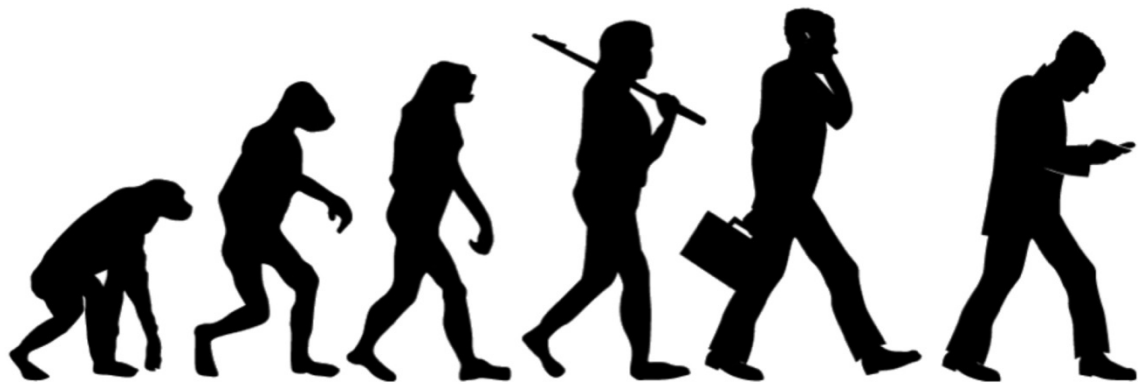




25th Annual Conference
Association of Faculties for Advancement of Community College Teaching

Program of Peer Presentations



Changes in Community College Teaching and Learning: Evolution, Devolution, or Stasis?

January 8 and 9, 2015

Hosted by Carroll Community College
1601 Washington Road
Westminster, MD 21157-6944



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From your AFACCT Coordinator,

Welcome to the 2015 annual AFACCT conference, our silver anniversary. Although this year's conference marks its 25th annual, AFACCT was actually founded in Maryland in 1984. AFACCT's conferences (including a few regional conferences) have served as venues for full- and adjunct faculty members from around the state to join together for professional development. Supported by the Maryland Community College Academic Vice Presidents and Instructional Deans, AFACCT has provided an opportunity for faculty from Maryland's 16 community colleges to share their knowledge, research, expertise, and perhaps most importantly, their *camaraderie*.

As you browse through the descriptions of the nearly 85 peer presentations, panels, and poster displays, you will get a sense of what we are doing in our classes and what concerns us as professionals. The conference also hosts the annual meeting of the Maryland Mathematics Association of Two-Year Colleges (MMATYC).

Important parts of every AFACCT conference are the keynote speakers. We will hear from two of the best. On **Thursday, January 8, 2015**, our keynote speaker is Anirban Basu, speaking on the topic "Back to the Future II." Mr. Basu is Chairman & CEO of Sage Policy Group, Inc., an

economic and policy consulting firm in Baltimore, Maryland.

On Friday, January 9, 2015, our keynote speaker, Professor Alan K. Goodboy, from West Virginia University, will be speaking on "Changes in College Students' Communication About their Coursework: Making Sense of Students' Complaints and Criticisms."

The keynote speeches, peer presentations, panels, discipline meetings, and poster displays described in this program are sure to 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 new year and the spring semester 2015.

A special thanks goes to Alan Bogage, Carroll Community College's Library Director, our host college's AFACCT board member, and the site coordinator for this conference. Alan has done an outstanding job making it possible for us to hold this conference at his home college this year.

Best wishes for a successful academic year,

Richard J. Siciliano
AFACCT Coordinator

Updated: January 6, 2015 (11:15 p.m.)

The Facts about AFACCT: Our Goals...

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 a 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 2015 Program of Presentations

The AFACCT Board of Representatives: 2014-2015	
Visit the AFACCT website: www.afacct.csmd.edu	
Allegany	Ron Krug, Business and Economics, rkrug@allegany.edu
Anne Arundel	Cathy Jones, Nursing, cjones3@aacc.edu
Baltimore City	Grace E. McNeal, Nursing, gmeneal@bcc.edu
Carroll	Alan Bogage, Library Director, English Adjunct, abogage@carrollcc.edu
Cecil	vacancy
Chesapeake	vacancy
Baltimore County - Catonsville	Jason Spiegelman, Psychology, jspiegelman@ccbcmd.edu
Baltimore County - Dundalk	George Mateja, Biology (AFACCT Secretary), gmateja@ccbcmd.edu
Baltimore County - Essex	Rosemarie Cramer, Management, rcramer@ccbcmd.edu John Cramer, Economics, jcramer@ccbcmd.edu
Frederick	Lora Diaz, English, LDiaz@frederick.edu
Garrett	Jeff Reitz, Mathematics, jeff.reitz@garrettcollege.edu
Hagerstown	Paul Jozik, Physics (AFACCT Treasurer), pjozik@hagerstowncc.edu
Harford	Heidi Neff, Art & Design, HNeff@harford.edu
Howard	Frances Turner, Biology, Science, Engineering & Technology, fturner@howardcc.edu
Montgomery - Germantown	Jon Frederick Kressig, Health/Physical Education, Jon.Kreissig@montgomerycollege.edu
Montgomery - Rockville	Zeporia Smith, Education, Zeporia.smith@montgomerycollege.edu
Montgomery - Takoma Park/Silver Spring	vacancy
Prince George's	Michele Dickson, Nursing, DicksoMA@pgcc.edu
Southern Maryland	Kathleen Lauber, Biological and Physical Sciences, kathleen@csmd.edu Richard J. Siciliano, Languages & Literature (AFACCT Coordinator, Webmaster), rjchs@csmd.edu
Wor-Wic	Deana Kenney, Nursing, dkenney@worwic.edu Coleen Weil, Nursing, cweil@worwic.edu
Maryland Council of Community College Chief Academic Officers	Rob Farinelli (M4CAO Liaison), Interim Vice President of Academic Affairs, College of Southern Maryland, RFarinelli@csmd.edu

Conference Notes...

Poster/PowerPoint/Web Site Displays: Poster Sessions and Vendor displays are scheduled together in room K116. Presenters will be available at their display tables to answer your questions during two session times: Thursday (Sessions 2) from 11:40 a.m. – 12:40 p.m., and again on Friday morning (Sessions 6) from 11:40 a.m. – 12:40 p.m.

Meals: Breakfasts and lunches are included in the AFACCT Conference fee. We are committed to offering exceptional 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:

- **MMATYC:** The Maryland Mathematics Association of Two-Year Colleges will meet during sessions 3 and 4 on Thursday, January 8, at 1:50 – 4:00 p.m. (Room K-207). Contact Evan Evans, eevans@frederick.edu for more information.
- **M4CAO:** The Maryland Council of Community College Chief Academic Officers will meet on Friday, January 9, 2015 (starting at 8:30 a.m.). Contact: Nancy Schoppert, Executive Associate to Dr. Jan Ohlemacher, Vice President of Academic and Student Affairs at Carroll Community College: nschoppert@carrollcc.edu

Conference Giveaways and Door Prizes: At every AFACCT conference, most attendees win a door prize. AFACCT is giving away theater tickets, golf outings, books, gift baskets representing a college's local treats, ball caps, clothing, and other merchandise from Maryland community colleges. Each day, winners are drawn at random from the list of attendees, and their names will be posted on the Information Board at the Conference Registration desk. Come and 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 are posted on the AFACCT website.

Presenter Gifts: Each peer presenter and co-presenter is entitled to a special 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 and pick up your

AFACTT 2015 Program of Presentations

AFACTT mug as a token of our appreciation for helping us make the next conference even better. *Please remember to put the full session number and the speaker's name on your evaluation form.*

The AFACTT Mug: What has become a welcomed custom at each annual conference is the coveted AFACTT beverage mug, suitable for hot coffee, tea, and even big enough for soup. Every conference attendee gets one, so ask for yours at the Registration Desk when you hand in your conference evaluation forms.



Vintage AFACTT mug, circa 1994

AFACCT 2015 Program of Presentations

<p>A campus map of Carroll Community College appears at the back of the printed program available at the conference.</p> <p>Parking You may park in any available parking space. No parking permits are needed.</p> <p>Registration Foyer of Classroom Bldg. K</p>	<p>Presentations Classrooms in Bldg. K</p> <p>Vendors & Posters Bldg. K- room K116</p> <p>Breakfast: Room K100, café area</p> <p>Lunch: Room K100, café area</p>	<p>Keynote Addresses Scott Center of Fine and Performing Arts - Theatre (Bldg. T)</p> <p><i>Elevators are in each building.</i></p> <p>*Coffee, tea, and water will be available adjacent to the registration area.</p>
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Conference Program at a Glance

Thursday, January 8, 2015

8:00 a.m. - 9:30 a.m.		Registration in the Foyer of Classroom Bldg. K Breakfast: Room K100, and the café area		
Session 1 Presentations		Discipline	Presenter	Room Bldg K
9:00 a.m. – 10:00 a.m.	1.1	Hotel Management	Ojie-Ahamiojie	K122
	1.2	English	Jones	K127
	1.3	Biology, pedagogy	Spiegel	K129
	1.4	Education	Gambone	K132
	1.5	Information Technology	Kumar	K133
	1.6	Pedagogy	Nolan, Klima	K218
	1.7	Critical Thinking	Star, Hoepfer	K224
	1.8	Peace Studies	Smith, Choudhary	K212
	1.9	Accessibility, ADA	Sperry, Daniels-Bacchus	K305
	1.10	Information Technology	Chaney	K220
	1.11	Psychology/ Pedagogy	Carter	K223
	1.12	Psychology/ Pedagogy	Seltzer	K128
Thursday, January 8, 2015 10:15 a.m. -11:25 a.m.		<ul style="list-style-type: none"> • Welcome –Richard J. Siciliano, AFACCT Coordinator • Welcoming remarks: • Introduction of keynote speaker by Alan Bogage, AFACCT Conference host, and Library Director, Carroll Community College, • Keynote address: Anirban Basu, <i>Back to the Future II</i> 		
Session 2 Presentations		Discipline	Presenter	Room
11:40 a.m. – 12:40 p.m.	2.1	English	Mishou	K122
	2.2	Health Science	Fay	K127
	2.3	Biology	Gorski, Lathrop-Davis, Kifle	K128
	2.4	Mathematics	Mason	K129
	2.5	Nursing Pedagogy	Hudson	K132
	2.6	Math, Pedagogy	Ekey	K133
	2.7	English-Panel Disc	Nusholtz, Star, Parke	K224
	2.8	Pedagogy	Wittig	K223
	2.9	English/Reading	Wright, Fell, Matthews, Foote	K212
	2.10	English	Sikorski, Riley	K309
	2.11	Computer Graphics	Gore	K311

AFACCT 2015 Program of Presentations

11:40 a.m. – 12:40 p.m.	2.12	English, Pedagogy	Heinhorst	K207
	2.13	English	Englehardt	K218
		<u>Poster Displays</u>		
	2.A	English	Blosveren	K116
	2.B	Biotechnology	Beecroft, Lennon, Biddinger	K116
	2.C	Mathematics	Stiffler, Gutowska	K116
Lunch: 12:45 p.m. – 1:45 p.m. Room K100, café area		During lunch, conference participants are invited to meet with colleagues in their disciplines.		
Session 3 Presentations		Discipline	Presenter	Room
1:50 –2:50 p.m.	3.1	Information Technology	Bartlett, Spiegelman	K122
	3.2	MMATYC meeting	Evans	K207
	3.3	Biology/online pedagogy	Kabrhel, Kilbourne	K309
	3.4	Theater/Pedagogy	Hight	K128
	3.5	Counseling Services	Ervin: Cancelled	K127
	3.6	Internships/English	Petrides	K132
	3.7	History/Gamification	Trauth	K220
	3.8	English, Reading	Simms-Clark	K133
	3.9	Chemistry	Sherer	K223
	3.10	Non-cognitives/English	Spoor, Dix, Rellihan	K224
	3.11	Business, Education	Sies, Williamson	K212
	3.12	Mathematics	Thiebaut, McKee cancelled	K129
	3.13	Sociology	MacLellan	K311
Session 4 Presentations		Discipline	Presenter	Room
3:00 p.m. – 4:00 p.m.	4.1	Art/Pedagogy	Venne	K122
	4.2	MMATYC meeting	Evans	K207
	4.3	Instructional Design	Rai, Hull	K127
	4.4	Service Learning	Kimble, Diehl, Sawyer	K220
	4.5	Business & Finance	Zimmerman, Hill	K129
	4.6	English Composition	Tolson	K132
	4.7	Mathematics	Naugle	K133
	4.8	Service Learning...	Hashemi, Smith	K218
	4.9	Future Studies	Green	K212
	4.10	Common Core-Panel	Jones, Blosveren, Clute...	K309
	4.11	Completion Act-Panel	Cole-Leonard, Ohlemacher...	K224
	4.12	English/Library Science	Johnson, Johnson	K223
	4.13	Info. Tech/Pedagogy	Cooper	K305
Friday, January 9, 2015				
8:15 a.m. - 9:30 a.m.		Registration in the Foyer of Classroom Bldg. K Breakfast: Room K100, and the café area		
Session 5 Presentations		Discipline	Presenter	Room
Friday, 9:00-10:00 a.m.	5.1	Information Literacy	Green, Meck	K122
	5.2	Faculty Development	Burney	K207
	5.3	Pedagogy/Reading	Barnhart, Zimmerman, Gates	K212
	5.4	Pedagogy/Biology	Noratel, Rafferty	K127
	5.5	Instructional Design	Rai, Hull	K128
	5.6	Math/Engineering	Edelen, Tokoly	K129
	5.7	Math/Statistics	Crossett, Stencil	K132
	5.8	English/Instr. Tech.	Robinson	K220
	5.9	Information Tech	Warburton	K305
	5.10	Massage Therapy	Toribio	K218
	5.11	Science-Pedagogy	Derrasse, Shaw	K133

