardcc.edu

Not Lost in Translation-ESL Students and US Workplace Skills

This presentation will bring forth a teaching method that has successfully armed ESL students from various levels with up to date and technology specific workplace skills. The outcome of this presentation is to get teachers to begin thinking of the layers of verbal and non-verbal communication that exists in our workplaces and the level of translation of that information we bring to our students, whether they be ESL or not.

Session 5.10 (Room E-203)

Bill Watson, Music, Performing Arts, Community College of Baltimore County,
wwatson@ccbcmd.edu

The Global Phenomenon of Music

Expose yourself to some unique sounds in this brief overview of traditional musics from around the world.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.



Day 2 Keynote Address: Friday, January 7, 2011

10:20 a.m. – 11:30 a.m. College Theater, College Community Center, Building B, lower level

Dr. Marilyn B. Pugh is the former director of the Center for Academic Resource Development, and professor of Economics (retired) at Prince George's Community College in Largo, MD.

After her tenure as Professor of Economics at Prince George's Community College since 1976, Marilyn took on the challenge in 2000 of becoming that college's first Director of the Center for Academic Resource Development, a position she held until her retirement from PGCC in 2007. As the Center director, and even before as an Economics professor, Marilyn was involved with writing and managing international study and development grants, including a Fulbright-Hays Group Projects Abroad grant that sent 14 Maryland Community College faculty members to the People's Republic of China for five weeks of travel and study in the summer of 1993. Following that project, in 1997, Marilyn wrote and managed a similar Fulbright-Hays Group Project to Poland, where a team of 14 Maryland Community

College faculty members spent four weeks traveling and studying, contributing to a three-phased study project that resulted in the creation, development, and implementation of course modules in several academic disciplines.

Working extensively with the United States Agency for International Development (USAID) and the American Association of Community Colleges' Association Liaison Office (ALO), Marilyn wrote the proposal and managed a grant entitled "Building International Workforce Development Partnerships." This project included such network partners as the College of Southern Maryland, Garrett Community College, Africare, and PBS television, and helped to provide distance education training, a Computer Literacy telecredit course, and an Internet Literacy web-based course to South Africa's Vista University. As a follow up to this project, Marilyn managed a grant that created an online History of South Africa course developed by professors of history and computer science at Vista University, South Africa. This online course was offered through Maryland Online to undergraduate students at several Maryland community colleges in the fall semester of 2001.

During 2002-2005, Marilyn developed and served as the project director for the Leadership Institute for South African Secondary Education, funded by South Africa AID mission. This three-year project was aimed at addressing problems of capacity and quality in the Further Education and Training (FET) sector in South Africa. Prince George's Community College was awarded the project by USAID/SA to provide short-term training opportunities for 176 South African teachers, school administrators, and officials of the South African Department of Education. Participants traveled to the United States each of the three years for 10 weeks of training that focused on teaching skills and strategies, advanced curriculum development methods, educational management skills, and materials development, as they were being applied in U.S. public schools and community colleges. The visiting teachers took part in job-shadowing, on-the-job training, student-teaching, and also participated in institutes and workshops. Each cycle of the project ended with a one-week Leadership Institute with partner institutions, including Garrett Community College, the College of Southern Maryland, Capital College, University of Maryland Center of Teaching Excellence, Maryland State Department of Education, and the boards of education of Prince George's, Charles, Anne Arundel, Garrett counties, along with Montgomery Blair High School, DeMatha High School, Prince George's County Workforce Services Corporation, and WorldWise, Inc.

Marilyn, who is now retired in the Northern Neck of Virginia, still consults and writes the occasional grant for local projects. In the interest of full disclosure, Marilyn was also the Assistant Coordinator of the Association of Faculty for the Advancement of Community College Teaching (AFACCT) from 1998-2007.

Day 2: Friday, January 7, 2011

Sessions 6: 11:40 a.m. - 12:50 p.m.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 6.1 (Room A-202)

Leslie Bowman, Communications and Writing, Walden University, leslie.bowman@yahoo.com

Effectively Preparing Students for Successful Online Learning

Why do students drop out of online classes? Often they are not prepared for the special challenges and the unfamiliar format of online learning. Contributing factors include writing, reading, text communication, work load, time management, and technology. Effective preparation for online learning experience can increase student success and retention in online courses.

Session 6.2 (Room A-203)

Vicki Cone, Distance Learning, Anne Arundel Community College, vdcone@aacc.edu

Preserving One's Sanity as an Embedded Librarian

Being involved in a number of online classes as a librarian who provides library instruction and assistance to students can be a bit overwhelming. Students need help to know what to look for, where to look for it, how to find it, how to choose appropriate resources, and how to cite it properly. This presentation will demonstrate some techniques to manage these pieces so that students are served promptly and effectively and the librarian does not lose her mind in the process. Participants will have an opportunity to interact by sharing their practices and asking questions throughout. Many of the suggestions will be useful for anyone teaching online.

