



26th Annual Conference
Association of Faculties for Advancement of Community College Teaching

Proceedings

of the
Twenty-Sixth Annual Conference
Association of Faculties for the Advancement
of Community College Teaching

**The World Beyond the Community College
Classroom: Linking Education to Life by
Promoting Critical and Creative Thinking**

January 7 and 8, 2016
Hosted by the College of Southern Maryland
8730 Mitchell Road
La Plata, Maryland 20646-0910

AFACCT Conference 2016 Proceedings

updated: June 8, 2017

Conference Coordinator, AFACCT Coordinator

George MatejaCommunity College of Baltimore County

Conference Site Coordinators

Richard J. SicilianoCollege of Southern Maryland

Kathleen LauberCollege of Southern Maryland

Joy SyringCollege of Southern Maryland

Proceedings Editor, Web Manager, AFACCT Assistant Coordinator

Richard J. SicilianoCollege of Southern Maryland

Table of Contents

Keynote address: Friday, January 8, 2016

Lara, Jen: [Embrace, Entangle, Amplify: Faculty & Staff of the 21st Century](#)4

Admiraal, Karin, and Patricia Rennie: ["Reading This Made Me Rethink My Whole Life" and other Outcomes from Critical Thinking about Media Use Among Community College Students](#) [Session 6.2]5

Beltz, Stephanie: [Teaching with Purpose: Establishing Meaning and Pursuing Personal Fulfillment in the Classroom](#) [Session 4.4]6

Benson, Elizabeth and Rose Miller. [This is Not Your Father's Classroom!](#) [Session: 2.6]7

Blinder, Karen J. [So MUCH to Read: Advanced Reading Skills for Health Science Students](#) [Session 6.5]8

Chaves, Antonio. [Generating Scatterplots to Study the Relationship between Development and Consumption](#) [Session 1.9]9

Cooper, Linda and Mary K. Stapleton. [Towson UTeach, Towson University](#) [Session 3.8]10

D'Agostino, Melissa and Brandie Biddy. [Exploring the Mythical Relationship between a Librarian and a Mathematician: How to Incorporate Research and a Librarian into a Mathematics Class](#) [Session 2.2]11

Ellis, Debra, Perry Wood, Christopher Stromberg, Patricia Sheppard, Roseann Abdu. <u>Expanding Scientific Instrumentation Access at Multiple Institutions</u> [Session 6.7].....	12
Goodman, Linda C. <u>Breaking Down the Silos: The Role and Importance of Inter-Professional Communication in Healthcare</u> [Session 3.7]	13
Hartley, Josiah; Evan Evans, Larry Huff, Val Lochman, Erum Marfani, and Dina Yagodich. <u>Writing an Open-Source Textbook: We Did and So Can You.</u> [Session 1.7]	14
Lauber, Kathleen. <u>State Senate Bill 0740: What Do We Do In The Meantime?</u> [Session 3.2].....	15
McMahon, Diane S. and Mary Jo Guercio. <u>Empowering Students to be Leaders through Civic Engagement and Community Partnerships Opportunities</u> [Session 3.12]	16
Martin, Amy Chase. <u>Engaging the Adult Learner: From Bored to On-Board</u> [Session 7.4]	17
Miklos, Athena. <u>Critical Thinking and Beyond</u> [Session 5.8].....	18
Parmelee, Sheri Dean. <u>Utilizing Indirect Communication as a Strategy for Understanding Popular Culture</u> [Session 3.1].-.....	19
Seibel, Susan and Nancy Calder. <u>Engaging & Motivating Students to Become Great Thinkers</u> [Session #1.2]	20
Sengamalay, Sithamparam. <u>Importance of Teaching Ethics in Community College Courses</u> [Session 3.4].....	21
Toribio, Cristal Rae. <u>Learning as Easy as ABC!</u> [Session 5.7]	22
Walls, Michael, April Johnson, and Linda C. Goodman. <u>Role Simulation to Promote Inter-Professional Education for EMS and Nursing Students</u> [Session 4.5]	23
Younkin, Kerri, and Mary Stapleton. <u>Next Generation Science Standards (NGSS) and Impacts on College Classrooms</u> [Session 5.2]	24

Jen Lara. Anne Arundel Community College, jglara@aacc.edu

Embrace, Entangle, Amplify: Faculty & Staff of the 21st Century

Keynote Address: January 8, 2016



The 21st Century Commission's *Re-claiming the American Dream* report states it is time to move from "individual faculty prerogative to collective responsibility for student success." Knowing that faculty -- full and part-time -- are engaged with students on a daily and weekly basis and thus, spend the most time with students, faculty are pivotal in increasing student success in partnership with the entire college community staff and allies.

In this interactive keynote, Jen Lara shared her work on the Commission and on two national reports: *Reclaiming the American Dream: Community Colleges and the Nation's Future* and *Empowering Community Colleges to Build the Nation's Future*.