AFACT 2015 Program of Presentations

	5.12	Biology	Rice, Calzonetti	K223
Friday, January 9, 2015 10:15 a.m. -11:25 a.m. The Scott Center Theater		Welcome and announcements by Richard J. Siciliano, AFACT Coordinator. The Scott Center Theater Keynote address: Alan Goodboy: <i>Changes in College Students' Communication About their Coursework: Making Sense of Students' Complaints and Criticisms</i>		
Session 6 Presentations		Discipline	Presenter	Room
Friday, 11:40 a.m.-12:40 p.m.	6.1	History/Gamification	Bianchi	K122
	6.2	Mathematics	Miller	K127
	6.3	Reading	Meers	K224
	6.4	Transitional Studies	Vandal	K129
	6.5	Languages	Siddiqui	K218
	6.6	Chemistry	Tracey, Miller	K309
	6.7	English	Gregg, Regules	K220
	6.8	Higher Ed. Research	McWhirter	K132
	6.9	Psychology, Sociology	Barber	K133
	6.10	Future Studies	Desmond	K212
	6.11	Mathematics	Sharma, Mirbaha	K223
	6.12	Nursing	Dickson, Cook	K128
Friday, 11:40 a.m.-12:40 p.m.	6.A	Poster Displays English	Blosveren	K116
	6.B	Biotechnology	Beecroft, Lennon, Biddinger	K116
	6.C	Mathematics	Stiffer, Gutowska	K116
Lunch: 12:45 p.m. – 1:30 p.m.		During lunch, conference participants are invited to meet with colleagues in their academic disciplines.		
Session 7 Presentations		Discipline	Presenter	Room
Friday, 1:40 –2:40 p.m.	7.1	Higher Education	PANEL: Hinds, <i>et al.</i>	K220
	7.2	Cultural Diversity	Moore, Annink	K122
	7.3	Nursing	Fritzges	K127
	7.4	Business/Education	Sies, Kimble	K129
	7.5	Writing, Reading	Rahman, Nicosia	K128
	7.6	Business/Education	Klinger, Coffman	K132
	7.7	Mathematics	Mirbaha	K133
	7.8	Massage Therapy	Toribio	K223
	7.9	Information Literacy	Ball	K212
	7.10	Education/ pedagogy	Parsons, Viar, Barney	K224
	7.11	English/online pedagogy	Weber	K311
	7.12	Communication skills	Lauber, Spiegelman	K207
	7.13	Pedagogy	Zhang	K309

Program of Peer Presentations

Day 1: Thursday, January 8, 2015
Sessions 1: 9:00 a.m. – 10:00 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 K122): 9:00 a.m. – 10:00 a.m.

George Ojie-Ahamiojie, Hotel-Motel-Restaurant Management, Wor-Wic Community College, gojie-ahamiojie@worwic.edu

Cultural Diversity and Inclusive Communication

This presentation will address issues of cultural diversity, proper communication, naming, conflict, and interactions between people of different cultures, races, religions, sex/gender, and abilities. At the end of this presentation, attendees will be able to avoid stereotypes, to know what not to say, and to apply correct ways of using gestures and non-verbal communication to send messages and proper terminology in describing people with disabilities.

Session 1.2 (Room K127) 9:00 a.m. – 10:00 a.m.

Elizabeth Jones, Arts & Humanities, Wor-Wic Community College, ejones@worwic.edu

Applying Cognitive Load Theory to Composition Instruction

Worked examples, an instructional technique based on cognitive load theory, are a proven technique for mathematics and science learning, but is it effective for helping learners master complex writing skills? The results of a formal study suggest that *worked examples* can help learners to develop complex skills required in a specific argumentative task, refutation. This presentation will provide an overview of the study and implications for the use of worked examples in composition instruction. Attendees will gain knowledge about cognitive load theory, worked examples, and a specific study. They will be able to apply the results of the study to their own instruction.

Session 1.3 (Room K129) 9:00 a.m. – 10:00 a.m.

George Spiegel, Biology, College of Southern Maryland, gspiegel@csmd.edu

Improving Student Comprehension of Textbooks through Text Structure Awareness and Graphic Post-organizers of Reading

We expect students to become expert learners, but we rarely provide students with the opportunities to construct useful learning strategies. Many lack the text comprehension skills needed to succeed in higher education, and these skills are rarely taught. We assume students actively construct internal representations

AFACCT 2015 Program of Presentations

of the knowledge and that their performance can be explained in terms of that representation. In this workshop, a combination of learning strategies will be presented to help students construct useful knowledge. Attendees will work in groups and learn how a combination of Text Structure Awareness and the construction of Graphic Post-organizers of Reading can help students retain information and construct useful knowledge.

Session 1.4 (Room K132) 9:00 a.m. – 10:00 a.m.

Jaelyn Gambone, TEACH/Education, Anne Arundel Community College, jdgambone@aacc.edu

Evolve into a Growth Mindset

Participants will explore Carol Dweck's *Mindset* and discover their own true mindset, and will calibrate towards the Growth Mindset in an effort to grow as instructors and as people. This interactive session will allow participants to gain tools to improve many aspects of life for the students in their classrooms, as well as tools for betterment as educators. Participants will learn to use Dweck's Mindset model to enhance communication and teaching skills, to learn to design effective relationship alliances with others, and to become more curious individuals in seeking new and improved ways to educate and provide feedback.

Session 1.5 (Room K133) 9:00 a.m. – 10:00 a.m.

Renuka Kumar, Applied and Information Technology, Community College of Baltimore County, rkumar@ccbcmd.edu; *Co-presenter: Paulette Comet*, Community College of Baltimore County, Applied and Information Technology, pcomet@ccbcmd.edu

Responding to Change: A Model for Redesigning a Highly-Enrolled General Education Course

This presentation guides participants through the process of redesigning an Introduction to Computers general education course at the Community College of Baltimore County. Presenters will discuss data collection methods used to assess the need, lessons learned in redesigning and developing the course, and strategies developed to prepare for Fall 2014 implementation. Attendees will learn strategies to use in evaluating and redesigning courses.

Session 1.6 (Room K218) 9:00 a.m. – 10:00 a.m.

Patricia Nolan, School of Health Professions, Community College of Baltimore County, Pnolan@ccbcmd.edu; **Stacie Klima**, School of Health Professions, Community College of Baltimore County, Swhitney@ccbcmd.edu

Build and Implement Clickers

Participants will learn how to build and implement a Turning Point Technology Clicker Presentation from beginning to end. In addition, examples will be provided on how to incorporate clickers in the classroom

AFACCT 2015 Program of Presentations

for student engagement. This presentation goes beyond how clickers work. The intent is to demonstrate to faculty across curriculums how engaging and motivating clickers can be to students. Clickers can build critical thinking skills and spark debate within the classroom. This supplemental technology impacts student learning in real time by engaging and motivating students to participate during class. Attendees will be able to utilize and build a clickers presentation that will better engage their students.

Session 1.7 (Room K224) 9:00 a.m. – 10:00 a.m.

Sarah Star, Humanities, Carroll Community College, sstar@carrollcc.edu; **Don Hoepfer**, Humanities, Carroll Community College, dhoepfer@carrollcc.edu

Critical Thinking: Challenging Assumptions and Creating an Atmosphere of Wonder

This session offers a philosophically-oriented definition of critical thinking that will serve to distinguish it from its close cousins creative problem solving and critical reflection. This presentation will discuss the value of this sort of open-ended thinking in navigating our increasingly complex and media-saturated world and the importance of developing this habit in students. How to promote such thinking within the classroom setting will be covered. Attendees will consider how they might foster a class culture aimed at developing critical thinking skills in their students.

Session 1.8 (Room K212) 9:00 a.m. – 10:00 a.m.

David J. Smith, George Mason University, davidjsmith@fulbrightmail.org; *co-presenter:* **Lena Choudhary**, Nursing, Anne Arundel Community College, lchoudhary@aacc.edu

Ferguson, Conflict, Social Justice, and Community Colleges

Recent events in Ferguson, Missouri have drawn attention to the need for making social and political change in the midst of conflict. The lead presenter was asked by St. Louis Community College to visit its Ferguson, MO campus in August to assess student, faculty and community needs and, in turn, make recommendations on how the college might respond to racial inequality, violence, and community needs. In this session, the presenters will share those recommendations and using experiential approaches demonstrate approaches that can be taken with students to help them deal with conflict, violence, and promote social justice. Attendees will be able to apply specific tools and use specific activities with students to advance conflict resolution and social justice, and will have a clearer understanding of the approaches broadly that community colleges can take in serving community needs

AFACT 2015 Program of Presentations

Session 1.9 (Room K207) 9:00 a.m. – 10:00 a.m.

Donna L Sperry, Mathematics, College of Southern Maryland, DonnaS@csmd.edu; *co-presenter*: **Glennis Daniels-Bacchus**, ADA Coordinator, College of Southern Maryland, GlennisD@csmd.edu

It's Not One Person's Problem: Using Collaboration to Solve Courseware Accessibility Issues

How many of us have courseware access issues that aren't getting solved? Do you ask yourself questions like these: "Where do I begin? Who is responsible? Why should I care if the courseware for my class is accessible? Why can't Disability Support Services fix this? Why can't I wait to deal with this when the student enters my class? Can't I just forget the Louisiana State lawsuit?" This workshop will provide a framework for how to develop an effective work group (not a "committee") for solving accessibility issues in Learning Management Systems before the U.S. Department of Justice and the National Federation for the Blind come knocking at your door. Case studies will demonstrate how several access problems were solved for MyMathLab students who are blind, deaf, and on the autism spectrum. Attendees will come away knowing how to form a similar group at their home colleges and how they can start solving similar courseware-based access issues. At the end of the presentation, attendees will be able to identify one potential teammate with whom to solve problems identified at the start of the presentation.

Session 1.10 (Room K220) 9:00 a.m. – 10:00 a.m.

Margo Chaney, Information Technology, Carroll Community College, mchaney@carrollcc.edu

Office Mix - PowerPoint Gets Interactive

This presentation will demonstrate how to generate interactive presentations and integrate them in online, hybrid, or face-to-face courses, using Microsoft Mix, an interactive add-in that incorporates the ability to record voice, video, and screencasts. Learn to integrate quizzes, polls, and video apps to engage viewers. Application analytics provide slide-by-slide data to track student access, progress, and time to complete tasks. Participants will gain hands-on experience during this session, learning how to use the Office Mix application to create their own mixes.

Session 1.11 (Room K223) 9:00 a.m. – 10:00 a.m.

La Keita Carter, Behavioral Sciences, Community College of Baltimore County, lcarter4@ccbcmd.edu

Introducing MindTap: A Program Designed to Boost Class Success Easily

Whether we like it or not, the landscape of academia is changing. The "online learning" train has been picking up steam over the last 10 years, and it probably won't slow down soon. Come learn about a publisher learning program designed to enhance student success. Attendees will learn what to look for in publisher programs; analyze an example of a publisher program (MindTap from Cengage Publishing); evaluate the benefits and drawbacks to using these types of programs; discuss how publisher programs can

be incorporated into traditional, blended and online classes; and compare data from two online classes, one that used MindTap and one that did not.

Session 1.12 (Room K128) 9:00 a.m. – 10:00 a.m.

Charles Seltzer, Psychology, Community College of Baltimore County, Cseltzer@cCBCMD.edu

The Integration of Current Developments in Neuroscience with Educational Practices and Pedagogy

This presentation describes a project that integrates current developments in the neurosciences with educational practices and pedagogy. The project includes mechanisms of long-term potentiation; activation of the Mesolimbic Dopaminergic System; the Parallel Distributed Theory of Memory, as well as contributions of the hippocampus (Buzsáki, 1989), amygdala (George & Lucien 2012); nucleus accumbens (Goto, 2008) and the pre-frontal cortex (Mika, Hoffman, Bimonte-Nelson, & Sanabria. 2012). The goal of the project is to elucidate practical applications of some of the key findings in neurosciences to improve student success and learning. Attendees will apply neuroscience principles to education pedagogy, and will discuss the latest understanding in the neurology of learning and memory.



**Day 1 Keynote Address 10:15-11:25 a.m.
Scott Center of Fine and Performing Arts
Theater**

Anirban Basu

“Back to the Future II”

Anirban Basu is Chairman & CEO of Sage Policy Group, Inc., an economic and policy consulting firm in Baltimore, Maryland. Mr. Basu is one of the Mid-Atlantic region’s most recognizable economists, in part because of his consulting work on behalf of numerous clients, including prominent developers, bankers, brokerage houses, energy suppliers, law firms, and business associations.