Session 6.3 (Room E-303)

Madelyn Danner, Nursing, Harford Community College, mdanner@harford.edu

Developing Students as Global Citizens: Nursing Practicum Abroad

Our diverse society and open access to the world through internet and travel demand that our students be culturally aware. While discussing ethnic behaviors and beliefs in the class room is a start, cultural competency really develops with immersion. The *Nursing Practicum Abroad* program provides students the choice to experience nursing care as practiced in another country while living with a host family. Listen to the journey of development from one student's dream to the establishment of a viable program. Come away with ideas for doing the same in you discipline.

Session 6.4 (Room J-206)

Charles Dold, English & ESL, College of Southern Maryland, cdold@csmd.edu

Making Meaning When You Think You Can't Make Meaning: Teacher-Modeling of Top-Down Reading Skills

For many students, reading is a bottom-up process (text-centered, word-for-word). Good readers, on the other hand, regularly employ top-down reading skills like previewing texts and predicting based on prior knowledge. In this workshop, participants are introduced to a fun and interactive method to model top-down reading skills with an international twist. Through teacher-modeling, students can develop their own top-down reading skills.

Session 6.5 (Room J-207)

Kathleen Gandy, Business Studies/Accounting, Community College of Baltimore County, kgandy@ccbcmd.edu

Building Local Communities in a Global Environment: CCBC's Approach To International Service Learning

For the past ten years, the Community College of Baltimore County has been facilitating international service learning projects. Faculty, staff, and students have participated in a variety of immersion experiences and have had the opportunity to cultivate a myriad of cross-cultural skills. Come learn more about how CCBC has impacted local communities in Belize, Brazil, Costa Rica, and Japan.

Session 6.6 (Room J-208)

Barbara Johnson, Languages and Literature, College of Southern Maryland, barbaraj@csmd.edu

Co-Presenters: **Lynn Bryant**, Languages and Literature, College of Southern Maryland, LBryant1@csmd.edu

Visual Sensory Processing Deficit (VSPD) and Its Effects on Learners

Students who are sensitive to light may experience numerous learning problems, including poor comprehension, print movement, and physical discomfort. In this session, you will learn about a project conducted by College of Southern Maryland to identify students with these problems and to provide them with effective strategies to overcome these learning problems.

Session 6.7 (Room J-209)

Beverly Lang, Nursing, Howard Community College, blang@howardcc.edu

Co-Presenter: **Laura Sessions**, Nursing, HCC, lsessions@howardcc.edu

Globalization of Healthcare - Nurse Education and Healthcare in Ghana

Based on firsthand experiences while traveling to Ghana, the presenters will identify challenges faced by the healthcare system in Ghana and discuss nursing education in that country. We will discuss the unique

relationship HCC Nurse Education Program has with our "sister school," The Premier Nurses' Training College in Kumasi, Ghana, and our partnership with Community Colleges for International Development, Inc. (CCID).

Session 6.8 (Room J-233)

Julia Langley, Art History, Montgomery College, Rockville, julia_langley@verizon.net

From Bamiyan to Brooklyn: Visual Literacy as a Key to Cross Cultural Understanding

We teach our students to read, but do we teach them to see? How do signs and symbols define us? In an increasingly diverse and visual culture, students lack the skills to decode the images they are constantly bombarded with on the Internet, on television, at the movies, and on the street. Integrating the study of art into the college curriculum develops critical thinking skills, enhances the ability to understand cultural difference, and proves the philosophy that *to see is to know*.

Session 6.9 (Room J-234)

Denise Perdue, Student Support Services, University of Maryland Baltimore County, dperdue@umbc.edu

Services and Supports for International Students with Disabilities

International students with disabilities are coming to the United States in increasing numbers to study English and/or various disciplines. Deaf and hard-of-hearing international students also seek higher education opportunities outside their country but have the additional need to learn American Sign Language, use assistive technologies, and how to work with sign language interpreters. This presentation will focus on services and supports provided to international students with disabilities, with an emphasis on the deaf and hard-of-hearing student, and how DSS/SSS offices can work with service providers and instructors to make the learning process successful.

Session 6.10 (Room E-215)

Andrew Rusnak, English, Community College of Baltimore County, arusnak@ccbcmd.edu

Co-Presenter: **Jadi Keambiroiro**, English, Community College of Baltimore County.

JKeambiroiro@ccbcmd.edu

The Ideas They Carry: Challenging the Burden of Stereotypes in English Composition Students

How well do students know themselves, or others? Students often consciously claim that they do not hold stereotyped views of race, gender, sexual preference, ethnicity, or religion. Oftentimes, however, notions or ideas about others can be a deeper-seeded phenomenon, and students are unaware of the burden they carry. If these stereotype views exist at all, how can they be revealed and challenged in the English Composition classroom? And if and when they are exposed, how do preconceived notions of stereotypes rate when their significance is measured against personality or mood when students evaluate themselves or others? Do

these preconceptions present a “stereotype threat” and consequently weigh heavily and impact outcomes in the classroom? Or, do ethnicity, religion, race, gender, and sexual preference now take a back seat to mood and personality?

Session 6.11 (Room J-129) Originally scheduled for Thursday.