Participants learned about its recommendations in relation to three themes to increase faculty and staff engagement with the end goal of fostering improved student success and completion.

Embrace.
Entangle.
Amplify.

AFACCT, January 2016
Jen Lara, Professor of Teacher Education &
Dreamer-Doer, (new) Faculty Development Center
Anne Arundel Community College

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Karin Admiraal. The Community College of Baltimore County, kadmiraal@ccbcmd.edu
Patricia Rennie. The Community College of Baltimore County, prennie@ccbcmd.edu

"Reading This Made Me Rethink My Whole Life" and other Outcomes from Critical Thinking About Media Use Among Community College Students

Session 6.2: January 8, 2016

The opinions of students about their use of social media and internet technology tend to fall into one of two categories. Either students say that the technology is here to stay and people should just accept it, or they lament the overuse of technology and its ill effects on society. The goal of this project was to help students move beyond these typical, surface-level reactions to think critically both about their own use of technology and about its role in society at large. The critical thinking approach provided in the presentation was taken from Richard Paul and Linda Elder. The umbrella assignment involved applying the Paul-Elder approach to critical thinking to an article from *Scientific American* called "How Google Is Changing Your Brain." Students then wrote a research paper exploring the role of internet technology in society. This project also included several other assignments designed to help students apply critical thinking to the topic of media use. Students were asked to create an information log, recording their use of the computer and cell phone for three days. They then had the opportunity to compare their media use to that of others in the class, as well as to critically evaluate their own use. Other supporting activities included an interview with someone who attended college before the widespread use of the internet and a Socratic seminar.

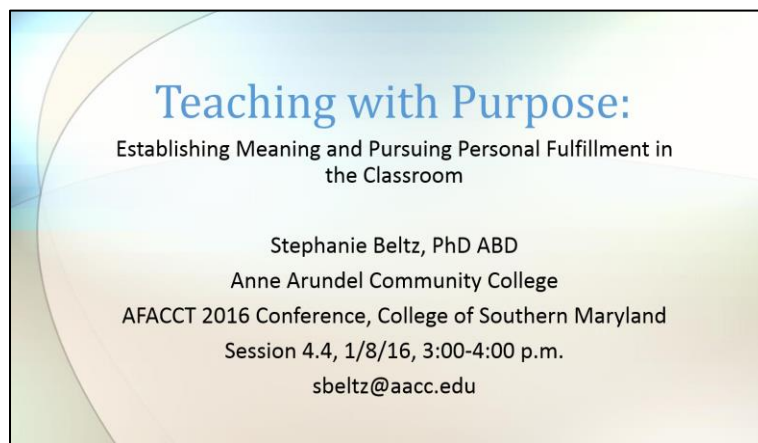
Stephanie Beltz. Anne Arundel Community College, sbeltz@aacc.edu

Teaching with Purpose: Establishing Meaning and Pursuing Personal Fulfillment in the Classroom

Session 4.4: January 7, 2016

We all hope to lead happy, meaningful lives. Is there a way for us to achieve that while working in higher education? Can our students find personal fulfillment in the classroom as well? The principles of positive psychology suggest a definitive “yes!” to both of these questions. This presentation challenged attendees to identify their true purpose for pursuing work in higher education; to learn how the principles of positive psychology are applicable to the field of higher education; and to explore specific pathways to teaching, embedding, and living positive education.

Topics discussed included self-exploration and reflection; well-being; the traditional disease model of psychology; positive emotions; engagement (flow); authentic relationships; meaning; achievement; balancing challenge with skill level; the problem of deficit remediation in higher education; empirical evidence supporting positive psychology programs in work and school; how to identify the strengths of self and others; application examples of positive psychology in the classroom; and how to apply positive psychology to one’s own work life.



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Elizabeth Benson. College of Southern Maryland, embenson@csmd.edu

Rose Miller. College of Southern Maryland, rosem@csmd.edu

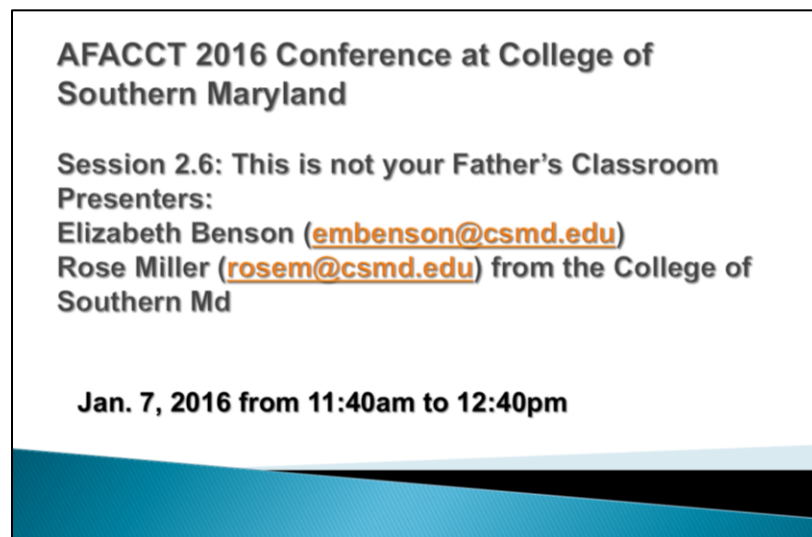
This is Not Your Father's Classroom!