On behalf of government agencies and non-profit organizations, Mr. Basu has written several high-profile economic development strategies, including co-authoring economic development strategies for Baltimore City and Baltimore County, Maryland. In addition, Mr. Anirban serves as the chief economist to Associated Builders and Contractors (national) and as chief economic advisor to the Construction Financial Management Association.

In recent years, he has also focused upon health economics, the economics of education and economic development. He currently lectures at Johns Hopkins University in micro-, macro-, international and urban economics.

In 2007, Mr. Basu was selected by the *Daily Record* newspaper as one of Maryland’s 50 most influential people. The *Baltimore Business Journal* named him one of the region’s 20 most powerful business leaders in 2010.

Mr. Basu is on the board of First Mariner Bank. He is also chairman of the Baltimore County Economic Advisory Committee and economic advisor to the Baltimore-Washington Corridor Chamber of Commerce. He was recently appointed to the University System of Maryland Foundation Board and is also on the Board of the Archdiocese of Baltimore School System.

Mr. Basu earned his B.S. in Foreign Service at Georgetown University in 1990. He earned his Master’s in Public Policy from Harvard University’s John F. Kennedy School of Government, and his Master’s in Economics from the University of Maryland, College Park. His Juris Doctor was earned at the University Of Maryland School Of Law in 2003.

abasu@sagepolicy.com

Day 1: Thursday, January 8, 2015
Sessions 2: 11:40 a.m. – 12:40 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 K122) 11:40 a.m. – 12:40 p.m.

Aubrey L. C. Mishou, English, Anne Arundel Community College, almishou@gmail.com

Regional Pedagogy: A Microhistory of Small Conferences and Composition Studies

Current scholarship in rhetoric/composition demonstrates that the conference space is quintessential to the development of professional ideas and the building of effective pedagogy. But do smaller conferences – those serving smaller geographic populations– offer the same collaborative and developmental space? This presentation will share a microhistory of two regional conferences and their proceedings, tracing the presence of compositional studies at each, and situating AFACCT in the larger discourse of pedagogy and collaboration. Attendees will compare regional conferences to discover the use and value of small collaborative spaces. Attendees will use conference proceedings to generate a microhistory of rhetoric and composition, to better understand the recent history of disciplinary concerns and thus predict future disciplinary shifts.

Session 2.2 (Room K127) 11:40 a.m. – 12:40 p.m.

Casey Fay, Health Sciences and Psychology, Anne Arundel Community College, cfay1@aacc.edu

Sexual and Domestic Violence: The Courage to Talk About it in the Classroom

From the Steubenville, Ohio rape case to the recent National Football League domestic violence scandal, stories of interpersonal violence are everywhere in the media. More importantly, they are in your classroom. One in three women and one in six men in America are victims of domestic violence, sexual assault and/or stalking in their lifetimes, according to the Center for Disease Control's *National Intimate Partner Violence Study*. This workshop will look at how these topics can be integrated into different disciplines and how the topics can be approached in a respectful way in the classroom without re-traumatizing students who are survivors. It also looks at best practices for handling student disclosures and how teachers can contribute to interpersonal violence awareness and prevention. Attendees will learn how to integrate the subjects of domestic violence and sexual assault into their curriculum and how to present information on these subjects in a trauma-sensitive manner and best practices for student disclosures.

Session 2.3 (Room K128) 11:40 a.m. – 12:40 p.m.

Ewa Gorski, Biology, Community College of Baltimore County, egorski@ccbcmd.edu; *co-presenters:*

Ellen Lathrop-Davis, Biology and Environmental Science, Community College of Baltimore County,

elathrop@cCBCmd.edu; **Daniel Kifle**, Biology, Community College of Baltimore County,
dkifle@cCBCmd.edu

Fostering Collaboration: Two (Or More) Heads Are Better Than One

This presentation will explore the benefits and challenges of projects involving student collaboration in face-to-face, hybrid, and online courses. Among the challenges to be addressed will be overcoming student reluctance, assessing student's participation and involvement, assigning groups, and fostering true collaboration rather than splitting of the workload. Examples of successful assignments and formative assessments in 100-level and 200-level courses will be shared. Participants will learn how to encourage students to work with their classmates to reach successful outcomes and promote growth of knowledge relevant to their goals.

Session 2.4 (Room K129) 11:40 a.m. – 12:40 p.m.

Joseph C. Mason, Mathematics, Hagerstown Community College, jcmason@hagerstowncc.edu

Changing the Face of Mathematics for Your Pre-Service Teachers

Time is running out. We need to change the way our pre-service teachers view mathematics so they may change the way their students view mathematics. The days of memorize, plug-and-chug are over and need to be replaced with conceptual teaching strategies. Learn how to meet the Common Core Goals in a non-traditional manner. Computer based homework used in classrooms is doing our students a disservice. Fundamentals are still the key to success in the mathematics classroom. Attendees will be introduced to several conceptual teaching strategies to enhance the understanding of mathematics and the computational skills of students. Attendees will see how these strategies will meet the needs of the kinetic learner, the visual learner, create a generation of problem solvers, and challenge and intrigue the creative learner. To be discussed is how using conceptual teaching strategies along with the traditional memorization, "plug-and-chug" strategies will create problem solvers, unlike today's robots.

Session 2.5 (Room K132) 11:40 a.m. – 12:40 p.m.

Kandi Hudson, Nursing, Community College of Baltimore County, khudson2@cCBCmd.edu

***Online Discussion Boards: One Solution to Meeting the Learning Needs
of the 21st Century Community College Student***

The 21st century community college is changing, thus creating barriers to engagement and student learning. Barriers include less prepared students, time constraints, and larger student numbers. One way to overcome these barriers is to implement active learning strategies that can capitalize on classroom content. One useful strategy is an online discussion board for face-to-face classes. A year-long pilot study using Blackboard will be discussed, including lessons learned. Attendees will discuss how an online discussion board can increase student engagement with face-to-face course content; will discuss best practices when using an

AFACT 2015 Program of Presentations

online discussion board for student learning; and will describe how they will apply an online discussion board to the courses they teach.

Session 2.6 (Room K133) 11:40 a.m. – 12:40 p.m.

Bill Ekey, Mathematics-Developmental, Harford Community College, bekey@harford.edu

***Flipping Your Class: Creating More Time for
Questions, Practice, and Mastery in the Classroom***

In the flipped classroom, students use their time outside of class to learn content and use their time in class for clarification, practice, and mastery. Attendees will see how one mathematics instructor flipped two classes – one developmental and one college level – using instructional videos created with an iPad app. They will examine several technologies that support the flipped classroom, and will acquire tools and techniques that will expand and enhance their instructional approaches and increase the opportunities for their students to be successful.

Session 2.7 (Room K224) 11:40 a.m. – 12:40 p.m.

Jody Nusholtz, English, Carroll Community College, jnusholtz@carrollcc.edu; *co-presenters*: **Michelle Parke**, English, Carroll Community College, mparke@carrollcc.edu; **Sarah Star**, Philosophy, Carroll Community College, sstar@carrollcc.edu

Meet Them Where They Are

The panel approaches “meeting students where they are” from three different perspectives. One employs films and TV shows to invite students to begin exploring theoretical and cultural concepts. One designs creative writing courses without assuming anything about students’ preparation, expecting only that they are willing to learn. And one engages students, helping them to see the value in employing well-formulated questions to penetrate initially challenging philosophical texts. Attendees will learn strategies for engaging students who enter the classroom with varying levels of preparation and a broad range of abilities and interests.

Session 2.8 (Room K223) 11:40 a.m. – 12:40 p.m.

Diane Wittig, Transitional and Developmental Education, Carroll Community College, dwittig@carrollcc.edu.

***Instructional Strategies for Assisting Students in Getting on Your Educational Train or How to
Empower Students to Take Responsibility for Becoming Successful in Your Content Area Classroom***

As the engineer of the educational train in your classroom, are you seeking strategies to help your passive passengers become more effective, efficient, engaged, expert travelers who demonstrate learning in your content area class? Minimize your frustration and disappointment by learning strategies you can use

AFACCT 2015 Program of Presentations

tomorrow to support your students in becoming higher-achieving learners. Educators will identify “how to learn” hidden curriculum strategies that empower students to be successful in their academic classes, and will compile ready-reference resources to immediately utilize in the classroom when instructing students, as well as to share with colleagues.

Session 2.9 (Room K212) 11:40 a.m. – 12:40 p.m.

Siobhan Wright, English, Carroll Community College, swright@carrollcc.edu; *Co-presenters:* **David Fell**, English, Carroll Community College, wfell@carrollcc.edu; **Nancy Matthews**, English, Carroll Community College, nmatthews@carrollcc.edu; **Mira Foote**, Carroll Community College mfoote@carrollcc.edu

Quiz Them and They Will Read (More Deeply)

At Carroll Community College, the English Department gathered evidence about its students' attitudes toward reading, tracked their evolution as college readers, administered reading comprehension quizzes, and correlated our findings. At first students are idealistic about their reading. Halfway through, they are humbled. At the end, they read with greater comprehension, particularly if we quiz them. Students do not read well at the beginning of college, including many avid readers. Ultimately, our goal is to help others see that reading assigned material is regarded as "optional," unless students are immediately held accountable.

Session 2.10 (Room K309) 11:40 a.m. – 12:40 p.m.

Grace Sikorski, English, Anne Arundel Community College, gsikorski@aacc.edu; *Co-presenter:* **Brian Riley**, English, Anne Arundel Community College, briley@aacc.edu

Locating Knowledge in the Student: A Return to Intellectual Inquiry

Many students resist meaningful class discussions. They doubt they have anything valuable to contribute and expect to find the “right answers” to even the most complex analytical and interpretive questions on the Internet. How can we help students realize they can arrive at knowledge and learn to think through self-reflection and dialogue with other thinkers? A variety of assignments and activities taken from literature and composition courses will offer options that promote intellectual inquiry.

Session 2.11 (Room K311) 11:40 a.m. – 12:40 p.m.

Scott Gore, Computer Graphics, Carroll Community College, sgore@carrollcc.edu

Cultivating Social Responsibility Through Graphic Design

To revitalize academy's role in fostering students' development of personal and social responsibility, elements of *Socially Responsible Design* were added into a variety of Graphic Design courses. In this session, participants will learn how it is possible to leverage the genuine interest and concern of students about social issues, thus enabling students to learn the importance of being responsible citizens while moving beyond only setting economically-driven expectations for their lives. Participants will learn how to

AFACCT 2015 Program of Presentations

create a learning environment in which all students reach for excellence in the use of their talents, take responsibility for the integrity and quality of their work, and engage in meaningful practices that prepare them to fulfill their obligations in academic community and as responsible global and local citizens. Participants will gain an understanding and appreciation for the benefits of such an approach as may be incorporated into nearly any higher-education department or curriculum.

Session 2.12 (Room K207) 11:40 a.m. – 12:40 p.m.

Rachel Heinhorst, Languages and Literature, College of Southern Maryland, rheinhorst@csmd.edu

Sharing the Classroom: How Nontraditional Students Enhance the Learning Experience

Seen through the eyes of an English instructor, this presentation will introduce nontraditional students, their stories, and how they can become an influence for redirection. Recognizing characteristics of nontraditional students will be discussed, as well as ways to use their qualities to enhance class discussions and activities. By using stories of past, this session will encourage attendees to share their experiences and ideas surrounding this topic.

Session 2.13 (Room K218) 11:40 a.m. – 12:40 p.m.

Susann Engelhardt, English, Frederick Community College, SEngelhardt@frederick.edu

Bridging the Gap Between Traditional Assignments and New Media

This presentation will demonstrate two specific examples of combining regular assignments with technology to pique students' interest, allowing them to express themselves more creatively, and teaching them technological soft skills they can use in their private and professional lives. Instead of simply submitting term projects on paper, students enjoy the opportunity to form teams and shoot short videos on the results of their research. The presentation will include an overview of several technical skills to incorporate into blog assignments. Attendees will leave this session with practical tips on how to use blogs (WordPress) as a tool for assignments; how a video app can turn classroom assignments (across the curriculum) into fun activities for students; and how to use free video apps to take assignments to a new dimension.

**PowerPoint–Poster–Website Displays
Thursday, January 8, 2015
11:40 a.m. – 12:40 p.m.**

The following poster sessions are scheduled together in room K116. 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. – 12:40 p.m., and Session 6 (Friday) from 11:40 a.m. – 12:40 p.m.

AFACCT 2015 Program of Presentations

Session 2A: POSTER SESSION 11:40 a.m. – 12:40 p.m.

Sheila Blossveren, Developmental English, Wor-Wic Community College, sblossveren@worwic.edu

Using GPA as a Secondary Placement Measure

Are placement tests the answer? Not necessarily. Find out about the success of a pilot program at Wor-Wic Community College using high school grade point averages (GPAs) as an alternative placement measure. Rather than determine whether or not a student needs remediation by *Compass/Accuplacer* score alone, students' high school English and cumulative GPAs were used to allow students to go directly into English 101-Freshman Composition. Attendees will consider the results in order to duplicate the pilot at their institutions. Considering the recent ALP trend, avoiding unnecessarily remediation altogether may be another viable option to save money and time.