Charles Miron, Psychology, The Community College of Baltimore County, cmiron@ccbcmd.edu

Co-Presenters: **Josephine Lewis**, CCBC, jlewis4@ccbcmd.edu; **Jason Spiegelman** CCBC, jspiegelman@ccbcmd.edu; **Alisa Diop**, CCBC, Adiop@ccbcmd.edu; **Azar Etesampour-King**, CCBC, aking@ccbcmd.edu; **Jennifer Pemberton**, CCBC, jpemberton@ccbcmd.edu

“Best Practices” for Introductory Psychology – A Panel Presentation

Introductory Psychology is often plagued with high student failure and drop-out rates and low morale among students who stick it out. A panel of CCBC-Catonsville psychology faculty members will present several effective strategies they have implemented to address these issues. An open exchange of ideas to foster further improvement follows.

**PowerPoint–Poster–Website Displays
Friday, January 7, 2011
11:40 a.m. –12:50 p.m.**

The following displays are repeated from Session 2: Thursday, 11:40 a.m. –12:50 p.m.

Poster/Website Displays. The following are scheduled together in the upper lobby of the Student Center. 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 2 (Thursday), 11:40 a.m.-12:50 p.m., and Session 6 (Friday), 11:40 a.m.-12:50 p.m.

Session 6A/2A: POSTER SESSION

Arneshuia Bilal, Nursing, Prince George's Community College, abilal@pgcc.edu

Co-Presenters: **Vivian Kuawogai**, Nursing, vkuawogai@pgcc.edu; **Cheryl Dover**, Nursing, cdover@pgcc.edu

Bridging the Gap: Engaging Faculty in the use of High-Fidelity Human Simulation

Integration of simulation in the Nursing Department at Prince George's Community College is an innovation leading to a transformation for faculty and students. Bridging the gap between theory and practice to enhance faculty confidence and skills using high-fidelity human simulation is our short-term goal. Faculty members are highly qualified to teach in our rigorous curriculum and have used some form of simulation in both the skills lab and in clinical simulation. The use of simulation and learning-centered

teaching approaches to instructional methods will bridge the gap in faculty-student relationships, thus providing opportunities for diverse learning experiences.

Session 6B/2B: POSTER SESSION

Lynn Derickson, Nursing, Wor-Wic Community College, lderickson@worwic.edu

Co-Presenters: **Lucille Rudnick**, Nursing, Wor-Wic CC, lrudnick@worwic.edu

From the Cradle to the Grave: Cultural Considerations in Healthcare

The poster display identifies the benefits of cultural research and learning in the associate degree nursing educational program at Wor-Wic Community College.

Session 2C/6C: POSTER SESSION

Cheryl Dover, Nursing, Prince George's Community College, 301 Largo Road, cdover@pgcc.edu

Co-Presenters: **Jennifer Underwood**, Nursing, Underwjm@pgcc.edu; **Michele Dickson**, Nursing, Dicksoma@pgcc.edu; **Linda Cook**, Nursing, Lcook@pgcc.edu

From Face-to-Face to Hybrid: Challenges of Nursing Faculty

To better meet the changing educational needs of contemporary nursing students, Prince George's Community College intends to convert its nursing courses to hybrid. This will aid many students that need flexibility in their course scheduling. The conversion process started in the summer of 2010 with three hybrid classes being offered in spring 2011. Challenges of converting face-to-face class to hybrid have been numerous. Faculty resistance to hybrid class format, insecurity with technology and finding appropriate multi-media experiences at the academic rigors of nursing school are some of these challenges. However, in plunging into the conversion process, faculty have found renewed energy in presenting course content.

Session 6D/2D: POSTER SESSION

Nelda McCray, Sociology, CCBC, nnix@ccbcmd.edu

Using the "Sociological Imagination" In Our Global Society

This PowerPoint poster session presents a number of unique and creative opportunities to apply the "Sociological Imagination," as defined by C. Wright Mills in 1959, to global social issues today. Students will be empowered to make the deeper sociological connections beyond their immediate social realms to understand issues on the broader global social scale. Although this session draws from the discipline of sociology, it has a practical interdisciplinary appeal that will be useful to many instructors.

Session 6E/2E: POSTER SESSION

Greg Milsom, Behavioral and Social Sciences, Hagerstown Community College

gmilsom@hagerstowncc.edu

United States Media Influences on International Students

Today, there is no place that is not influenced by mass media. Exposure to various forms of media shapes our behaviors and attitudes. Media influences how we learn about society. Cultivation theory analyzes how media influences how we view the world. The greater our exposure to media, the more we are influenced by the media worldview. We learn behaviors by observing behaviors in others. If certain social acts are rewarded they will be imitated.

**POSTER SESSION 6E/2E
IS CANCELLED**

Session 2F/6F: POSTER SESSION

Teresa Sawyer, Psychology, Carroll Community College, tsawyer@carrollcc.edu

Co-Presenter: **Shawntay Stocks**, Service Learning, sstocks@carrollcc.edu

Using Service Learning to Expand Students' Understanding of Poverty

Numerous curricular and co-curricular activities sponsored by Carroll Community College will be presented. Student reactions, attitude change, and learning and application of course topics in various disciplines will be included.

