



INSTRUCTIONAL PROFESSIONAL DEVELOPMENT (IPD) 2015-2016

The Instructional Professional Development Grant Program is a College-wide program that awards grants to full-time and adjunct faculty. Grants may be awarded up to \$1,000 for innovative projects, research, and activities that directly enhance instruction, improve curriculum, or provide professional development related to the instruction or enhancement of students' educational experiences.

<https://facultycentral.wordpress.com/welcome/leadership-enrichment-and-development/ipd-grants/>

Instructional Professional Development Awardees

Eastern Campus

Melanie Adams, Assistant Professor, Hospitality Management
Kristina Ambrosia-Conn, Sr. Instructional Designer, Center for Learning Excellence
Jim Funai, Assistant Professor, Plant Science Technology
Stephanie Kasuboski, Assistant Professor, English as a Second Language
Bridget Kriner, Lecturer, English
Cassandra Sweeney, Lecturer, English
Miesha Wilson Headen, Adjunct Faculty, Business
Ky-Wai Wong, Assistant Professor, Hospitality Management

Metropolitan Campus

Elizabeth Hoag, Adjunct Faculty, Anthropology
Anne Marie Yunker, Associate Professor, Biology

Western Campus

Mardy Chaplin, Assistant Professor, Paralegal Studies Program
Dr. Holly Clemens, Associate Professor, Sport and Exercise Studies
Stephanie Craig, Lecturer, Art
Anjeanette Csepi, Adjunct Faculty, Early Childhood Education
Jim Fisher, Clinical Preceptor, Nuclear Medicine
Karen Goulandris, Assistant Professor, Early Childhood Education
Mary Hovanec, Associate Professor, History
Rebecca Kapley, Adjunct Faculty, Biology
Karen Latterner, Clinical Preceptor, Radiography
Dr. Emily Weglian, Assistant Professor, Anthropology
Robyn White, Associate Professor, Sociology
Melissa Zagata, Assistant Professor, English

Westshore Campus

Dr. Anne Distler, Associate Professor, Chemistry
Sara Fuller, Assistant Professor, English
Leanna Natale, Adjunct Faculty, Biology

IPD Committee Members

Eastern Campus

Dwayne Keeney, Assistant Dean, Academic Affairs, Chair
Ellen Bratslavsky, Associate Professor, Psychology
Dr. Ellen Brook, Associate Professor, Mathematics
Lisa Donovan, Assistant Professor, Early Childhood Education
Christopher Kinsella, Assistant Professor, History
Dr. Matthew Pierce, Assistant Professor, English as a Second Language
Tiffanie Reed, Assistant Professor, Sociology
Stacey Souther, Associate Professor, Psychology

Metropolitan Campus

Padmore Agbemabiese, Associate Professor, English
Idrissa Aidara, Associate Professor, Mathematics
Stacy Arsenault, Assistant Professor, Mathematics
Jerry Bradshaw, Assistant Professor, Nursing
Michelle Florencki, Assistant Professor, Dental Hygiene
Belinda Richardson, Assistant Dean, Academic Affairs, Co-Chair
Brenda Stotesbery, Assistant Professor, Mathematics
Joan M. Tischler, Assistant Professor, Dental Hygiene, Co-Chair
Derrick Williams, Assistant Professor, Speech Communications

Western Campus

Dr. Felisa Eafford, Assistant Dean, Academic Affairs, Co-Chair
Catherine Bloor, Assistant Professor, Nuclear Medicine
Dennis Capek, Assistant Professor, Automotive Technology
Dr. Kathleen Catanese, Professor, Psychology Co-Chair
Dr. Margot F. Freer-Prokop, Assistant Professor, Biology
Karen Goulandris, Assistant Professor, Early Childhood Education
Kevin Kondik, Assistant Professor, Philosophy
Jen Krueger, Associate Professor, Captioning and Court Reporting
Thomas Lyon, Assistant Professor, Political Science
Debra Motley, Assistant Professor, American Sign Language
Sheila Petcavage, Associate Professor, Business Administration
Branislav Tatalovic, Assistant Professor, Journalism & Mass Communication

Westshore Campus

Amy Relyea, Assistant Professor, Mathematics, Chair
Amanda Hanley, Assistant Professor, Mathematics
Michael Piero, Assistant Professor, English

Melanie Adams — Eastern Campus

“Certified Meeting Professional Certification, CMP”

It would be a great advantage to have someone on our hospitality faculty that is a Certified Meeting Professional. The Event Certificate program is becoming increasingly popular, will be beneficial to someone working on curriculum for the program, and will be an excellent benefit for faculty and students alike. The CMP program aims to increase the expertise and sophistication of meeting and event professionals in all sectors of the industry by identifying a comprehensive body of knowledge in the meetings and events profession. It will help promote industry standards, practices and ethics and help advance the art and science of meeting management. This will also increase the value of Certified Meeting Professionals to their employers as well as maximize the value received from the products and services provided by CMPs.