Session 2.6: January 7, 2016

This presentation focused on the importance of designing classroom activities to support the three “Cs” when developing assessments: critical thinking, communication and creativity.

From an historical perspective, the “old” style teaching and assessment methods were discussed, which moved right into why the 21st Century graduate was not prepared for the 21st Century jobs. A discussion followed on how to prepare graduates for the present and future workforce in order to meet the employers’ demand for creative thinkers who can communicate well.

Bloom’s Taxonomy and Jerome Bruner’s 5E Instructional Model were used to demonstrate how the three “Cs” could be implemented in the classroom so Learners would go into the 21st Century workforce able to critically think, communicate and be productive creative workers. Both models strive to actively engage Learners so there is critical thinking with actual application to everyday life events. If Learners do not understand how the assessment(s) will relate to real world problems and solutions they will not actively participate....



AFACCT 2016 Conference at College of Southern Maryland

Session 2.6: This is not your Father's Classroom
Presenters:
Elizabeth Benson (embenson@csmd.edu)
Rose Miller (rosem@csmd.edu) from the College of Southern Md

Jan. 7, 2016 from 11:40am to 12:40pm

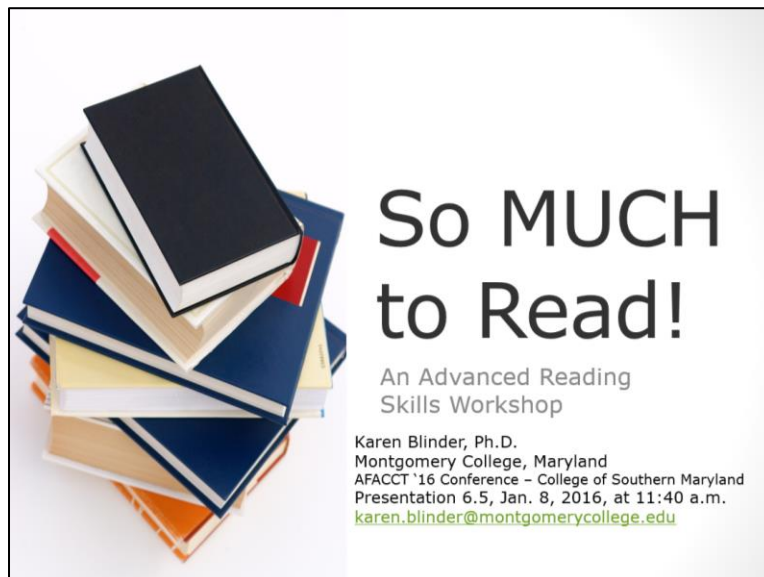
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Karen J. Blinder. Montgomery College: karen.blinder@montgomerycollege.edu

So MUCH to Read: Advanced Reading Skills for Health Science Students

Session 6.5: January 8, 2016

The “So MUCH to Read” three-part workshop (SMTR), an outreach program of the Writing, Reading and Language Center of the Takoma Park Campus of Montgomery College, was designed to enable STEM students to cope with the increased volume of increasingly technical reading they face in their upper-level courses. The SMTR workshop was designed to promote student retention and success in such demanding programs as nursing. The presentation described the workshop and gave evidence of its success. The presentation was designed to enable participants to implement an advanced reading skills workshop program in their own institutions. Participants learned why supporting advanced reading skills in upper-level STEM courses is so important, the steps that are important in supporting advanced reading skills, the particular methods used to impart two of these skills were demonstrated, and saw concrete evidence of the success of the workshop.



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Antonio Chaves. Montgomery College, entropydebit@gmail.com

Generating Scatterplots to Study the Relationship between Development and Resource Consumption

Session 1.9. January 7, 2016

This open-ended, inquiry-based activity was inspired by a World Bank investigation on sources of international wealth. In making the scatterplots we assumed that national wealth is proportionate to gross domestic product and that intangible capital is proportionate to transparency (lack of corruption). Data sources included the *CIA World Factbook*, *Transparency International*, the *U.N. Development Programme*, and the Heritage Foundation. The selected graphs demonstrated the following trends:

- 1) Transparency is positively correlated with GDP, life expectancy, and economic freedom. Four outlier nations with a higher than expected GDP (in proportion to transparency scores) rely on petroleum exports for a large portion of GDP. This minimized the role of intangible capital for these nations.
- 2) GDP is positively correlated with petroleum consumption and negatively correlated with infant mortality. Outlier nations with a higher than expected infant mortality (in proportion to GDP) rely on oil and gas exports for over 40% of GDP, but their corrupt governments used very little of this revenue to improve living standards.
- 3) Surprisingly, there is almost no correlation between oil production and GDP.
- 4) Gender inequality is positively correlated with birth rate and negatively correlated with transparency, and GDP....