Session 2B: POSTER SESSION

Rebecca A. Beecroft, Life Sciences and Biotechnology, Hagerstown Community College, rabeecroft@hagerstowncc.edu; **Kristen Lennon**, Biology, Hagerstown Community College, kalennon@hagerstowncc.edu; **Terrie Biddinger**, Microscopy Outreach, Hagerstown Community College, tmbiddinger@hagerstowncc.edu

*Development of a Biotechnology Microscopy Training Hub:
A Partnership with Industry and K-12 Science Instruction*

Faculty of the Mathematics and Science Division of Hagerstown Community College are in the final year of a National Science Foundation Advanced Technological Education Grant. Funding from this grant was instrumental in establishing a microscopy training hub, as well as a classroom microscope loaner program and significant professional development opportunities for K-12 teachers. This poster presentation will provide information on how this program was designed and funded and how partnerships were developed with K-12 educators.

Session 2C: POSTER SESSION

Greg Stiffler, Mathematics, Community College of Baltimore County, gstiffler@ccbcmd.edu; **Sylvia Gutowska**, Mathematics, Community College of Baltimore County, sgutowska@ccbcmd.edu

The Early Bird Doesn't Always Get the Worm

Using and analyzing Pre-calculus courses, the purpose of this display is to showcase research comparing student achievement in mathematics courses offered in the morning and afternoon. The findings give insight into the student mind and assist instructors with structuring lessons and classes to help achievement. Attendees will learn the patterns professors see in their classes, will discuss the findings, and will learn how this information is being used to alter classes to create an environment to benefit students.

Lunch is served in room K100, and the café area

Thursday, 12:45 – 1:45 p.m.

During lunch, conference participants are invited to meet with teaching colleagues.

Day 1: Thursday, January 8, 2015

Sessions 3: 1:50 p.m. – 2:50 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 3.1 (Room K122) 1:50 p.m. – 2:50 p.m.

Fred Bartlett, Jr., Applied & Information Technology, Community College of Baltimore County, fbartlett@ccbcmd.edu; *Co-presenter: Jason Spiegelman*, Wellness, Education, Behavioral and Social Science, Community College of Baltimore County, JSpiegelman@ccbcmd.edu

Social Media... Extending the Classroom and Engaging Students.

This workshop will look at various social media tools used by the presenters, to engage students where they are and extend the classroom beyond the Content Management System (CMS) and traditional lecture. Participants will understand the growth of social media and how to make it relevant to students while delivering content, soliciting feedback, and creating teachable moments through the use of current events and headlines. Participants will understand the history of social media, how to make it relevant in the class, and will be made aware of the dreaded EPIC FAILURE and how it can be avoided.

Session 3.2 (Room K207) 1:50 p.m. – 2:50 p.m.

Evan Evans, Mathematics, Frederick Community College, eevans@frederick.edu

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

This is the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required – all mathematics faculty members are welcome to attend. We will inform attendees on upcoming elections for many officers including the President-elect of MMATYC and representative delegate to AMATYC. Note that only members will be allowed to vote in the election. Several officers and other members will present updated information in their particular area. This meeting will continue into the next session in the same room. Attendees will gain insight on what our State Mathematical Association does and how they can get involved. *This meeting will continue into the next session in the same room.*

AFACT 2015 Program of Presentations

Session 3.3 (Room K309) 1:50 p.m. – 2:50 p.m.

Stephen T. Kabrhel, Biology, Community College of Baltimore County, skabrhel@ccbcmd.edu; *co-presenters*: **Jennifer Kilbourne**, Biology, Community College of Baltimore County, jkilbourne@ccbcmd.edu; **Lisa Brown**, Mathematics, Community College of Baltimore County, lbrown@ccbcmd.edu

Online Master Course Pilot

Success rates for online courses are much lower than their face-to-face counterparts at many colleges. Master Courses are one of many ways in which some colleges are attempting to improve student success rates within sections of the same course. This session will present the pilot process developed to build Master Courses at CCBC as well as a fully developed and implemented Biology and Math course.

Session 3.4 (Room K128) 1:50 p.m. – 2:50 p.m.

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

Working In Groups to Accomplish Your Objectives

Love or hate it, group work can create powerful learning experiences for students. From understanding course content to developing problem solving, teamwork and communication skills, group work is an effective teaching strategy whose lessons may endure well beyond the end of a course. So why is it that so many students (and some faculty) hate it? We will look at working in groups and the benefits that the students take forward into their other classes and into the workforce. Attendees will be able to look out for new and better ways of handling those behaviors that compromise group effectiveness—group members who don't carry their weight and the negative attitudes students frequently bring with them to group work.

Session 3.5 (Room K127) 1:50 p.m. – 2:50 p.m.

Sandra Lynch Ervin, Counseling Services, Prince George's Community College, ervinsl@pgcc.edu; *co-presenters*: **Dwayne Bourgeois**, Veterans Services, Prince George's Community College, BourgeDP@pgcc.edu; **Thomas Mays**, Disability Support Services, Prince George's Community College, MAYSTO@pgcc.edu; **Marcus Winder**, Student Conduct and Community Standards, Prince George's Community College, winderma@pgcc.edu

Transforming Lives: Focusing on Disruptive Student Behavior in the Classroom

This workshop is a collaboration between Counseling Services, Disability Support Services, and Student Conduct Services. The purpose of this workshop is to educate faculty about options for managing disruptive behavior in the classroom. The workshop will provide practical strategies and responses to difficult situations in the learning environment. In this workshop, participants will learn how to identify institutional resources to assist with managing disruptions, apply the strategies effectively in the classroom, and initiate an effective referral for disruptive classroom behavior. They will also be able to determine

SESSION CANCELLED

AFACCT 2015 Program of Presentations

behavioral threat levels of disruptive classroom behavior, and will discuss specific scenarios and how to apply and manage the learning environment

Session 3.6 (Room K132) 1:50 p.m. – 2:50 p.m.

Bette Petrides, English, Montgomery College, bette.petrides@montgomerycollege.edu

Raising Expectations - The Benefits of Internships for Students and Colleges

Internships allow the wider world to be a partner in education. This session offers a demonstration of the benefits internships through the Paul Peck Humanities Institute and other college organizations have offered to students at Montgomery College, as well as to the college itself. Participants learn about the internship program and its results, and will see the benefits internships have had both in developing student academic ability and their résumés, and to the programs and college with which they are associated. Attendees will evaluate the program presented and discuss how internships might apply to and benefit their own colleges.

Session 3.7 (Room K220) 1:50 p.m. – 2:50 p.m.

Laura Trauth, History, Community College of Baltimore County, ltrauth@ccbcmd.edu

Increasing Student Engagement: Gamification and Content Creation

Improving student engagement in general education history surveys is always a challenge. Different methods are suited to different learning environments. Participants will learn about pilot programs testing two methods: student content creation using Weebly, an easy and free website creator; and gamification of the classroom environment using ClassCraft, a game in which students gain powers and abilities by improving their course work and helping their teammates. Attendees will hear about the advantages and pitfalls of implementing these strategies, as well as how to use the tools in their own classrooms.

Session 3.8 (Room K133) 1:50 p.m. – 2:50 p.m.

Alyssa Simms-Clark, Reading, Community College of Baltimore County, asimmsclark@ccbcmd.edu; *Co-presenters:* **Charlotte Wulf**, English, Community College of Baltimore County, cwulf@ccbcmd.edu; **Bina Pittman**, Liberal Arts, Community College of Baltimore County, bpittman@ccbcmd.edu

Metacognition and Multiculturalism

Metacognition and multiculturalism? Thinking about thinking and . . . culture? How do these pieces fit into the puzzle of today's diverse community college classrooms? Find out how metacognitive instruction and practice can enhance the learning of students from diverse backgrounds and work to counteract negatives such as learned helplessness, fixed mindset, and stereotype threat. Attendees will get an overview of

AFACCT 2015 Program of Presentations

metacognition and then explore specific metacognitive strategies to enhance student learning. The strategies will use a variety of learning styles and be applicable in a range of subject areas.

Session 3.9 (Room K223) 1:50 p.m. – 2:50 p.m.

Maureen A. Sherer, Chemistry, Anne Arundel Community College, masherer@aacc.edu

Promoting Green Chemistry and Sustainability in Chemistry Courses

Students at Anne Arundel Community College are learning about green chemistry through class discussions, directed internet investigations, case study analyses, and by performing green chemistry experiments as part of their general chemistry and organic chemistry courses. Increasingly, both academic and industrial laboratories are redesigning processes to reduce energy usage, to promote atom economy, and to minimize negative impacts to personal health and the environment. As students learn about green chemistry principles, they engage in a process of problem solving and promoting sustainability, not just in chemistry laboratory, but in our world. Attendees will learn ways to introduce the practices of green chemistry in their chemistry courses, and will be encouraged to discuss ideas and options about implementing the practices of green chemistry.

Session 3.10 (Room K224) 1:50 p.m. – 2:50 p.m.

Susanne Spoor, English & Gender Studies, Anne Arundel Community College, sjspoor@aacc.edu
co-presenters: **Jennifer Dix**, English, Anne Arundel Community College, jdix@aacc.edu; **Heather Rellihan**, Gender Studies & Sexuality Studies, Anne Arundel Community College, hrellihan@aacc.edu.

Small Changes in Grading Can Lead to Significant Student Improvement:

Addressing Non-Cognitive Issues in Student Writing

Can one simple comment make a difference in how students learn? Drawing on the research of David Yeager, Carol Dweck, and others, we did an experiment in introductory English classes to see if we could improve the ability of students to learn just by adding one carefully crafted sentence to our responses to student essays. By addressing a non-cognitive issue in our comments, we measured whether a small "psychological intervention" could open the students' minds to learning and achieving more in the class as a whole. Attendees will learn how to use a small psychological intervention in order to improve student success.

Session 3.11 (Room K212) 1:50 p.m. – 2:50 p.m.

Susan Sies, Education, Carroll Community College, ssies@carrollcc.edu; *Co-presenter:* **Carole Williamson**, Early Childhood Education, Carroll Community College, cwilliamson@carrollcc.edu

The Living Classroom: Theory, Practice, and Leadership Come Alive in Education

AFACT 2015 Program of Presentations

Learn how the *Living Classroom Model* increased student engagement and completion in Education, despite declining enrollments and budgets. Find out how a collection of high impact practices is being used to other academic disciplines at Carroll Community College and can be used at your college. You will learn about the three-part *Living Classroom Model* through video evidence, student/faculty self-reports, and discussion about overcoming the obstacles to meet success. You will also discuss how this model is being adapted across academic areas, and will examine possible implementation of this model at your college through a hands-on activity.

Session 3.12 (Room K129) 1:50 p.m. – 2:50 p.m.

H. Jean Thiebaut, Mathematics, Montgomery College, jthiebaut@yahoo.com; *co-presenter*: **Barry McKee**, Mathematics, Montgomery College, Barry.McKee@montgomerycollege.edu

Inspiring Students to Mastery of Mathematics through Contexts of Environmental Science

“Whether they are in second grade or in their second year of college, students need to feel connected to what they are learning in the Science classroom. We need to engage our STEM majors” (David L. Evans, Executive Director of the Center for Environmental and Earth Science Education). This presentation accepts that challenge and makes a case for the importance of the science of global environmental challenges, inspiring students to become leaders in this critical area for research and discovery. Attendees will discuss ideas for blended instruction, class discussions, collaborative student projects, venues for presenting students with opportunities for mastery of research perspectives, and mathematical skills.

SESSION CANCELLED

Session 3.13 (Room K311) 1:50 p.m. – 2:50 p.m.

Ann MacLellan, Sociology, Community College of Baltimore County, amaclellan@cCBCmd.edu

Teaching Diversity: Laramie to Saudi

The diversity within the categories *Arabs* and *Muslims* is confounding for many (*orientalism* continues). This presentation provides strategies for student learning of how diverse these groupings are, and how our CCBC Community Book for the year, *The Laramie Project*, provides a platform for learning how the United States struggles with issues of inclusion and social freedom. During the presentation, attendees will discuss often-confused facts about Muslims and Arabs, the platform of the Laramie Project, and will practice the use of teaching strategies among themselves.

Day 1: Thursday, January 8, 2015
Sessions 4: 3:00 p.m. – 4:00 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 4.1 (Room K122) 3:00 p.m. – 4:00 p.m.

Daniel Venne, Art, Montgomery College, danielvenne1@gmail.com

Trust the Process: An Experiential Approach to Student Learning Outcomes

Students are often motivated by fear of grades, the quantified outcome of work. By instead focusing on process-based learning, students can authentically engage in their own development. Rather than concentrating on outcomes, students can revel in the meaning of the moment, the experience of doing for the sake of doing, and learning for the joy of learning itself. This presentation will focus on process-based learning, and the creation of ephemera as a teaching moment. Attendees will learn how to emphasize process-based learning rather than to focus on results, particularly important in an age of data analysis and assessment.

Session 4.2 (Room K207) 3:00 p.m. – 4:00 p.m.

Evan Evans, Mathematics, Frederick Community College, eevans@frederick.edu.

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

(Continued from Session 3.2): This session is a continuation of the annual winter meeting for the Maryland Mathematical Association of Two-Year Colleges (MMATYC). Membership is not required – all mathematics faculty members are welcome to attend. We will inform attendees on upcoming elections for many officers including the President-elect of MMATYC and representative delegate to AMATYC. Note that only members will be allowed to vote in the election. Several officers and other members will present updated information in their particular area. This meeting will continue into the next session in the same room. Attendees will gain insight on what our State Mathematical Association does and how they can get involved.