Kristina Ambrosia-Conn and Bridget Kriner — Eastern Campus

“Utilizing Popular Culture in the Community College Classroom”

We are attending the Popular Culture Association/American Culture Association (PCA/ACA) national conference in Spring 2016 in Seattle where we will present a paper titled, “Representations of Community Colleges in Popular Film and Television: A Critical Analysis.” Our development of this conference paper directly supports instruction in the First Year Experience and Developmental English courses. We plan on developing reusable learning objects utilizing popular television media relating to community college for use in our classes as a way to foster critical thinking and student engagement. Once we pilot this content, we will share the course materials with our counterparts teaching these courses by licensing the materials. Using the knowledge we gain from this experience, we will develop a faculty development session with the goal of helping faculty better integrate cultural texts and artifacts in their teaching as a way to

meet both course outcomes and General Education outcomes.

Jim Funai — Eastern Campus

“Training the Future of Tree Health Care”

There are a number of systems available on the market to inject chemicals into trees to help improve their health and survival. The Wedgle Direct-Inject system is a superior system that allows the injection of less chemicals by precisely delivering the chemical to the trees vascular system without using damaging drill bits. With the use of this tool, our students will see practical application of the knowledge they have gained on plant growth as well as plant health care. Upon graduating, our students would be in very high demand having the skill set to use this advanced technology and greatly increase a company’s Plant Health Care program.

Stephanie Kasuboski — Eastern Campus

“Purchase of classroom set of American English dictionaries for use in the ESL Language Lab”

Students frequently depend on the internet (online dictionary) for help with definitions, parts of speech or grammatical usage of words. Unfortunately, many times this is impractical. For example, during assessments (in-class written assignments, quizzes or tests,) it is impossible to tell if a student is looking at an online dictionary or getting other assistance that is prohibited (translations, google searches, etc.). In addition, when teaching students how to use a dictionary, it is necessary for all students to use the same version. A classroom set of the Longman Dictionary of American English would assist the students.

Cassandra Sweeney — Eastern Campus

“Professional Development: Lecturer Conference/Travel Funding”

Through my attendance at the Northeast Modern Language Association’s 2016 Conference, I look forward to learning better practices to use in the

composition classroom; I will then share this knowledge with fellow English faculty to improve our classroom experience and retention. I know from past conferences that there will be offerings that focus on Composition and Pedagogy, which addresses useful pedagogy for developing student writing in their specific areas of discipline, and Digital Humanities, which explores the applications of digital media in the classroom. These key elements are accompanied by hands-on workshops and the opportunity to share best practices with fellow faculty from across the region. After completion of this four-day seminar, I plan to summarize my findings along with at least one new practical application for our classrooms here at Cuyahoga Community College. I will present this information at the English faculty meeting before summer break in 2016.

Miesha Wilson Headen — Eastern Campus

“Business Cases from Harvard Business Publishing – Widely Available”

The purpose of this project is to purchase several business and accounting case studies from Harvard Business Publishing and make these case studies available to all Business and Accounting faculty members as a teaching tool through the Cuyahoga Community College Learning Commons. These case studies are currently not available on campus. In addition, the Harvard case studies (specifically tailored toward undergraduate students) were selected to be purchased because Harvard Business Publishing dominates the business case publishing market with 80% of all business cases sold to over 4,000 global institutions of higher learning. As the students study the case, they must tease out key components from the real messiness of contradictory and complicated information. Cases compel students to identify the problems at hand and define its context and parameters; identify a set of solutions; make decisions and confront obstacles to implementation.

Ky-Wai Wong — Eastern Campus

“Commercial Canning Program”

The purpose of this proposal is to request a

commercial pressure canner and canning jars. These tools will enable the Tri-C Hospitality Management Program to can food products “in-house” for retail sales and distribution. As a result, students will learn the proper procedures and equipment required to operate in a licensed canning operation. The explosion of community/local gardens and farmers markets throughout Cuyahoga County is evident. As a result, the biggest challenge is capturing those fresh products at their peak of quality or inexpensive price. Canning foods as a means of preservation is one solution to this problem. By doing this project in house, we will create a unique opportunity for the students to learn the following skills: food production, food sterilization, packaging, marketing and sales.

Elizabeth Hoag — Metro Campus

“Classroom Supplies for the Teaching of Human Evolution in Anthropology Class”

The purpose of the project is to provide students with the physical models of four replica skulls of human ancestors to be used during ANTH 1010 currently, and possibly ANTH 1210 in the future. These replica human skulls will add to an existing collection. These materials will be used for hands-on learning and demonstration of the evolution of modern humans, physical changes over the last four million years and will help with the ability to study evolutionary trends. These particular skulls that are being requested in this grant fill in the gaps in the existing collection.

Anne Marie Yunker — Metro Campus

“Use of Atomic and Molecular Models and Manipulatives to Improve Student Success”

The purpose of the project is to provide students with physical models and manipulatives of atoms to improve instruction and learning in gateway courses of Biology 1100 and determine if interactions with these physical models improve student outcomes in these courses evidenced by increased exam scores and overall grades.