Session 6G/2G: POSTER SESSION

Greg Stiffler, Mathematics, Community College of Baltimore County-Essex, gstiffler@ccebcmd.edu

Online Projects That Engage Students of all Backgrounds

This poster session will highlight various projects used with online classes that appeal to a broad variety of students. These projects are designed to be collaborative and practical, appealing to students more immediate needs. Projects include budgeting, travel, and statistics.

**Friday, 1:00 – 1:45 p.m.
Lunch is in Building B, upper level**

During lunch, a meeting of the Developmental Education Association of Maryland (DEAM) Executive Board and Campus Liaisons will be held in Room 213/B-214 (adjacent to the cafeteria/dining hall)

**THE DEAM MEETING IS
CANCELLED**

All DEAM Campus Liaisons and Executive Board members to have lunch and discuss matters of interest to those involved with developmental education in Maryland.

Contact: Janice McCue, Mathematics, College of Southern Maryland, janicemc@csmc.edu

**Day 2: January 7, 2011
Sessions 7: 1:50 – 3:00 p.m.**

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and/or the room schedule posted on each presentation room door.

Session 7.1 (Room E-303)

Neil Dhingra, History, Carroll Community College, ndhingra@carrollcc.edu;

Co-presenter: **W. David Fell**, Carroll Community College, Department of English
wfell@carrollcc.edu

Creating Short-Term International Travel Study at the Community College

This presentation will discuss both the desirability and feasibility of short-term international travel study. We will cover the practicalities of selecting a trip, controlling costs, advertising, registering participants, and managing risk. We will also discuss the three-credit, transferable courses that we offer in synergy with the trip. Finally, we will highlight the differences between an academic travel study trip and mere tourism. In each instance, we will provide examples from our own experiences.

Session 7.2 (Room B-215)

Keith Hight, Theatre, College of Southern Maryland, hhight@csmd.edu

Can We Agree on a Curriculum?

This panel discussion will examine the classes students majoring in theater need to take in order to transfer to four-year colleges and universities so the transition toward a bachelor's degree program is easier and practical. The panel members are to be announced.

Session 7.3 (Room J-206)

Mary Beth Klinger, Business and Management, College of Southern Maryland, marybethk@csmd.edu

Using International Business Simulations to Enhance Global Knowledge

Using simulations in the classroom can capture real-world situations and are an effective way for students to learn successful negotiation skills for today's global economy. Enhance your business and management classes with real-world international simulations that present fictional, but fact-based scenarios on American firms negotiating international expansion efforts with international partners. Active learning occurs as students role-play American and international business people and negotiators based on specific biographical and behavioral information provided to them. They then act within corporate and character guidelines and cultural constraints while working towards specific business objectives.

Session 7.4 (Room J-207)

Sally McClean, English, Montgomery College, Sally.McClean@montgomerycollege.edu

Understanding Real Peace and Justice Through Books and Film

Would you like to hear about a teaching technique that changes the lives of your students? This presentation begins with a discussion of teaching college English through the eyes of an immigrant based on *Breaking Through*, by Francisco Jimenez, the memoir of a Mexican immigrant (illegal) and how he became ESL chair at Santa Clara University. Also discussed will be the short stories and film by Native

American Sherman Alexie. Finally, the presentation will focus on teaching peace and justice through two non-fiction paperbacks: Coleman McCarthy's *I'd Rather Teach Peace* and Russell Freedman's *Immigrant Kids*.

Session 7.5 (Room J-208)

Joseph Nwoye, Education, Montgomery College, Joseph.nwoye@montgomerycollege.edu

Cross Cultural Communication Competencies and the Implications in our Global Professional Work

In our increasingly shrinking world, the need for cross cultural communication competencies has never been greater, especially for one who works in a diverse environment. During a round-table discussion, faculty members who are part of Montgomery College's *Cultural Responsive Faculty Fellows* will discuss MC's "Cross Cultural Communication Competencies." Implications for teaching, learning, and living a successful life in the 21st Century will be explored.

Session 7.6 (Room J-209)

John Sagi, Business, eCommerce, Management, Anne Arundel Community College, jsagi@aacc.edu

Fulbright Scholar Awards: A World of Opportunities for Faculty and Professionals

A Fulbright Scholar to Russia in 2004, the presenter will discuss his Fulbright experience and how it has contributed to his academic career in the field of business. The presentation will include pictures of his grant experience, as well as examples of the institutional impact the Fulbright Scholar Program has had on his campus.

Session 7.7 (Room J-233)

Donna Tupper, Mathematics, Community College of Baltimore County-Essex, dtupper@ccbcmd.edu

Co-Presenters: **Andrew Beiderman**, Mathematics; **Pete Surgent**, Mathematics

Meeting Student's Needs with Multimedia

Students always want to see more examples worked out in class. However, in any classroom, time is limited. At the Community College of Baltimore County, faculty created online demonstrations students can view outside of the classroom. This presentation will demonstrate videos created with a USB tablet and the *Tegrity* software (and how easy it was to create them), videos recorded and posted on YouTube, and an online Flash tutorial.