Session 4.3 (Room K127) 3:00 p.m. – 4:00 p.m.

Christine Rai, English, Frederick Community College, crai@frederick.edu; co-presenter: **Cathy Hull**, chull@frederick.edu

Diverse Universe: How Universal Design Can Benefit All Your Students

With ever-increasing diversity in our classrooms comes the need to design effective courses that are accessible to a broad range of students. Universal design gives a framework to make your courses a more inclusive learning environment where students can experience increased learning success. This session will

AFACCT 2015 Program of Presentations

give an overview of universal design, as well as practical tips and strategies to use in face-to-face and online courses. Attendees will explore universal design strategies and identify appropriate strategies for their courses and discipline.

Session 4.4 (Room K220) 3:00 p.m. – 4:00 p.m.

Nancy Kimble, Business and Accounting, Carroll Community College, nkimble@carrollcc.edu; *co-presenters*: **Heather Diehl**, Experiential Learning, hdiehl@carrollcc.edu; **Teresa Sawyer**, Psychology, tsawyer@carrollcc.edu

Motivations and Methods for Using Service-Learning

What are the benefits of using Service-Learning in my classes? What are some examples of successful Service-Learning projects? How do I get started? These questions will be addressed in an informative discussion format with plenty of time for questions. Attendees will learn about the benefits of Service-Learning for both faculty and students and how to get started.

Session 4.5 (Room K129) 3:00 p.m. – 4:00 p.m.

Nancy Zimmerman, Business & Financial Studies, Community College of Baltimore County, nzimmerman@cCBCMD.edu; *co-presenter*: **Melissa Hill**, Business & Financial Studies, Community College of Baltimore County, mhill4@cCBCMD.edu

Engage Students Outside the Classroom with Professional Student Organizations

Learn how to implement and maintain student professional organizations without burdening faculty. This unique pedagogy provides authentic learning beyond the classroom. Every discipline is represented with affinity groups that provide career development and gateways to employment. In this session a shared learning space will be created allowing participants to discuss the myths, perceptions, and concerns they have related to implementing and maintaining student clubs. In small groups, participants will identify potential benefits for establishing professional student organizations and obstacles to overcome. Participants will leave having ready-to-implement strategies for making professional student organizations a reality on campus.

Session 4.6 (Room K132) 3:00 p.m. – 4:00 p.m.

Christina Tolson, English, College of Southern Maryland, ctolson@csmd.edu

Cheating, Accidental Plagiarism and Using Plagiarism Systems as Learning Tools

In the information age, cheating and accidental plagiarism seem widespread. In fact, the Internet has made cheating quite profitable and harder to identify. We will explore these advancements in cheating, as well as ways to deter academic dishonesty and help our students to become better writers. Participants will learn

AFACT 2015 Program of Presentations

about academic dishonesty in cyberspace, accidental plagiarism, and how to help students write well by using our plagiarism systems as learning tools.

Session 4.7 (Room K133) 3:00 p.m. – 4:00 p.m.

Robert Naugle, Mathematics & Science, Hagerstown Community College, rhnaugle1@hagerstowncc.edu

Did Archimedes Invent the Calculus?

The *Archimedes Palimpsest* consists of 9th century manuscripts of Archimedes' works. This presentation will demonstrate how Archimedes used a heuristic to compute the area of a parabolic segment using simple (Euclid's) geometry, the same method used to compute the volume of a parabolic cylinder. A Stanford Classics scholar who reads Archimedes in the Syracusean Greek dialect claimed that *The Method* in this example approaches our modern understanding of "Actual Infinity;" its meaning will be examined. Attendees will learn about the contents of the Archimedes Palimpsest and see how his insights led directly to our modern understanding in physics and mathematics. By breaking down the problem Archimedes performs to simple high school geometry steps, the preconception that this material is "all Greek" will be overcome.

Session 4.8 (Room K218) 3:00 p.m. – 4:00 p.m.

Layla Hashemi, Montgomery College laymay.19@gmail.com; co-presenter: **Alonzo N. Smith**, History, Montgomery College, alonzo.smith@montgomerycollege.edu

Hands-on Human Rights Education (HRE) and Service Learning in Community College

A recently offered pilot course in human rights education at Montgomery College, Political Science 205: Introduction to Human Rights, approved for catalog listing in 2014, is a fully-transferable course. POLI-205 is interdisciplinary and includes a community service learning component which allows students to develop cultural sensitivity as well as real-life career skills. This workshop explores fundamental humane treatment across many different historical periods and cultural traditions; demonstrates that the origins of the human rights movement do not lie exclusively in Western Europe; employs a variety of teaching methodologies; and by tracing the rise of human rights in the modern world, highlights the contradictions of race, gender, and class when addressing issues regarding human rights education in the classroom; and demonstrates and discusses methods and best practices for incorporating career development and service learning opportunities into course work at the community college level.

Session 4.9 (Room K224) 3:00 p.m. – 4:00 p.m.

Natasha Cole-Leonard, English, Community College of Baltimore County, nleonard@cCBCmd.edu;
Co-presenters: **Janet Ohlemacher**, Student Affairs, Carroll Community College, johlemacher@carrollcc.edu; **Carolyn Hoffman**, Liberal Arts, Prince George's Community College,

AFACCT 2015 Program of Presentations

hoffmacf@pgcc.edu; **Tammy Peery**, Humanities, Montgomery College,
tammy.peery@montgomerycollege.edu

**(PANEL): *The Impact of the “College and Career Readiness and College Completion Act of 2013” on
General Education Curricula***

This panel will discuss the profound impact of the *College and Career Readiness and College Completion Act of 2013* on general education requirements and General Studies programs of four Maryland Community Colleges: The Community College of Baltimore County, Carroll Community College, Montgomery College, and Prince George's Community College. The Completion Act has forced changes in general education curricula at most Maryland community colleges by reducing the maximum number of hours for Associate degree programs. The panel will exchange ideas, identify best practices, and share insights in complying with the new degree completion requirements. Participants will identify curricula changes compelled by this legislation and discuss real and perceived impacts at their colleges.

Session 4.10 (Room K212) 3:00 p.m. – 4:00 p.m.

Mike Green, Business, College of Southern Maryland, mikeg@csmd.edu

Community Colleges: Can They Survive?

In 2006, this presenter told the College of Southern Maryland community to buy gold at \$600 an ounce. Once as high as \$1600, today it is slightly above \$1200 an ounce. This self-proclaimed futurist will describe the most likely development vectors for community colleges. This session is a must for new faculty hoping to have a 30-year teaching career and those planning on ten more. Attendees will learn how societal forces may influence the future of community colleges, and will discuss whether these forces are likely to have a positive or negative impact on the future of community colleges.

Session 4.11 (Room K309) 3:00 p.m. – 4:00 p.m.

Elizabeth Jones, English, Wor-Wic Community College, jhochmuth@aol.com; *Co-presenters:* **Elaine Vander Clute**, English and Speech, Wor-Wic Community College, evanderclute@worwic.edu; **Sheila Bloservern**, Developmental English, Wor-Wic Community College, sbloservern@worwic.edu; **Suzi McKeen**, Reading and Writing, Wor-Wic Community College, smckeen@worwic.edu

(PANEL): *Dreaming Big: What Happens if Common Core Promises Come True?*

Common Core standards have received media attention since their implementation in Maryland k-12 schools, but much of the focus has been on the challenges for students, teachers, and school districts rather than on the potential benefits. This panel proposes that Common Core could present higher education with opportunities: What happens if the standards do revolutionize k-12 education? How might our work in first-year composition, developmental reading and writing, and speech communication classes change if

AFACTT 2015 Program of Presentations

students arrive "college ready"? Attendees will discuss the impact of Common Core on how and what we teach in developmental and credit level reading, writing, and speech courses.

Session 4.12 (Room K223) 3:00 p.m. – 4:00 p.m.

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

Co-Presenter: **Mary Johnson**, Library Coordinator, College of Southern Maryland, MaryJ@csmd.edu.

Librarians in the Classroom: Embedded Librarianship

Are your students relying too much on Google and Wikipedia rather than utilizing appropriate research tools for their academic writing? Is plagiarism a problem in your courses? Have your students never entered the library? Discover how a project, "Embedded Librarians in the Classroom" addressed these problems in several innovative ways. Get practical ideas of how you can bring the library into the classroom. Participants will identify practical steps to improve students' research skills; discuss how to incorporate librarian visits to introduce effective library research tools; discuss what students think about the in-class librarian assistance project; receive samples of Library Questionnaires created to give students experience in using keywords, online prescription databases, the card catalog, etc.; and identify an approach to teaching research skills that can be implemented easily at their schools.

Session 4.13 (Room K305) 3:00 p.m. – 4:00 p.m.

Jon S. Cooper, Health Sciences, Howard Community College, jcooper@howardcc.edu

Classroom Interaction and the Surface Pro Wireless Device

Learn to use the Surface Pro Wireless Feature to enable student interaction in the classroom or laboratory setting. Embracing technology in the classroom will better prepare our students for the workforce once they graduate. Attendees will be introduced to the use of the Surface Pro in a basic, interactive format using the Surface Pro device.

Day 2: Friday, January 9, 2015

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

Breakfast: Room K100, and the café area

Session 5.1 (Room K122) 9:00 a.m. – 10:00 a.m.

Jeremy Green, Information Literacy, Carroll Community College, jgreen@carrollcc.edu; *co-presenter:*

Wanda Meck, Information Literacy, Carroll Community College, wmeck@carrollcc.edu

Creating Information Literacy-Rich Assignments

The Middle States Commission on Higher Education requires organizations to support information literacy in their curriculums to meet the Commission’s standards for accreditation. So how does one create assignments that meet these goals? Our presentation will demonstrate some of the steps taken at Carroll Community College to determine students’ need for information literacy skills and the resources developed to address these needs. Attendees will learn the definition of information literacy, the ways the college gauged how information literate students were, and steps taken to improve assignments. In this presentation, faculty will be better able to write assignments that reflect information literacy standards, and will consider using pretests to determine student need for information literacy instruction in their courses.

Session 5.2 (Room K207) 9:00 a.m. – 10:00 a.m.

Lester L. Burney, Jr., Human Services, Community College of Baltimore County, lburney@ccbcmd.edu

***"Upgrade Me to Adjunct 3G" - Utilizing Technology, Incorporating Tasks,
and Re-Inventing Your Curriculum within the Classroom***

This workshop is designed to help existing adjunct faculty evaluate their usage of proven pedagogical strategies designed to foster optimal student engagement. Faculty members learn to self-audit their existing class curriculum and presentation styles through an assessment tool. Adjunct faculty will learn the importance of re-inventing their *in-class* experience to go beyond traditional lecture and PowerPoint presentation. Active engagement, critical thinking, and student collaborative learning are highlighted. Attendees will learn how faculty can promote greater in-class engagement and collaborative learning with students, how to design and create lesson plans that can increase attention and participation within the classroom, and how to increase adjunct empowerment through proactive connections to college/university resources.

AFACT 2015 Program of Presentations

Session 5.3 (Room K212) 9:00 a.m. – 10:00 a.m.

Sarah Barnhardt, Reading and Languages, Community College of Baltimore County, sbarnhardt@ccbcmd.edu; *Co-Presenters:* **Nancy Zimmerman**, Business, Community College of Baltimore County, nzimmerman@ccbcmd.edu; **Chester Gates**, Reading and Languages, Community College of Baltimore County, cgates@ccbcmd.edu

Activities for Building Community Online

Building Community promotes a sense of belonging, which provides motivation and encouragement for successful course completion. Presenters will demonstrate techniques such as reciprocal teaching and formative assessments and the use of online applications like community maps, Brainshark, wikis and Vokis for building community and social presence in blended and online learning. Attendees will learn concrete methods for building a sense of community among students in online learning settings.

Session 5.4 (Room K127) 9:00 a.m. – 10:00 a.m.

Elizabeth Noratel, Biology, Community College of Baltimore County, enoratel@ccbcmd.edu; *Co-presenter:* **Stephanie Rafferty**, Physics, Community College of Baltimore County, srafferty@ccbcmd.edu

Misconceptions: How They Form and How to Combat Them

Often in the classroom instructors are faced with incoming student misconceptions. In terms of memory, these misconceptions are often crystallized, making it difficult to correct efficiently. This presentation gives an overview of memory crystallization, explains how the misconceptions develop, and outlines some methods of combating their stronghold on a student's understanding. Attendees will gain a deeper understanding of misconceptions and how they form, will discuss their own tips for battling them, and will leave with new ideas to apply in their classrooms.

Session 5.5 (Room K128) 9:00 a.m. – 10:00 a.m.

Christine Rai, English, Frederick Community College, crai@frederick.edu; *co-presenter:* **Cathy Hull**, chull@frederick.edu

Diverse Universe: How Universal Design Can Benefit All Your Students

With ever-increasing diversity in our classrooms comes the need to design effective courses that are accessible to a broad range of students. Universal design gives a framework to make your courses a more inclusive learning environment where students can experience increased learning success. This session will give an overview of universal design, as well as practical tips and strategies to use in face-to-face and online courses. Attendees will explore universal design strategies and identify appropriate strategies for their courses and discipline.