GENERATING SCATTERPLOTS TO STUDY THE RELATIONSHIP BETWEEN DEVELOPMENT AND CONSUMPTION

Session 1.9: AFACCT Conference 2016, January 7, 2016 at
the College of Southern Maryland

by **Dr. Antonio R. Chaves**, adjunct instructor of Biology
at Montgomery College in Takoma Park

email: Antonio.Chaves@montgomerycollege.edu

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Linda L. Cooper. Towson University
Mary Stapleton. Towson University

Towson UTeach: Innovation, Energy, and Focus in Teacher Preparation for Secondary School Mathematics and Science

Session 3.8. January 7, 2016

The presentation introduced the *Towson UTeach Program*, Towson University's new teacher preparation program for students pursuing teaching certification in secondary school mathematics or science (grades 7-12). Three hallmarks of the program were discussed: early and frequent field placements at public schools; coaching by Towson University master teachers who are former public school teachers with exemplary teaching and leadership experience, and education courses devoted to the learning and teaching of mathematics and science. The program's emphasis on teaching using inquiry, constructivism, and technology was explored.

Roughly 50% of Towson UTeach students transfer from another institution. A distribution of transfer students from Maryland community colleges was shared, along with recommended courses to be taken at the community college level for each of the five secondary education majors: mathematics, biology, chemistry, earth-space science, and physics. Recent changes that Towson University's Mathematics Department made to facilitate a smooth transition from the community college to TU's mathematics secondary education major were discussed, along with these scholarships: the university's [Transfer Achievement Award](#), and [scholarships for UTeach students](#). Information was also shared on Towson UTeach's active student organization and support for student externships, jobs held on-campus and with outside agencies.



Towson UTeach

*Innovation, Energy, and Focus
in Teacher Preparation for Secondary School
Mathematics and Science*

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Association of Faculties for the Advancement
of Community College Teaching (AFACCT)
College of Southern Maryland
January 7, 2016
Session 3.8: 1:50 pm -2:50 pm

Linda Cooper Co-Director of Towson UTeach Associate Professor of Mathematics Towson University lcooper@towson.edu	Mary Stapleton Director of Education and Outreach Center for STEM Excellence Towson University mkstapleton@towson.edu
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Melissa D'Agostino. Cecil College, mdagostino@cecil.edu

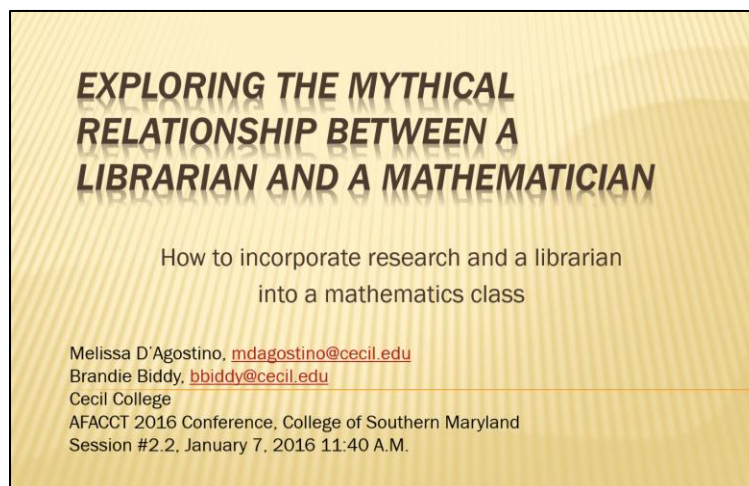
Brandie Biddy. Cecil College, bbiddy@cecil.edu

Exploring the Mythical Relationship between a Librarian and a Mathematician: How to Incorporate Research and a Librarian into a Mathematics Class

Session 2.2: January 7, 2016

This presentation outlined the experiences of Mathematics Professor Brandie Biddy and Instructional Librarian Melissa D'Agostino as they worked together to incorporate a research project in Cecil College's Differential Equations course in Fall semester 2015. The presentation illustrated how to integrate research and writing assignments into math courses, as well as how to embed a librarian into a course to teach students how to successfully complete those tasks related to completing a college research project that asked students to study a topic relating the application of a specific differential equation to a real-world setting (be that a physical, chemical, biological, engineering or other setting). Topics selected by the students included the launch of the Saturn V rocket and a predator-prey model for dragons and unicorns.

Embedding the librarian allowed Ms. D'Agostino to attend a class as the guest lecturer, addressing research skills, appropriate sources, and citations. She then led a hands-on session which allowed the students to get started with their research in a setting where both presenters were available to answer questions.