Session 7.8 (Room J-234)

Brian Weber, English, Anne Arundel Community College, Bmweber2000@Yahoo.Com

Online Teaching 101: Transitioning from On-Campus to Online

Are you thinking about teaching an online course? Are you new to online teaching this semester? This presentation will offer novice online instructors some tips, strategies, and ideas for developing quality online courses and transitioning from the on-campus classroom to the Internet classroom.

Session 7.9 (Room A-203)

Dennis C. McCornac, Economics, Anne Arundel Community College, www.dcmccornac.com

Asian and Asian American Student Views of Diversity: Diversity within Diversity

Diversity is one of those words, like *community* and *multicultural*, that is often used in vision statements and core values of institutions. Everyone wants to reflect *diversity*, but what exactly does it mean? One particular racial group which is often lumped together is that classified as Asian – although there is much diversity within this group. The purpose of this paper is to present the results of both discussions and personal contacts with students and faculty, all of whom would be classified as Asian. Particular focus will be paid to how these individuals perceive themselves to be distinct Asian ethnicities and how instructors can make an effort to be sensitive to their ethnicity. As will be shown the majority of these individuals support the hypothesis that racial classification is an imprecise indicator of “diversity” and the various stereotypes attributed to this group is detrimental to the learning.

For last-minute cancellations and room changes, check the bulletin board at the Registration Desk and the room schedules posted on each presentation room door.

AFACCT 2011 Conference Donors

On behalf of community college faculty members throughout Maryland, the AFACCT Board of Representatives thanks the following theaters, publishers, businesses, and community colleges for their generous donations to the 2011 AFACCT Conference Giveaway...

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. If you wish to review any Prentice Hall products, please go to www.prenhall.com

McGraw Hill Higher Education, 1121 Avenue of the Americas, New York, NY 10020.

Donation: Partial sponsorship of AFACCT's breakfast and various book donations. 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.

Baltimore/Washington, D.C. Theaters:

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 2011 season production of Shakespeare's *Comedy of Errors*, directed by Aaron Posner. *January 26 – March 6, 2011*. The war is over, Agamemnon and Clytemnestra murdered, the palace surrounded, and Orestes and Electra await the judgment of the citizens and the gods. 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 Shakespeare, in a 250-seat Elizabethan theatre, a replica of the inn-yard theatres popular in Shakespeare's time. For more information and savings on Folger productions, contact www.folger.edu/theatre, enter code TH021010.

REP Stage, Howard Community College Theatre, Columbia, MD. **Donation:** Tickets toward a 2011 production.

Woolly Mammoth Theatre Company, 641 D Street, NW, Washington, DC 20004. Box Office: 202-393-3939. **Donation:** Two tickets (excluding Saturdays) to any single Mainstage performance at the Woolly Mammoth Theatre Company production *Oedipus el Rey* during the 2011 season. In its 31st season, the Theatre's mission is to ignite an explosive engagement

between theatre artists and the community by developing, producing, and promoting new plays. Tickets can be purchased via website: www.woollymammoth.net

Theatre Project, 45 West Preston St., Baltimore, MD 21201, Box Office: 410-752-8558, 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 our presentations, we 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 **Donation:** two tickets to any preview performance of Harold's Pinter's *The Homecoming* or *Snow Falling on Cedars* during the 2011 season.

Shakespeare Theatre Company, 610 F Street, NW, Washington DC 20004. For the best in Shakespearean experience. **Donation:** Two tickets to a 2010-2011 season production. Performances include *Cymbeline*, *An Ideal Husband*, *Old Times*, and *The Merchant of Venice*.

Restaurants and Museums:

Giovanni's Restaurant, 2101 Pulaski Highway, Edgewood, MD: **Donation:** Dinner Gift Certificate for great Italian meals.

Tidewater GRILLE, 300 Franklin St., Havre De Grace, MD 210178, **Donation:** Gift certificate for \$25. Spectacular waterfront setting, with cozy bar and fireplace. Fresh seafood, steaks, and local fare. Serving breakfast, lunch, dinner, and brunch. Live entertainment too. Open year round. Free docking for customers. www.tidewatergrille.com 410 939 3313

Steppingstone Museum: 461 Quaker Bottom Road, Havre De Grace, MD 21078, 410.939.2299 **Donation:** Six passes to the museum to spend an afternoon touring the site of a once-working Harford County Farm: Experience how life was lived by past generations of rural Americans.

Havre De Grace Maritime Museum: 100 Lafayette Street, Havre De Grace, MD 21079

410.939.4800. **Donation:** Two passes to the museum dedicated to the collection, documentation, preservation, and interpretation of the maritime skills and heritage of the Susquehanna River/Chesapeake Bay history. The current exhibit, “Beyond Jamestown: Life 400 years Ago”, portrays the lives of Native Americans in the Upper Chesapeake region.

Maryland Community Colleges:

The following colleges donated an assortment of door prize items provided by their marketing departments, student services, bookstores, and other offices and individuals.