Session 5.6 (Room K129) 9:00 a.m. – 10:00 a.m.

Mark Edelen, Engineering, Howard Community College, medelen@howardcc.edu; *co-presenter*: **Loretta Tokoly**, Mathematics, Howard Community College, ltokoly@howardcc.edu

3-D Printed Models for Visualization and Manipulation in STEM Teaching

Put that 3-D printer to use. Now students can hold (not just imagine) models that illustrate key concepts. Volumes of cones and spheres can be experimentally determined, Cavalieri's principle can be proven, and directional derivatives demonstrated. In science, one-way flows can be shown, cellular structures viewed from every angle, or tumor volumes estimated by measuring MRI slices. Learn how to use existing models, or create customized parts for a particular topic or course. Attendees will participate in demonstrations of learning activities using a 3-D model/manipulative. Attendees will learn how to create and/or find, and print, 3-D models for STEM teaching.

Session 5.7 (Room K132) 9:00 a.m. – 10:00 a.m.

Tricia Crossett, Mathematics, Carroll Community College, tcrossett@carrollcc.edu; *Co-presenters*: **Janice Stencil**, Mathematics, Carroll Community College, jstencil@carrollcc.edu

Teaching Statistics Using Active Learning in Both Traditional and Hybrid Classes

Use of active learning has been shown to improve student understanding. Online students are often seen to have a difficult time learning concepts in an introductory statistics course. Therefore, a hybrid section was developed for students that used in-class activities and a flipped classroom model to engage students. Many of the lessons were also used in a traditional classroom setting and could be used in other subjects. Attendees will discuss activities to promote active learning and conceptual learning in an introductory statistics class. Attendees will discuss the use of a hybrid course model to improve online student learning.

Session 5.8 (Room K220) 9:00 a.m. – 10:00 a.m.

David Robinson, English, College of Southern Maryland, drobinson4@csmd.edu

Using YouTube to Flip the Developmental Classroom

This presentation will cover tips and tricks for how to "flip" the easy way -- using YouTube. The results of a pilot program using YouTube to flip a developmental English classroom will be presented, including the advantages, disadvantages, and challenges of such a model. Attendees will participate in a hands-on workshop in creating a YouTube account and online videos, and will finish the session equipped with materials and instructions on how to apply this technology to their own classrooms.

AFACCT 2015 Program of Presentations

Session 5.9 (Room K305) 9:00 a.m. – 10:00 a.m.

Bill Warburton, Information Technology, Carroll Community College, wwarburton@carrollcc.edu

Blackboard Collaborate – Hands-on Session

Blackboard Collaborate can be used to increase student engagement in online classes. This online tool allows instructors to chat, share screens, video conference, and do much more with their students. Participants are invited to bring their laptops (with a webcam, along with a microphone-headset for the best experience) and to take a test drive in a sample course. Attendees will learn how to schedule an online meeting - chat, video conference and share their screen with students - record and post the online meeting.

Session 5.10 (Room K218) 9:00 a.m. – 10:00 a.m.

Cristal Rae Toribio, Massage Therapy, College of Southern Maryland, ctoribio@csmd.edu

Body Language: A Tool for Teaching and Learning

Learn to share your presence in the classroom. Body language is a key element in communication, as well as an important tool for both teaching and learning. Attendees will explore the elements of body posture for effective communication in the classroom and for overall self-care, will learn simple techniques for mind-body awareness to enhance effectiveness in the classroom and well-being, will discuss non-verbal messages in the classroom, and will apply skills for posture and mind-body connection.

Session 5.11 (Room K133) 9:00 a.m. – 10:00 a.m.

Franois Derasse, Science, Carroll Community College, fderasse@carrollcc.edu; *co-presenter*: **Sandy Shaw**, Carroll Community College, sshaw@carrollcc.edu

Using Wow Demonstrations to Engage Students in all Sciences

Science demonstrations can be used in the classroom to engage students in learning science concepts. This presentation will show them for biology, physiology, chemistry, meteorology, and physics. Concepts addressed include acid-base buffers, atmospheric pressure, cloud formation, mole concept, cool acid-base reactions, surface tension, and the physics of breathing. Participants will identify demonstrations to motivate and engage students, and will be encouraged to share their demonstrations with others.

Session 5.12 (Room K223) 9:00 a.m. – 10:00 a.m.

Ellie Rice, Biology, Howard Hughes Medical Institute, Educational Resources Group, ricee10@hhmi.org; *co-presenter*: **Teresa Calzonetti**, Biology, Fredrick Community College, TCalzonetti@frederick.edu

The Rock Pocket Mouse: Using Multi-media Resources to Teach Genetics and Evolution

Come meet the Rock Pocket Mouse. This native of the Sonoran Desert provides us with a modern example of how natural selection drives adaptation. We will explore ready-to-use activities that focus on phenotypes, molecular genetics of coat color, and population dynamics over time. Attendees will receive

free video and ready-to-use activities, will become familiar with media resources for teaching evolution, and will discuss how to use these resources for teaching genetics and evolution in their own classrooms.

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 10:15-11:25 a.m.
Scott Center of Fine and Performing Arts Theater**

Keynote Address: Alan K. Goodboy



***Changes in College Students' Communication About
their Coursework: Making Sense of Students'
Complaints and Criticisms***

More than ever, college students complain about their coursework and criticize their instructors. Due to issues ranging from disappointing grades to students' personalities, it is important for instructors to understand the antecedents, consequences, and communicative implications of student complaining. This keynote address will synthesize the current research in instructional communication on student complaints and will provide Maryland college faculty with some insight into the minds of the dissenting student.

Dr. Goodboy is an instructional communication scholar who examines empirically how instructors can maximize student learning in the classroom through effective communication behavior. He has published over 75 articles in peer-reviewed journals, including several publications from his program of research on instructional dissent. This program of research examines why and how college students express their disagreements and complaints about class-related issues. His current research interests include bullying in different contexts (e.g., student bullying, workplace bullying, cyberbullying), self-determination and intrinsic motivation in the classroom, and power in the classroom. Dr. Goodboy currently teaches a doctoral seminar in statistics (general linear models) and is teaching a graduate seminar on bullying in the upcoming semester.

Day 2: Friday, January 9, 2015
Sessions 6: 11:40 a.m. - 12:40 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 K122) 11:40 a.m. - 12:40 p.m.

Hanael Bianchi, History, Howard Community College, hbianchi@howardcc.edu

Gamifying Your Course

Do your students love games? Wouldn't it be wonderful to harness their interest in games and direct it towards learning? This presentation will examine the gamification of the classroom, but it will go beyond the simple practice of adding a game to your class. Instead, it aims to uncover the basic characteristics of a game, and how they can be incorporated into an entire curriculum to increase student engagement and learning. Attendees will understand the basic characteristics of a game and will discuss ways to design their course based on games.

Session 6.2 (Room K127) 11:40 a.m. - 12:40 p.m.

Sarah Miller, Mathematics, Community College of Baltimore County, cycle_sarah@comcast.net

Giving Students the Slight Edge: Teaching the Power of Productive Persistence

Should an instructor take time away from teaching course content to teach self-help skills and skills related to persistence? The answer is "Yes." Topics from Jeff Olson's *The Slight Edge* were taught to students with an apparent positive impact on overall course success. Attendees will learn techniques for developing student self-help skills and skills related to productive persistence, and will be inspired to change their courses accordingly.

Session 6.3 (Room K224) 11:40 a.m. - 12:40 p.m.

Shannon Meers, Reading, Community College of Baltimore County, smeers@cCBCmd.edu

Dancing Our Way to Differentiation

No two students enter a classroom with identical abilities, experiences, and needs. Learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class group. Regardless of their individual differences, however, students are expected to master the same concepts, principles, and skills. Helping all students succeed in their learning is an enormous challenge that requires innovative thinking. Attendees will *dance and discover* new ways to reach all of their students. Attendees will apply the ideas presented and create an outline of a lesson plan that they can take back and use in their classrooms.

Session 6.4 (Room K129) 11:40 a.m. - 12:40 p.m.

Magdeleine Vandal, Transitional Studies, Carroll Community College, mvandal@carrollcc.edu

Transforming Transitional Education at Carroll Community College

Are you looking for strategies to accelerate student progress through transitional course work to credit courses while ensuring students are prepared for the academic challenges ahead? These were the concerns addressed in redesigning our traditional Transitional English and reading programs. Learn how your students can become independent learners through the use of a modular instructional format in transitional courses. Attendees will participate in a dialogue about the process involved in going from a traditional to a modular instructional format. Attendees will compile resources for English and reading modular activities.

Session 6.5 (Room K218) 11:40 a.m. - 12:40 p.m.

Rahila A. Siddiqui, Language Studies, Prince George's Community College, siddiqra@pgcc.edu

Blogging: An Innovative Way to Communicate in Today's Classrooms

This session will show how students can be guided towards becoming reflective scholars through the use of blogs, how blogging can be an engaging way to communicate with students, as well as have them interact with one another. In this workshop, participants will create a blog using www.blogger.com that reflects a personal style and will set up RSS feeds tailored to their interests; will learn about an innovative way to make the reading and writing connection; will learn various ways blogs can benefit the classroom and how they can increase interaction among students and the instructor.

Session 6.6 (Room K309) 11:40 a.m. - 12:40 p.m.

Lynn Tracey, Chemistry, Anne Arundel Community College, ltracey@aacc.edu; *co-presenter*: **Kristi Miller**, Chemistry, Anne Arundel Community College, kemiller4@aacc.edu

***It's The Math – How We Made Some Changes
to Improve Student Success in General Chemistry 1***

Mathematical skills have been declining for students entering community colleges. There is a strong correlation between mathematical skills and success in General Chemistry 1. This presentation will discuss strategies implemented over the past few years resulting in a significant increase in the number of students succeeding. Attendees will learn what kind of data was used to justify a mathematics pre-requisite change, how supplemental mathematics activities were incorporated into our course, and will share strategies for improving mathematical skills in a general chemistry course.

AFACCT 2015 Program of Presentations

Session 6.7 (Room K220) 11:40 a.m. - 12:40 p.m.

Magin LaSov Gregg, English, Frederick Community College, MLaSovGregg@frederick.edu; Co-presenter: **Anne Regules**, English, Frederick Community College, aregules@frederick.edu

The 'I' of the Beholder: Teaching First-Year Composition Students

How to Mine the Personal and Popular in Responsible, Research-Driven Writing

In this interactive presentation, two English professors demonstrate how they use narrative writing to invite non-English majors, including many general studies students, into the research process. Students, in turn, become critical writers and interpreters of culture and society, and may expand inquiry begun in first-year composition classrooms to disciplines and careers of interest. While the strategies in this presentation were originally created for an English course, ideas can be applied to all disciplines. Attendees will discover assignment ideas and portable strategies for increasing relevance of composition core learning objectives across disciplines; and will discuss increasing opportunities for writing, reading, and research literacy in a college humanities classroom.

Session 6.8 (Room K132) 11:40 a.m. - 12:40 p.m.

Timothy M. McWhirter, World Languages and Philosophy, Montgomery College, timothy.mcwhirter@montgomerycollege.edu

The Maryland Flipped Classroom Study for Higher Education

Montgomery College is developing plans to do a state-wide study of flipped classes in Higher Education. The project will seek grant funding to provide faculty members reassigned time, curriculum and technological resources, and assistance from faculty members in their discipline to redesign a course in a “flipped” format. The project will begin at Montgomery College and eventually become available to faculty members across the state of Maryland: <http://montgomerycollegesustainability.wordpress.com/circles/> This presentation will describe the *Maryland Flipped Classroom Study for Higher Education* and will provide faculty members and administrators the information they need to participate in the study. It will also give them an opportunity to participate in the development of the study.

Session 6.9 (Room K133) 11:40 a.m. - 12:40 p.m.

Janet Barber, Psychological & Sociological Sciences, Prince George's Community College, barberaj@pgcc.edu

Devolution: Empower the Non-traditional Student with Positive Psychology and Sociology

This presentation will examine the science of happiness, i.e., positive psychology and sociology in the classroom for *new-millennium* students. Happiness and well-being activities and lessons can be incorporated into most college disciplines. Attendees will learn about the science of happiness (psychologically and sociologically), will discuss the concepts and theories as empowerment for college

AFACCT 2015 Program of Presentations

students, and will compare alternative teaching strategies as happiness enhancements in the classroom with traditional ways of teaching.

Session 6.10 (Room K212) 11:40 a.m. - 12:40 p.m.

Timothy Desmond, Communication, Arts, and Humanities, College of Southern Maryland, toddesmond@yahoo.com

***Plato's Republic and the Four Futures of Community College:
Growth, Collapse, Disciplined, Transformative***

The three scenarios for the future of community college education -- *evolution, devolution, stasis* -- are similar to the four generic images of the future -- *growth, collapse, disciplined, transformative* -- described by noted futurist Dr. James Dator at the University of Hawai'i. Following his method, this presentation examines four generic images of the future of community college education, while using Plato's *Republic*—the original academic curriculum—as the standard of evolution. Big Bang cosmology also will be discussed. Attendees will learn how to apply Dr. James Dator's method of alternative futures studies at their home colleges.

Session 6.11 (Room K223) 11:40 a.m. - 12:40 p.m.