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Debra Ellis. Frederick Community College, dellis@frederick.edu
Perry Wood. Frederick Community College; pwood@frederick.edu
Christopher Stromberg. Hood College, stromberg@hood.edu
Patricia Sheppard. Frederick Community College, psheppard@frederick.edu
Roseann Abdu. Frederick Community College, rabdu@frederick.edu

Expanding Scientific Instrumentation Access at Multiple Institutions

Session 6.7. January 8, 2016

Having research grade equipment available for science students is usually prohibitively expensive for a community college or small college. In this panel discussion we described an NSF grant -supported innovative approach to share portable scientific equipment between three institutions: Hood College, Mount Saint Mary's University, and Frederick Community College. The significant benefits for student learning through access to state-of-the-art instrumentation were discussed. The challenges and experiences from the planning stages of the grant through the implementation were presented. Based on our experiences to date, we recommended best practices for inter-institutional and intra-institutional collaborations. We also described other collaborations that have developed as a result of this inter-institutional cooperation.

Expanding Scientific Instrumentation Access at Multiple Institutions

Frederick Community College Panelists:
Roseann Abdu (rabdu@frederick.edu)
Debbie Ellis (dellis@frederick.edu)
Perry Wood (pwood@frederick.edu)

Hood College Panelist:
Christopher Stromberg
(Stromberg@hood.edu)

Frederick Community College
Moderator:
Patricia Sheppard (psheppard@frederick.edu)



AFACCT '16 Conference, Session 6.7; Friday, January 8, 2015, 11:40.
College of Southern Maryland

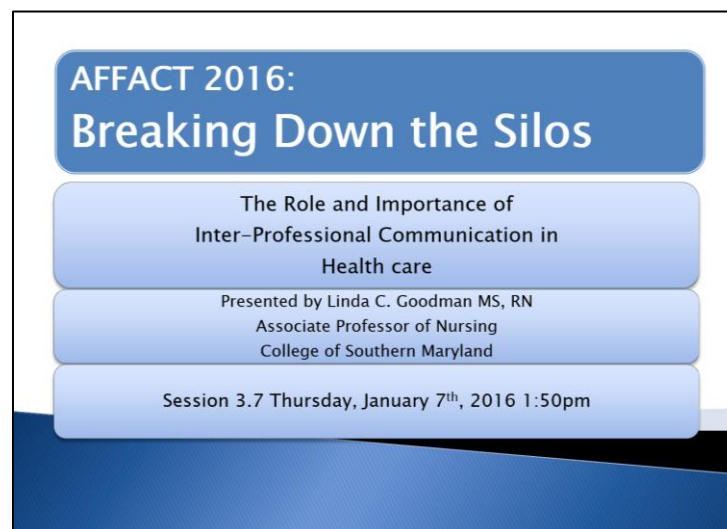
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Linda Goodman. College of Southern Maryland, lgoodman@csm.edu.

Inter-Professional Simulation: The Key to Communicating Effectively

Communication is essential especially in the healthcare industry, but historically healthcare professionals have been educated in silos. The silo mentality is defined as “an attitude within an organization when the different sections or departments do not share information properly because they do not want to share success with others, with the result that the organization is not efficient” (Mac Millian Dictionary, 2013).

Gillian Tett, author of *The Silo Effect*, states “that silos are part of the organization’s culture, not its corporate structure” (22). Each department becomes entrenched, preserving social difference. They are not always malicious, but they do tend to be subtle and self-reinforcing over time. These group and subgroup cultural values are reinforced in spoken and unspoken rules by the managers and group members. This presentation focused on the basics, barriers and struggles of inter-professional communication among faculty including the alarming fact that medical errors are 3rd leading cause of death behind heart disease and cancer. The presenter described how inter-professional simulation can improve teamwork and communication not only for students but faculty too. The presentation concluded with the keys to a successful inter-professional simulation.



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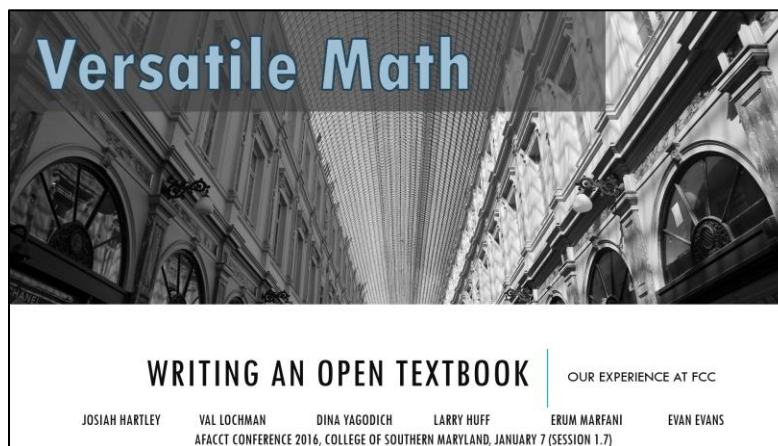
Josiah Hartley. Frederick Community College, jhartley@frederick.edu ;
Evan Evans. Frederick Community College, eevans@frederick.edu;
Larry Huff. Frederick Community College, lhuff@frederick.edu;
Val Lochman. Frederick Community College, vlochman@frederick.edu;
Erum Marfani. Frederick Community College, emarfani@frederick.edu;
Dina Yagodich. Frederick Community College, dyagodich@frederick.edu

Writing an Open-Source Textbook: We Did and So Can You.