- Anne Arundel Community College
- Baltimore City Community College
- Carroll Community College
- Cecil College
- Chesapeake College
- College of Southern Maryland
- Community College of Baltimore County (Catonsville, Dundalk, Essex)
- Hagerstown Community College
- Harford Community College
- Howard Community College
- Wor-Wic Community College

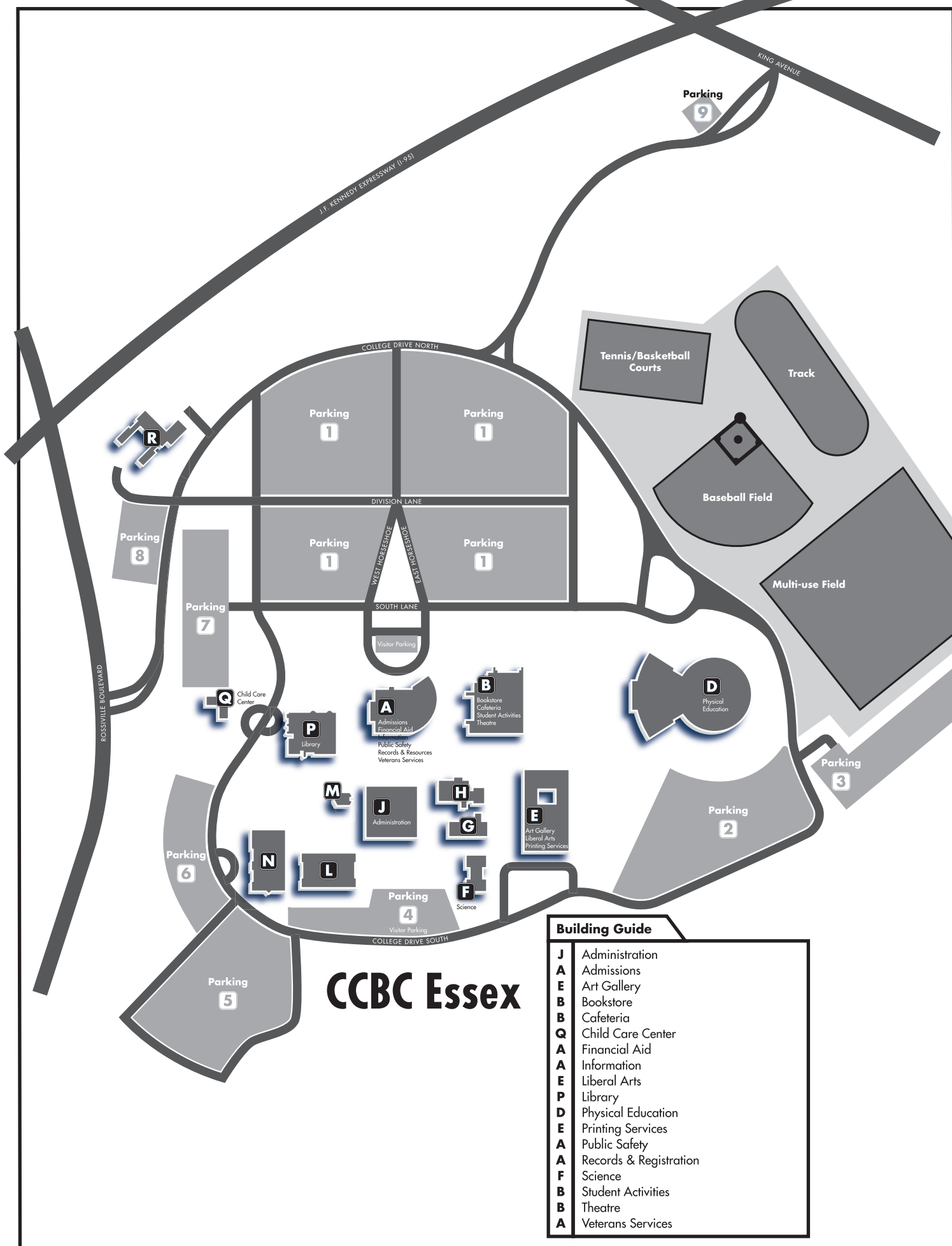
Final Notes and Reminders

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.

Conference 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 21st annual conference, and for helping to make the next conference even better with your thoughtful evaluations.

AFACCT '11 Conference Proceedings: All presenters are invited to submit their presentation manuscripts for publication in the *21st Annual AFACCT Conference'11 Proceedings*. After giving your presentation, go to the Registration Desk to pick up a copy of *Guidelines for Proceedings*, or go to the AFACCT Conference website for details: <http://www.afacct.csmd.edu/conference21/conference21.html>
Copies of past years' *Conference Proceedings* are available on AFACCT's website:
<http://www.afacct.csmd.edu>

AFACCT Conference 2012: Mark your calendars and plan to attend our next AFACCT conference on **January 5 and 6, 2012**, at the Montgomery College, Rockville campus. Full details will be published on the [AFACCT website](#).