Neeraj Sharma, Mathematics, Community College of Baltimore County, nsharma@ccbcmd.edu; *co-presenters*: **Christine Mirbaha**, Mathematics, Community College of Baltimore County, cmirbaha@ccbcmd.edu

Constructing an Online Course Using Open Educational Resources

With the rising costs of course materials, pressure is on faculty to come up with strategies to help lower the textbook costs. This presentation focuses on the creation and implementation of the intermediate algebra online courses using open education resources. The presenters will discuss the effectiveness and challenges involved in implementing these courses. Attendees will learn about the free online platforms that can be used to create online courses and the challenges involved in the creation of these courses.

Session 6.12 (Room K128) 11:40 a.m. - 12:40 p.m.

Michele Dickson, Nursing, Prince George's Community College, dicksoma@pgcc.edu; *co-presenter*: **Linda Cook**, Nursing, University of Maryland, cook@son.umaryland.edu

From Expert Clinician to Novice Faculty

As an experienced clinician in nursing, the nurse is often considered an expert. An expert clinician develops through application of theoretical and practical knowledge in clinical situations by comparing similar and dissimilar clinical situations. When the experienced clinician assumes a position in an academic setting, the new faculty returns to a novice status. The presenters of this interactive session will share best

AFACCT 2015 Program of Presentations

practices from their experiences of classroom management and nursing student engagement. Participants will define novice and expert; list two strategies to enhance classroom management, and explain three methods to increase student interaction in the classroom.

PowerPoint–Poster–Website Displays
Friday, January 9, 2015
11:40 a.m. –12:40 p.m.

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

The poster sessions are scheduled together in room K116. 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. – 12:40 p.m., and Session 6 (Friday) from 11:40 a.m. – 12:40 p.m.

Session 6A: POSTER SESSION

Sheila Blossveren, Developmental English, Wor-Wic Community College, sblossveren@worwic.edu

Using GPA as a Secondary Placement Measure

Are placement tests the answer? Not necessarily. Find out about the success of a pilot program at Wor-Wic Community College using high school grade point averages (GPAs) as an alternative placement measure. Rather than determine whether or not a student needs remediation by *Compass/Accuplacer* score alone, students' high school English and cumulative GPAs were used to allow students to go directly into English 101-Freshman Composition. Attendees will consider the results in order to duplicate the pilot at their institutions. Considering the recent ALP trend, avoiding unnecessarily remediation altogether may be another viable option to save money and time.

Session 6B: POSTER SESSION

Rebecca A. Beecroft, Life Sciences and Biotechnology, Hagerstown Community College, rabeecroft@hagerstowncc.edu; **Kristen Lennon**, Biology, Hagerstown Community College, kalennon@hagerstowncc.edu; **Terrie Biddinger**, Microscopy Outreach, Hagerstown Community College, tmbiddinger@hagerstowncc.edu

Development of a Biotechnology Microscopy Training Hub:

A Partnership with Industry and K-12 Science Instruction

Faculty of the Mathematics and Science Division of Hagerstown Community College are in the final year of a National Science Foundation Advanced Technological Education Grant. Funding from this grant was

AFACT 2015 Program of Presentations

instrumental in establishing a microscopy training hub, as well as a classroom microscope loaner program and significant professional development opportunities for K-12 teachers. This poster presentation will provide information on how this program was designed and funded and how partnerships were developed with K-12 educators.

Session 6C: POSTER SESSION 11:40 a.m. - 12:40 p.m.

Greg Stiffler, Mathematics, Community College of Baltimore County, gstiffler@ccbcmd.edu; **Sylvia Gutowska**, Mathematics, Community College of Baltimore County, sgutowska@ccbcmd.edu

The Early Bird Doesn't Always Get the Worm

Using and analyzing Pre-calculus courses, the purpose of this display is to showcase research comparing student achievement in mathematics courses offered in the morning and afternoon. The findings give insight into the student mind and assist instructors with structuring lessons and classes to help achievement.. Attendees will learn the patterns professors see in their classes, will discuss the findings, and will learn how this information is being used to alter classes to create an environment to benefit students.

Friday, 12:45 – 1:30 p.m.

Breakfast and Lunch: Room K100, and the Café area

During lunch, conference participants are invited to meet with colleagues in their academic disciplines.

Day 2: January 9, 2015
Sessions 7: 1:40 – 2:40 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 K220) 1:40 p.m. - 2:40 p.m.

(PANEL): **David M. Hinds**, President, Maryland Council of Community College Chief Academic Officers (M4CAO), Vice President of Academic Affairs, Allegany College of Maryland, dhinds@allegany.edu; (and other panelists to be named).

The Proposed Maryland Community College Common Course Numbering System

The panelists represent the chief academic officers of Maryland's community colleges and the Maryland Higher Education Commission. They will explain the problems with Maryland's current numbering system for general education transfer courses, will discuss the need for a common course numbering system, the challenges in implementing such a system, and will invite faculty members from Maryland community colleges to voice their questions and concerns about the proposal.

Session 7.2 (Room K122) 1:40 p.m. - 2:40 p.m.

Carol Moore, Instructional Design, Montgomery College, carol.moore@montgomerycollege.edu; *co-presenter*: **Carol Annink**, Instructional Design, Montgomery College, carol.annink@montgomerycollege.edu

Cultural Diversity in the Montgomery College Classroom: Leveraging the Value for Learning

Montgomery College is proud of its vast cultural diversity, with students coming from over 170 countries. Many students, faculty, and staff also are of varied racial and ethnic backgrounds from within the U.S. We not only celebrate our diversity; we seek to maximize its value in the classroom. In this workshop, participants explore their own cultural identity and discover ways that the multicultural experiences of students and instructors can benefit all learners. Participants will be able to articulate their own cultural background; identify key components of culture; implement specific exercises and tools to increase the effectiveness of teaching in a culturally diverse classroom; and identify ways to incorporate these new tools, exercises, and insights into their own lesson plans.

Session 7.3 (Room K127) 1:40 p.m. - 2:40 p.m.

Jennifer Fritzges, Nursing, Carroll Community College, jfritzges@carrollcc.edu

Rigor and Exam Questions: Are We Meeting The Learning Needs Of Today's Students?

This presentation will address how to write exam items that provide the needed rigor to meet set course objectives. An understanding of the learning needs of today's student and how testing can be modified to meet those needs will be discussed. While publisher-based testing banks are a great resource, educators

AFACCT 2015 Program of Presentations

should not rely solely on these to assess student learning. Participants will be provided easy approaches to update existing testing methods.

Session 7.4 (Room K129) 1:40 p.m. - 2:40 p.m.

Susan Sies, Education, Carroll Community College, ssies@carrollcc.edu; *co-presenter*: **Nancy Kimble**, Business and Accounting, Carroll Community College, nkimble@carrollcc.edu

What Do Business and Education Have in Common? Student Planning for Completion

Learn how to help your students meet degree completion through on-time embedded academic advising in courses while developing connections with their professors, the academic program, and co-curricular activities. Teach students to navigate the degree process using digital tools like *Degree Audit* and become advocates for their degree completion. Explain how the Education and Business Departments use embedded academic advising in business and education classes as well as other high impact practices to increase program enrollment, course-to-course matriculation, and degree completion.

Session 7.5 (Room K128) 1:40 p.m. - 2:40 p.m.

Amina Rahman, Writing & Reading, Montgomery College, amina.rahman@montgomerycollege.edu; *Co-presenters*: **Adrienne Betancourt Nicosia**, Montgomery College, adrienne.nicosia@montgomerycollege.edu; and **Karen Blinder**, Montgomery College, karen.blinder@montgomerycollege.edu

Enhanced Academic Support Program for Developmental Students

Completion rates less than 25 per cent are common at community colleges, and developmental English students face much greater challenges. Yet developmental students often fail to use such college resources as tutoring. To address this, the Writing, Reading, and Language (WRL) Center, Montgomery College, Takoma Park Campus has instituted a coordinated set of initiatives: orientation and testing, seminars, a home study lounge, and steps to draw students to the Center. Initial results are highly favorable, and the program plans to expand. Attendees will learn how their own schools might better support students in developmental classes.

Session 7.6 (Room K132) 1:40 p.m. - 2:40 p.m.

Mary-Beth Klinger, Business, College of Southern Maryland, marybethk@csmd.edu; *co-presenter*: **Teresa Coffman**, Education, University of Mary Washington, tcoffman@umw.edu

Creative Thinking for the 21st Century

This presentation examines how educators can embed 21st century skills into their curriculum. The goal is to show that by using innovative teaching and learning processes students gain skills in collaboration and team building, enhanced communication through presentation, and applied analysis of information.

AFACT 2015 Program of Presentations

Attendees will discuss teaching and learning strategies to engage students to think differently about their own learning and to move beyond *critical* thinking to *creative* thinking.

Session 7.7 (Room K133) 1:40 p.m. - 2:40 p.m.

Christine Mirbaha, Mathematics, Community College of Baltimore County, cmirbaha@ccbcmd.edu

Changing Student Perceptions to Bolster Student Success

Self-perceptions and attitudes substantially affect student academic performance. Recognizing this, the presenter attempted to improve students' affective approach to mathematics while strengthening their academic skills. Strategies enabling students to break down barriers to success, while embracing a more dynamic approach to learning, will be shared. Participants will develop alternative strategies. Attendees will share successful strategies to increase student retention and success rates in their classroom, increase their awareness of the effects of attending to students' mindsets in the classroom, and learn techniques of implementing positive change in their classroom.

Session 7.8 (Room K223) 1:40 p.m. - 2:40 p.m.

Cristal Rae Toribio, Massage Therapy, College of Southern Maryland, ctoribio@csmd.edu

The Body Speaks

How are you listening to your body? How are students listening to you in the classroom? Body language and awareness play an important role in teaching and learning process. Participants to this session will explore non-verbal communication in classroom and ideal posture for overall self-care. They will learn simple techniques for mind-body awareness to enhance your effectiveness in the classroom and overall well-being. Attendees will discuss non-verbal messages in the classroom, and will apply skills for posture and mind-body connection.

Session 7.9 (Room K212) 1:40 p.m. - 2:40 p.m.

Jeff Ball, Visual, Performing, and Applied Arts, Harford Community College, jeball@harford.edu

***The Bibliography Assignment: Introducing the Library and Research Resources
to the Community College Student***

Can students transition from first-year writing assignments to the fully-engaged research and writing process? A bibliography project used for the last several years in art history survey classes will be presented. The key to the assignment is students practice the skills needed to develop a proper research paper without writing the actual paper, but nevertheless writing just as much. The project was designed to build on the students' experiences in the Introduction to Writing curriculum and to expand their skill sets into discipline-specific academic research and writing. Attendees will learn about a research-process

AFACCT 2015 Program of Presentations

assignment geared toward the extensive use of academic resources; and will discover the applicability of the assignment across disciplines.

Session 7.10 (Room K224) 1:40 p.m. - 2:40 p.m.

Michael Parsons, Education/Social Science, Morgan State University, Michael.parsons@morgan.edu;
co-presenters: **R. Lee Viar**, Colorado Technical University, general1865@myactv.net; **David Barney**,
Communications, Morgan State University, david.barney@morgan.edu

A Renaissance in Higher Education Teaching? The People in the Process

Is there a renaissance underway in higher education teaching? If faculty members understand the changing nature of the *clients* of community colleges, then the answer is “Yes.” Attendees will learn strategies to engage the new learners designed to foster their success, from the perspective of face-to-face, hybrid, and asynchronous delivery. Attendees will discuss the effectiveness of the new delivery systems, describe the learning styles of the new community colleges clients, and present instructional strategies designed to engage them.

Session 7.11 (Room K311) 1:40 p.m. - 2:40 p.m.

Brian Mark Weber, English, Anne Arundel Community College, bmweber@aacc.edu

Online Teaching 101: Transitioning from On-Campus to Online

This presentation will feature new rubrics, lesson ideas, technology tips, and best practices for those new to online teaching or who are thinking about teaching an online course. Attendees will learn about differences in learning management systems such as Canvas and Blackboard and will discuss the challenges and rewards of teaching online. The focus will be on making sure that online teaching is evolving by implementing a variety of effective approaches in the online classroom. Attendees will learn how to transition classic approaches to teaching on campus to the online classroom.

Session 7.12 (Room K207) 1:40 p.m. - 2:40 p.m.

Kathleen Lauber, Biology, College of Southern Maryland, Kathleen@csmd.edu; and **Jason S. Spiegelman**, Psychology, Community College of Baltimore County, JSpiegelman@cCBCMD.edu;

Conference Presentations 101: How to Prepare and Present for Beginners

One of the most sought-after avenues of professional development in academia is presenting at a professional conference. For those who have never done so, however, it can be an intimidating and daunting experience. Have you often thought about giving a presentation at a conference, but you don't know where to start? Come to this workshop with a presentation idea to learn the basics of deciding on a topic, writing objectives, tips for good power point presentations and more. After attending this

AFACT 2015 Program of Presentations

presentation, the participant will be able to write an attention getting title and description of your presentation; develop appropriate and interesting presentation objectives using Bloom's Taxonomy; and describe the best and worst ways to present information within a PowerPoint presentation.

Session 7.13 (Room K309) 1:40 p.m. - 2:40 p.m.

Aixiu Monica Zhang, World Languages and Philosophy, Montgomery College,
aixiu.zhang@montgomerycollege.edu.