Session 1.7: January 7, 2016

A committee within the Frederick Community College Mathematics department spent the summer and fall writing an open-source textbook for *MA103*, a terminal, applications-based, math-for-liberal-arts course. The book has six chapters, along with a full homework set accompanying each section of every chapter. The online version of the book has live links that take students to videos and Storyline modules explaining the examples and “Try It” problems. An online homework component accompanies the textbook in MyOpenMath, a free online homework system.

We explained why we care about open resources enough to undertake this project, why we chose this course, what we did in the process of writing it, what we’ve learned looking back, and what others can do if they are interested in open resources. We showed what the book looks like, and pointed attendees to our website at www.versatilemath.com, and we answered questions about what it looks like to create or adopt an open resource. By working together, we can create high quality, freely shareable resources that will benefit students around the world.



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

State Senate Bill 0740 - What Do We Do In The Meantime?

Session 3.2: January 7, 2016

The College & Career Readiness & College Completion Act was signed by the Governor of Maryland in 2013. Hopefully, in a few years' time college instructors will find that the students entering their classes are better prepared. But what do we do in the meantime? The ability to embed student success skills into the course curriculum is essential so that students can develop techniques that will improve their chances of success throughout their college career.

The following topics were shared during the presentation: concept mapping, critical thinking, tips for proper reading of a textbook, time management, notetaking tips, how to condense information covered in class, and how to research and write a paper.

The challenge of teaching student success skills during the semester is that of completing all required course information at the same time. Participants were asked to discuss potential methods of creating time within their courses so that student success techniques could be taught.



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Diane S. McMahon. Allegany College of Maryland, dcmahon@allegany.edu

Mary Jo Guercio. Community College of Allegheny County, Pittsburg, PA. Mguercio@ccac.edu

Empowering Students to be Leaders through Civic Engagement and Community Partnerships Opportunities

Session 3.12: January 7, 2016

The presentation explored the intersection of student focused social justice interests, civic engagement goals, and community partnership opportunities. The underlying premise was that when students connect with community issues that they are passionately interested in they become more deeply involved with learning objectives and have the opportunity to learn from experts in social justice issues. The end result is an opportunity to immerse students in opportunities to become catalysts and leaders of social transformation. This presentation focused on a student learning and advocacy program at the *Thomas Merton Center*, located in Pittsburgh, PA. The program engaged over 100 student interns from universities and community colleges located across the country. Students connected with the center as a result of their involvement in their colleges' service learning and civic engagement programs. Students learned leadership skills that could be applied in their ongoing peace and justice activism. At the workshop, attendees learned how to implement the center's strategies, while combining student learning outcomes with civic work in the community. Emphasis was placed on creating a values-based framework that links student learning with student passion which manifested in diverse civic engagement opportunities.



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Amy Chase Martin, Howard Community College, acmartin@howardcc.edu

Engaging the Adult Learner - From Bored to On-Board!

[Session 7.4] January 8, 2016

Students benefit from instruction that reflects the principles of adult learning, as identified by Malcolm Knowles (1968). Participants developed an understanding of the principles by joining in an active, student-centered learning experience that models the tenets of adult learning theory. This included understanding the role of self-efficacy and its influence on student learning, which must be addressed in designing instruction for adults. By examining common behaviors exhibited by students and connecting those behaviors to self-efficacy and faculty teaching approaches, participants gained insight into the adult learner.


Through personal reflection, group collaboration, paired peer review and class discussion, faculty identified common characteristics of the adult learner and began to develop strategies to address their instructional needs. The result is an increased understanding of andragogy as a distinct method that can inform instruction in the higher education classroom.



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**THE ADULT LEARNER-
FROM BORED TO ON BOARD**

Amy Chase Martin, Director of Faculty
Development and Instructional Media
Howard Community College
acmartin@howardcc.edu



Download complete
presentation with notes

AFAFCT '16 Conference, College of Southern Maryland
January 8, 2016
Session 7.4 1:40 – 2:40 pm

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Athena Miklos. College of Southern Maryland, athenam@csmd.edu

Critical Thinking and Beyond

Session 5.8: January 8, 2016



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Sheri Dean Parmelee. College of Southern Maryland, sparmelee@csmd.edu

Utilizing Indirect Communication as a Strategy for Understanding Popular Culture

Session 3.1: January 7, 2016

Students do not always make the link between popular culture and what it is communicating to them. Through the examination of three popular television shows, attendees learned how indirect communication allows us to unpack the “message behind the message” that is being presented to us in television.