CCBC Essex

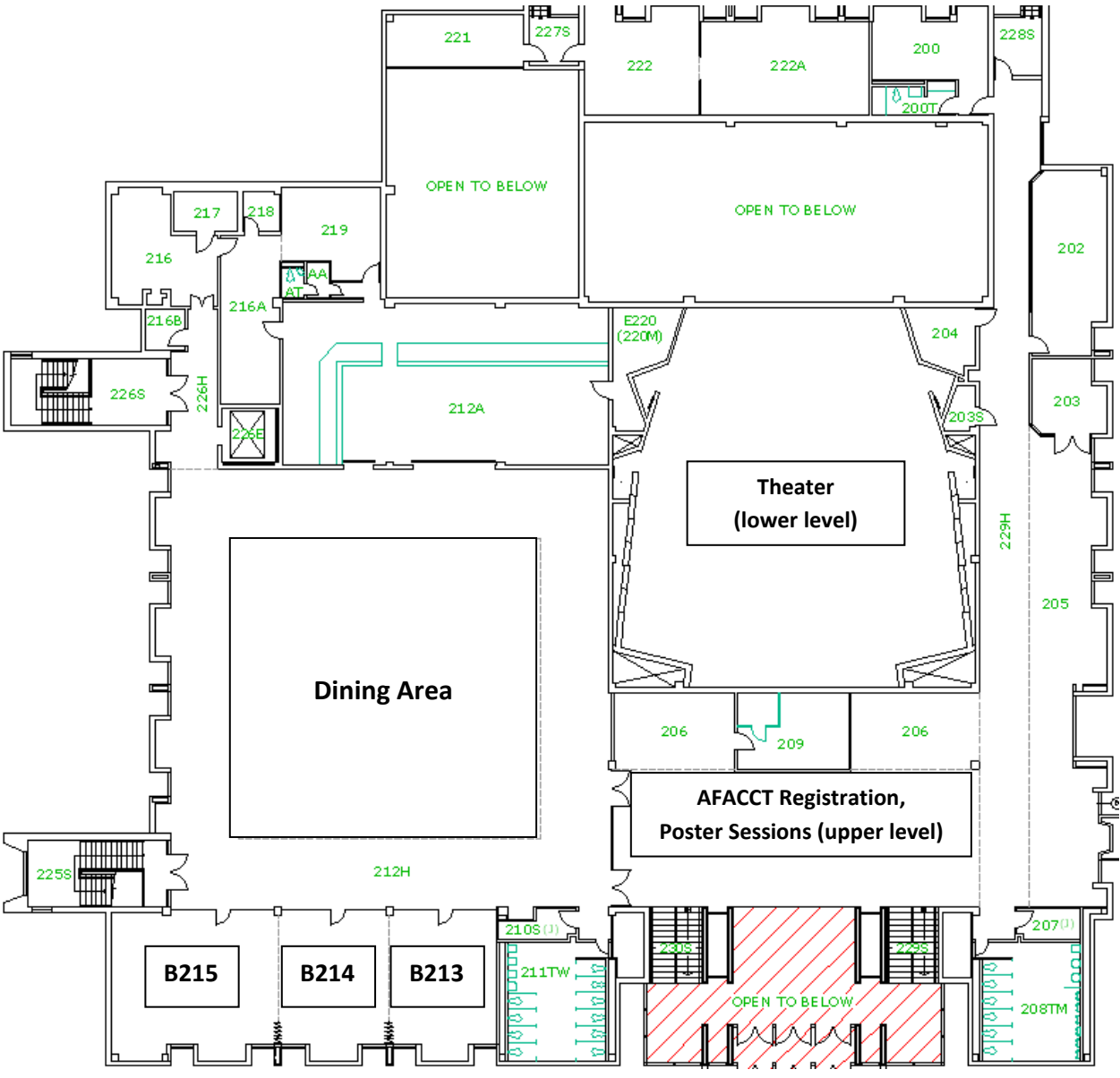
Building Guide

- J** Administration
- A** Admissions
- E** Art Gallery
- B** Bookstore
- B** Cafeteria
- Q** Child Care Center
- A** Financial Aid
- A** Information
- E** Liberal Arts
- P** Library
- D** Physical Education
- E** Printing Services
- A** Public Safety
- A** Records & Registration
- F** Science
- B** Student Activities
- B** Theatre
- A** Veterans Services