What Can the Community College Professor Learn from the Montessori Model?

The founders of Amazon, Google, and Wikipedia all went to Montessori Schools. What can the community college professor learn from the Montessori educational model? With a PhD in Education, the presenter shares what she has learned in the past years from her research, observation, and experiences with using the Montessori approach in her teaching. At the end of the workshop, participants will be able to: communicate effective principles of teaching and learning based on the Montessori approach, and consider ways to apply the Montessori principles in the classrooms as well as identify potential challenges in applying the Montessori Model.

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.

AFACCT 2015 Conference Donors and Sponsors

On behalf of community college faculty members throughout Maryland, the AFACCT Board of Representatives thanks the following theatres, publishers, businesses, and community colleges for their generous support of the 25th Annual AFACCT Conference, ***January 8 and 9, 2015***

Casio, Inc. (Donation of calculators to be given away as door prizes).

iSpring (e-learning software developers). **Donation** of a 90-day registration for their products and a free license to be given away during the conference.

- **Donation of** three licenses for [iSpring Presenter 7](#) for a giveaway among conference attendees (after three winners are determined **iSpring** will contact them with the license details)
- **Donation of** 90-day free license of [iSpring Presenter 7](#) for all AFACCT attendees. (Submit your email and name, and AFACCT will forward them to iSpring. You will then be contacted by iSpring directly).

John Wiley and Sons, Inc. (Donation of textbooks): <http://www.wiley.com/WileyCDA/>

McGraw Hill Higher Education, Science, Engineering and Mathematics:

<http://www.mheducation.com/divisions/higher-education>

Morton Publishing Company

925 W. Kenyon Ave., Suite 12 | Englewood, CO 80110

800-348-3777, www.morton-pub.com

Theatres

Carroll Community College, Westminster, MD

- **Donation** of tickets to theater performances at the Scott Center for the Arts, on the campus of Carroll Community College, Westminster, Maryland

College of Southern Maryland, Fine Arts Center, on the La Plata and Leonardtown campuses:

- **Donation** of two-ticket sets for performances during the 2015 Spring Program, including these events: *For more information, contact the Box office at:*
<http://csmd.edu/Arts/Boxoffice/>
 - Barbershop Extravaganza: Mar. 28, 2015, La Plata
 - Latin Music Festival, April 10-11, La Plata
 - Jazz Festival, April 17-18, La Plata
 - Renaissance Festival, various dates: April 23-26, La Plata, including performance of *Midsummer's Night's Dream*
 - Latin Ensemble Concert, April 29, Leonardtown
 - Southern Maryland Concert Band, May 2, La Plata

Community College of Baltimore County

- **Donation** of two-ticket sets to the Dundalk Theatre (Dundalk Community Theatre)
- **Donation** of two-ticket sets to the Essex Theatre (Cockpit in the Court Summer Theatre)

Harford Community College, the Amoss Center.

- **Donation** of **two tickets** for *Sunday Afternoon Concert Series* on Feb 22, 2015, featuring Fahnestock-Hontz Duo
- **Donation** of **two tickets** for VoicePlay on Feb 14, 2015. A *cappella* group from Season 4 of NBC's *The Voice*.

The Shakespeare Theatre Company, 516 8th Street SE, Washington DC 20003-283443.

- **Donation** of two tickets. In addition, The Shakespeare Theatre Company is offering to all members of AFACCT: 20% off tickets to Piron's *The Metromaniacs*, translated and adapted by David Ives, and directed by Michael Kahn: February 3 – February 8, 2015. (Playing at The Lansburgh Theatre, 450 7th Street NW, Washington, DC 20004). Use Promo Code: AFACCT20 when purchasing tickets online or through our Box Office (202) 547-1122. *Offer subject to availability. Offer cannot be applied to previously purchased tickets and cannot be combined with other offers. Offer not applicable to "Premium" zone or Price "D" seating.

Woolly Mammoth Theatre Company, 641 D Street, NW, Washington, DC 20004:
<http://www.woollymammoth.net/>

- **Donation** of **two tickets** to a performance at the Woolly for the 2014/2015 Season.

Museums:

The Chesapeake Bay Maritime Museum: Situated on 18 waterfront acres in the historic town of St. Michaels, Maryland: <http://www.cbmm.org/>

- **Donation** of two general day passes.

Steppingstone Farm Museum (located inside the Susquehanna State Park near Havre de Grace, Maryland: <http://www.steppingstonemuseum.org/>

- **Donation** of two pairs of tickets to any event.

Sports Package

Liberty Mountain Resort & Conference Center, Carroll Valley, PA 17320:
717.642.8282.

- **Donation** of one pair of “Learn to Ski or Snowboard Packages” at Liberty Mouny Resort.
(Value: \$92.00/ea.)

Whitetail Resort, 13805 Blairs Valley Road, Mercersburg, PA 17236: 717.328.9400:
<https://www.skiwhitetail.com/winter>

- **Donation** of one pair of “Learn to Ski or Snowboard Packages”

Maryland Community Colleges:

The following community colleges donated assorted gift baskets, or other items as door prizes which were provided by their marketing departments, student services, bookstores, etc.

- Carroll Community College
- The Community College of Baltimore County (Catonsville, Dundalk, Essex), donation of mug, sweat shirt, ball cap

AFACT 2015 Program of Presentations

- College of Southern Maryland: donations of CSM blanket, travel mug, and sundries, along with tickets to Fine Arts Center performances
- Hagerstown Community College: donation of a golf shirt
- Harford Community College: donation of t-shirts and sundries

FAQs: “Frequently Asked Questions and Answers”

Carroll Community College

1601 Washington Road, Westminster, MD 21157

For campus information, call 410-386-8000, or 1-888-221-9748 toll free in Maryland

Q: Can I get Internet access on the Carroll Community College (CCC) campus?

A: Yes, the campus of Carroll Community College offers wireless Internet access in all open areas and classrooms, including the Great Hall and cafe area (No password required). The Information Technology Department will have networked Internet access available for presenters in each classroom at the podium computers

Q: Why doesn't AFACCT create the Program of Presentations so that it divides up similar presentations into different sessions (so that times don't conflict with one another) to enable us to go to several presentations addressing similar topics?

A: When presenters submit their proposals, many ask for specific times and dates to give their presentations. In addition, during the annual MMATYC (Maryland Mathematics Association...) meeting (a two-session time slot on Thursday, January 8), no mathematics-related presentations are scheduled since most math presenters will be attending that meeting. That means other disciplines are scheduled during that time-slot. Once all these special date/time requests are filled in on our timetable, there is virtually no flexibility for scheduling similar topics at different times.

**Q: “Why are there no ‘vegan meal’ options? Why can't AFACCT provide me with what I require?”
(An actual question asked at the last AFACCT conference):**

A: This question about vegetarian menu items and “[vegan menu options](#)” has been raised at previous AFACCT conferences. First, let's realize that being a “vegetarian” is different from being a “vegan.” While 5% of adult Americans claim to be vegetarians, only 2% consider themselves “[vegans](#).” That leaves 95-98% of adults not claiming a vegetarian/vegan dietary restriction. There may be other dietary restrictions; however, AFACCT cannot accommodate all dietary restrictions. This year, as in the past, the catering service permits us two choices for each meal: one vegetarian and one non-vegetarian selection. To help you plan your particular dietary requirements, we have published the menu for the AFACCT '15 conference:

Breakfast both days— Continental breakfast consisting of assorted pastries, muffins, fruit, and beverages of coffee, tea, juice, and water.

AFACCT 2015 Program of Presentations

Thursday lunch – Your choice of vegetarian pasta or Chicken Chesapeake (chicken breast topped with imperial crab and cheese), served with Chef’s choice vegetables and rolls. Beverages: unsweetened ice tea, coffee, tea, water. Dessert.

Friday lunch – Your choice of vegetarian pasta or carved roast turkey, served with gravy and Chef’s choice vegetables and dinner rolls. Beverages: unsweetened ice tea, coffee, tea, water. Dessert.

Q: I did not receive confirmation of registration. Why not?

A: The registration process for this conference is a little different from what it had been in the past; the community college that had been hosting the registration system is doing so no longer. Thus, we’ve had a few glitches, one of which is that registrants don’t get a receipt for the specific information that they entered into the form. Instead, a “Registration Confirmation” should have opened as soon as you clicked on the “Done” on the online “survey” form. At the top of that page, there was a link for “Payment Information,” which contains information about fees and who to pay. To print that document, even if you don’t see a “Print” button, simply use the keyboard command: **Ctrl + P** (depress the **Ctrl key**, then press “**P**”) and select your printer. If you did not see that “Registration Confirmation” page, your registration was probably not completed successfully. In that case, or if you have any question about your registration, send an email to the AFACCT Coordinator, Richard J. Siciliano, at richs@csmd.edu, or call him at his office: 301-934-7826. During the conference, or in an emergency, call his mobile phone: 240-270-1439.

Q: Will there be adequate parking at the conference? Do I need to get a parking sticker?

A: Parking will not be problem at Carroll Community College: you do not need a parking permit or sticker, and there is more than ample parking. The Conference Registration/Information desk and all peer presentations are in Classroom Building “K”. The Keynote speakers are scheduled in the “T” Building, the Scott Center for Fine and Performing Arts. A campus map can be found at this link: <http://www.carrollcc.edu/campus/maps/default.asp>

Q: What is the point of the Conference Evaluation? Does anyone ever read the evaluations?

A: These evaluations are essential; their value cannot be stressed enough. They enable the AFACCT Board of Representatives to continue to offer quality conferences, so we encourage you to complete them for every session you attend, including the keynote addresses. When we plan for the next conference, we look first at the recommendations you make and try to accommodate all your carefully thought-out suggestions, and we aim to correct the problems that you reveal to us. But you must remember to hand in those evaluations at the Registration Desk (and pick up your AFACCT mug as a

AFACTT 2015 Program of Presentations

token of our appreciation). Please remember to put the full session number and the speaker's name on your evaluation form. Otherwise, your evaluation cannot be counted.



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 25th annual conference, and for helping to make the next conference even better with your thoughtful evaluations.

AFACCT '15 Conference Proceedings: All presenters are invited to submit their presentation manuscripts for publication in the *25th Annual AFACCT Conference '15 Proceedings*. After giving your presentation, go to the Registration Desk to pick up a copy of *Guidelines for Proceedings*, or go to the AFACCT website www.afacct.csmd.edu

Copies of past years' *Conference Proceedings* are available on AFACCT's website, as well.

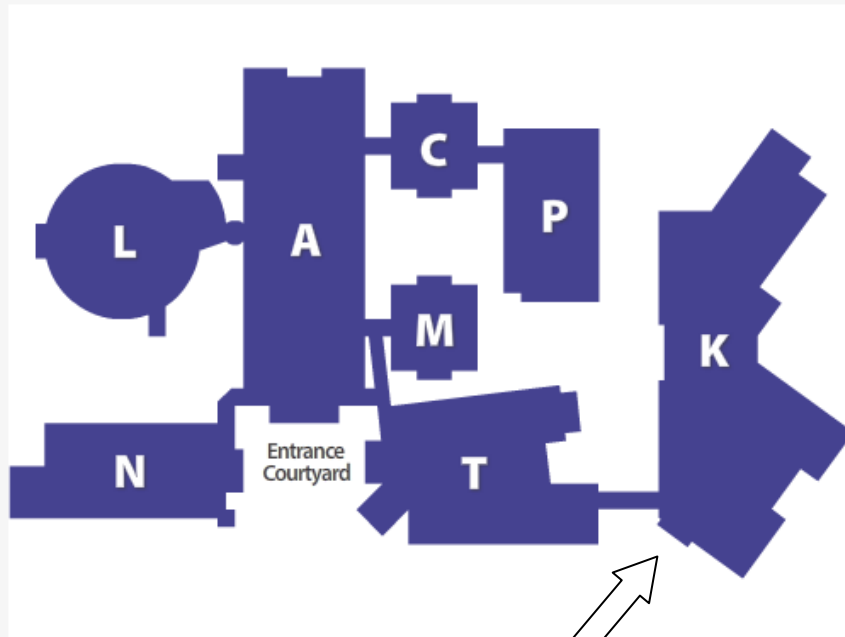
AFACCT Conference 2016: Mark your calendars and plan to attend our next AFACCT conference on January 7 and 8, 2016, at the **College of Southern Maryland, La Plata**. Theme: *to be determined and your suggestions are welcomed...* Full details will be published on the [AFACCT website:](http://www.afacct.csmd.edu) <http://www.afacct.csmd.edu>

Carroll Community College

1601 Washington Road
Westminster, MD 21157-6944

Campus, Parking and Building Maps

College Buildings



CAMPUS, PARKING AND BUILDING MAPS

- Allied Health/Nursing (N Building)
- K Building
- Great Hall (A Building)
- C Building
- Library (L Building)
- M Building
- P Building
- Theater (T Building)
- Contacts and Hours Information

- Great Hall (A Building)
- Library
- C Building
- M Building
- N Building
- P Building
- T Building
- K Building

Registration, breakfasts, lunches, along with all peer presentations, will take place in the **K Building**. The Keynote addresses take place in the T Building (Scott Center).

K Building, Main Level

Carroll Community College

E

Elevator to K-200
and K-300 rooms

S

AFACCT
Conference
Registration

Dining