Through the use of overhearing, inwardness, and double-reflection, the shows *House, M.D.*, *Doc Martin*, and *Sherlock* indirectly communicated ideas about issues that are salient to today’s world. Attendees at this presentation were shown the connection between literary tropes such as irony/sarcasm, metaphors, and deception and the messages being broadcast. Three specific episodes were highlighted (“Autopsy,” “Erotomania,” and “The Hound of Baskerville”) and attendees’ attention was drawn to explicit messages being communicated.

Examples pulled directly from the three series and discussed in the workshop included the topics of how far one should go to save the life of a terminal cancer patient, inappropriate relationships between doctors and patients, informed consent, drug-addicted medical professionals, knowing yourself, knowing your potential partner well before marriage, being in an ill-matched relationship, and lying to get what you want out of life. Since all of these subjects are issues that students may eventually face in their own lives, it is vital to help them see the conversations happening right before their eyes on primetime television. This workshop’s goal was to get the conversational ball rolling by demonstrating these conversations and getting attendees to take this information back to their students.

Utilizing Indirect Communication as a Strategy for Understanding Popular Culture

Sheri Dean Parmelee, Ph. D.

College of Southern Maryland

Session 3.1

January 7, 2016

1:50-2:50 pm

sparmelee@csmd.edu

 **26th Annual Conference**
Association of Faculties for Advancement of Community College Teaching

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Susan Seibel. Howard Community College, sseibel@howardcc.edu
Nancy Calder. Howard Community College, ncalder@howardcc.edu

Engaging & Motivating Students to Become Great Thinkers

Session #1.2: January 7, 2016

The objectives of this session were for participants to consider adapting additional concepts to use in motivating and engaging students, and to consider adapting new pedagogic approaches in getting student to become critical and creative thinkers. The presentations addressed seven concepts for student engagement, motivation, and critical thinking: show passion, connect abstract to concrete, use questions, expect the best, socialize / go global, make them the experts, and coach / praise. In addition to the discussion of the seven concepts, the following suggestions were made: get to know your students, use a variety of teaching methods, use technology, appropriately test or assess, assign classroom jobs, hand over control (let them teach), offer incentives, give feedback often, and generously use or let the students offer life examples. All these recommendations were condensed into two approaches towards motivating and engaging students: 1.) to care more for who you teach than what or how you teach; and 2.) to have fun; fun is contagious. The teaching experience, resulting in a learning experience, is all about student engagement and motivation.

Sithamparam Sengamalay. Montgomery College, sengaksg02@yahoo.com

Importance of Teaching Ethics in Community College Courses

Session 3.4: January 7, 2016

Teaching of ethics to students in community colleges, who are largely Millennials, has become critical in view of the widespread lapses in ethical behavior on the part of leaders in government, the corporate world, and among the country's citizenry in general. As most community college educators belong either to the Silent Generation or are Baby Boomers, the generational as well as the credibility gaps need to be overcome while teaching ethics to the younger Millennials.

Several well-publicized historical episodes of unethical behavior were highlighted, ranging from the 1969 Chappaquiddick incident involving late Senator Edward Kennedy, to the 2015 case of former House Speaker Dennis Hastert; corporate and Wall Street elites, beginning with the 1984 industrial disaster involving Union Carbide, to the colossal Ponzi scheme perpetrated by Bernard Madoff revealed in 2011; and citizenry from different walks of life, such as the misappropriation and frauds involving Medicare, Social Security, Individual Income Tax, and Food Stamps. Discussed was the case of a former president of Montgomery College, removed from office because of excessive spending of college money through falsified expense claims and missing important meetings and events.

The provocative examples prompted a lively discussion among attendees who not only agreed with the need to teach ethics to the younger generation, but also acknowledged the difficulties in overcoming the understandable skepticism among Millennials on such a sensitive topic as ethics, irrespective of the courses they sign up to study....

**Association of Faculties for Advancement of Community
College Teaching (AFACCT)**

26th Annual Conference

Hosted by the College of Southern Maryland

January 7 and 8, 2016

**The Importance of Teaching Ethics
to Students in Community Colleges**

Session 3.4

By
Professor S. Sengamalay
MPA (Harvard), CPA (USA), FCMA, FCIS,(UK), FCA (Sri Lanka)

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


Learning as Easy as ABC!

Session 5.7: January 8, 2016

The presentation explored awareness to body, mind and breath as essential elements in the learning process. The intention was to share the importance of self-care through a variety of creative movement and awareness techniques for educators and students.

Though an emphasis was placed on physical care, including ideal posture and movement, the perspective of the educator to their class and a positive mindset were also addressed. Participants were encouraged to enhance their self-awareness to potential triggers for transference and counter transference in the classroom.

The educator's presence was proposed as an essential component to create a safe learning environment. It was also presented as a means to model mindfulness and effectively manage the needs of the class to promote creative thinking and attentiveness during instructional time.



AAFACCT 26th Annual Conference
Association of Faculties for Advancement of Community College Teaching

Learning as Easy as ABC!