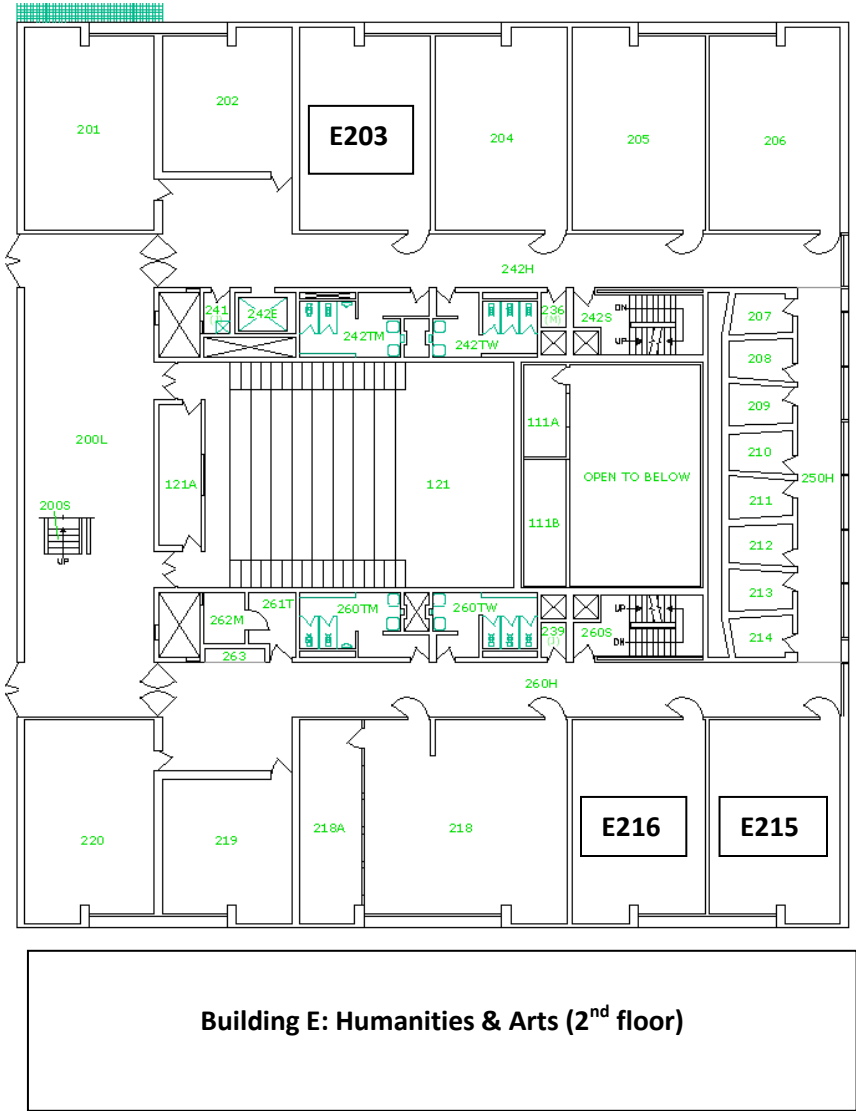
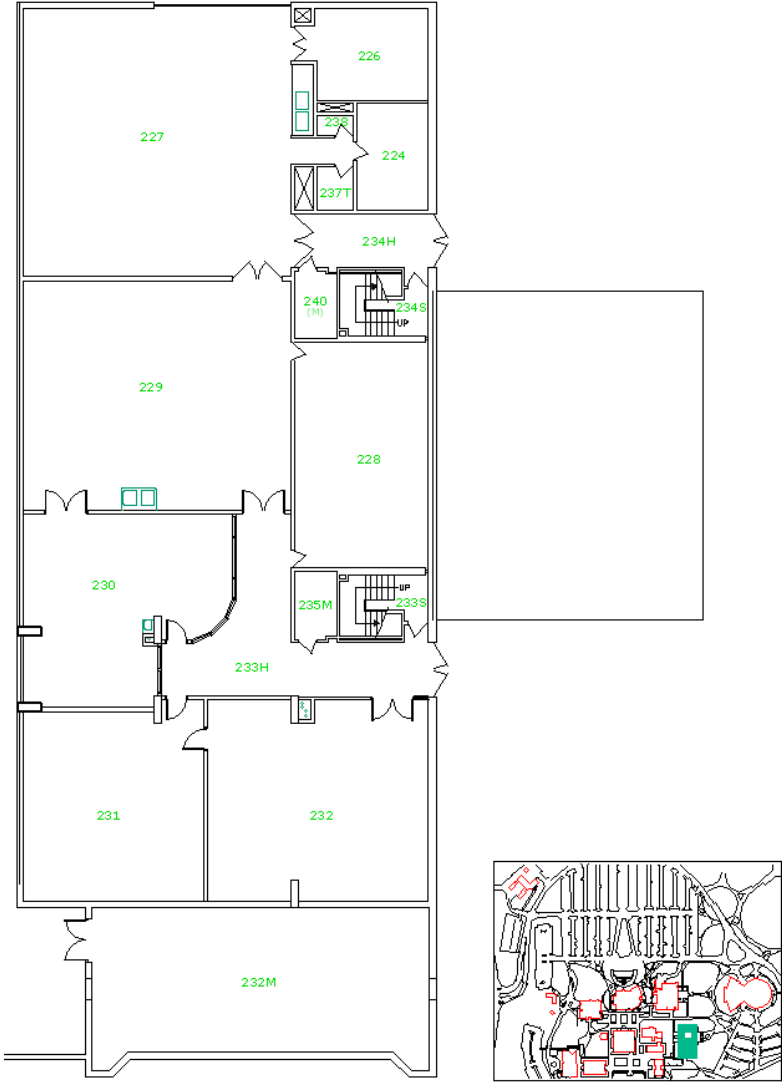
Building A: Rooms A202, A203; A303 (3rd floor)

AFACTT 2011 Program of Presentations—Final Conference Edition



**Building B: Registration, Dining, Poster Sessions (upper level)
Theater, Keynote speakers (lower level)**

AFACTT 2011 Program of Presentations—Final Conference Edition



AFACTT 2011 Program of Presentations—Final Conference Edition



Building E: Humanities & Arts (3rd floor)