Session 5.7: January 8, 2016

Cristal Rae Toribio, LMT eRYT
College of Southern Maryland
ctoribio@csmd.edu

Click above for a PowerPoint

Michael Walls. College of Southern Maryland. mwalls@csmd.edu

April Johnson. College of Southern Maryland. ajohnson5@csmd.edu

Linda C. Goodman. College of Southern Maryland. lgoodman@csmd.edu

Role Simulation to Promote Inter-Professional Education for EMS and Nursing Students

Session 4.5: January 7, 2016

The presentation described the Inter-Professional Simulation Exercise held on the La Plata campus of the College of Southern Maryland on December 5, 2015. This exercise was mandatory for 4th semester nursing students and 1st semester paramedic students who were active participants in an exercise that evaluated the students' skills in patient care, critical and creative thinking, prioritization and delegation, and their inter-professional communication skills. The Health Technologies building on campus served as the "Emergency Department" while EMS staged their pre-hospital activities near an adjacent building. First semester nursing students were moulaged as cardiac, trauma, psychiatric, medical, pediatric, respiratory and overdose "patients" and were either walk-in or EMS-transported. Patients were triaged and placed in ED rooms, assessed by nursing students (6-8) and seen by the ED physician, patients transported for diagnostic studies, lab work drawn, medications administered and patients either discharged or admitted. Patients that arrived by EMS were treated prior to arrival and report given to the nurses upon arrival in the ED. The exercise was preceded by a pre-brief and tour. At the conclusion, the group of nursing students debriefed with the EMS students and shared views and perspectives and offered suggestions for subsequent simulations.

**Role Simulation to
Promote Inter-professional Education for
EMS and Nursing Students**

Michael Walls, MSN, PhD, RN Assistant Professor CSM & UMSON
Dual Admissions Coordinator (mwalls@csmd.edu)

April Johnson, MSN, RN: Assistant Professor
EMS Clinical and Simulations Coordinator, CSM

Linda Goodman, MS, RN: Associate Professor
Clinical Simulation Coordinator, CSM

 **26th Annual Conference**
Association of Faculties for Advancement of Community College Teaching

The College of Southern Maryland
Session 4.5: January 7, 2016

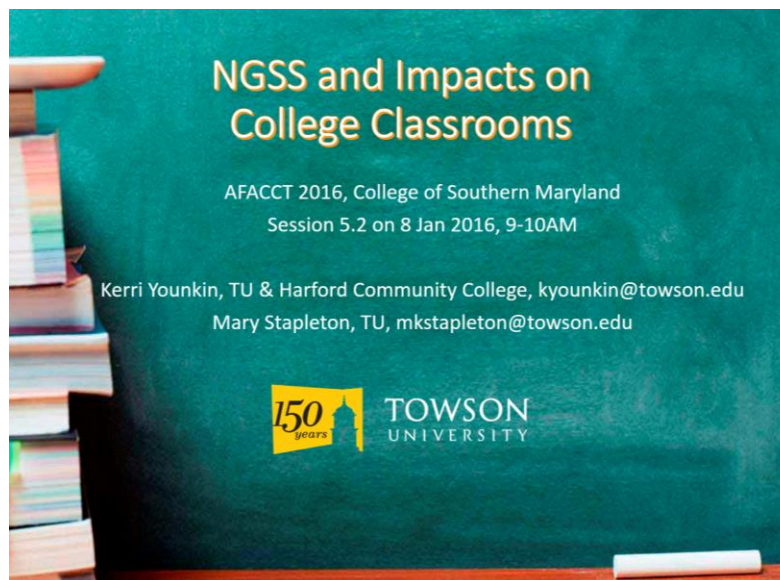
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Kerri Younkin. Towson University & Harford Community College, kyounkin@towson.edu
Mary Stapleton. Towson University, mkstapleton@towson.edu

Next Generation Science Standards (NGSS) and Impact on College Classrooms

Session 5.2: January 8, 2016

This presentation shared an overview of the Next Generation Science Standards (NGSS), compared NGSS with existing state science standards, and explored differences in science instruction based on the new standards. The new NGSS for grades K-12 aim to prepare students for college, career, and citizenship by emphasizing a deeper understanding and application of science practices, content and cross-cutting concepts. NGSS, developed by a national team of scientists and educators partnering with 26 lead states, were adopted for implementation across Maryland's public education classrooms beginning in the 2017-2018 academic year. While many aspects of NGSS were not novel concepts, the standards intentionally accentuate students thinking and acting like scientists and engineers by working to explain natural phenomena and solve problems. This approach reduces the content students memorize and underscores skills and knowledge needed to explain and understand natural phenomena. Students entering higher education may be less adept at rote memorization but better at solving problems, constructing explanations and developing deeper comprehension. During the workshop, participants analyzed and compared samples of a student lesson that varied with respect to learned-centeredness and discussed how learner-centered pedagogy supports instruction aligned with NGSS. Participants then discussed the implications of Maryland's adoption of NGSS on higher education.



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