Mardy Chaplin — Western Campus

“Legal Locations for Paralegals”

The purpose of this proposal is to increase the students’ understanding of the places and types of activities a paralegal will be engaged in once entering the professional paralegal career path. Currently, the students are only instructed in locations and activities through text and guest speakers. By providing the students a visual depiction of the places they will be working in, along with activities performed, our students will have a better understanding of what the paralegal profession entails in northeast Ohio.

There will be seven 30 second to 60 second videos that will be professionally videoed and edited of such locations as the Cuyahoga County Courthouse, the Cuyahoga County Probate Court, the Cuyahoga County Fiscal Office, Squires, Sanders & Dempsey LLP, the Cleveland Justice Center, the United States Northern District Court, and the United States District Court. The instructional staff of the Cuyahoga Community College’s Paralegal Program will create the voice over script to these videos and will perform the voice over. This video will be presented to all Introduction to Paralegal Profession (PL 1000) class sections. This will enhance their understanding of the paralegal profession.

Dr. Holly Clemens — Western Campus

“Lab Equipment for Sport and Exercise Studies Program”

Students in the Sport and Exercise Studies program need to have proficient knowledge and skills of various exercise equipment used in the fitness industry. Currently, the Sport and Exercise Studies (SES) program does not have this equipment or the equipment is outdated. The proceeds from this grant will be used to purchase materials for the lab portions of the following Sport and Exercise Studies (SES) courses: SES 1040-Teaching Exercise Technique, SES 2210-Exercise Testing and Measurement, SES 2220-Exercise Prescription and Program Design, and SES 2310-Advanced Training Concepts.

The equipment that is being requested consists of the following items: (1) ActivMotion Bar 10 lb., (2) ActivMotion Bar 18 lb., (3) Heavy Body Bar 15 lb., (4) Heavy Body Bar 24 lb., (5) Three Polar Heart Rate monitors. This equipment is extremely beneficial to enhance the skills of our students. Better skills equate to better student success, student outcomes and employment opportunities.

Stephanie Craig –Western Campus

“Functional Ceramics Workshop 2016”

With this grant proposal I am requesting funds to attend and participate in the annual "Functional Ceramics Workshop" in Wooster, OH for ceramics students, instructors and professionals. The workshop events will showcase contemporary pottery techniques and trends. Three national-level ceramic artists will lead workshop sessions, panel discussions, and presentations. In addition, there is a concurrent gallery exhibition which features artworks by several regional and national ceramic artists. This workshop is a valuable opportunity to connect with peers and colleagues, and to remain current with new developments in the ceramics field.

It is my intention to organize a field trip event for our Tri-C ceramics students to attend the reception/exhibition on the first evening of the workshop. In advance, I will assist the keenest students to apply for a student scholarship to participate in the workshop sessions. Student attendance at the workshop is encouraged, as several of the sessions specifically address emerging artist’ concerns.

Anjeanette Csepi– Western Campus

“Assistive Technologies/Devices for ECED Providers”

Assistive technology devices are any equipment or product that is used to maintain, increase, or improve the capabilities of children with disabilities or lagging behind developmentally. With the acquisition of assistive technology, preschool teachers can assist children in everyday activities. Children who may need extra support with fine

motor skills, social interaction, verbalization, auditory skills, and cognitive learning can benefit from the use of assistive technologies. Students learning to care for children in a child care setting need to be aware of and understand disabilities among young children. Students need to have the ability to support all children in the classroom and add extra support as needed. The use of assistive technologies will give the students an understanding of technologies available for purchase, as well as devices that can be created out of simple objects to support the children's learning outcomes.

Students will be responsible for researching an assistive technology that is age appropriate. The students will then create a device that can be used in the classroom similar to the device they researched. The sample technologies purchased through this grant will enable students to have hands on learning with devices. Students will present their materials to the class, which will give all students the opportunity to learn about many different devices available.

Jim Fisher — Western Campus

“Dose Calibrator Quality Control with Cs-137 Vial”

In the spring 2015 semester, the Nuclear Medicine Program was notified of the closure of NeOPET, a mobile Positron Emission Tomography (PET) service. Due to their closure, NeOPET donated numerous pieces of equipment to surrounding nuclear departments. We were fortunate enough to be one of the recipients of their generosity. Many items including dose calibrators were donated to our lab. A dose calibrator is an ionization chamber that measures the doses prior to injecting patients. It is a vital lab instrument regulated by State guidelines and is used continually by nuclear medicine technologists throughout a shift.

Due to the increased number of dose calibrators in our lab, we have been able to increase the number of workstations for students to practice lab techniques such as daily, quarterly, and yearly quality control, assaying radioactivity, and

radioactive kit preparations. This has been particularly helpful as our cohort size has nearly doubled since 2013. Currently we own one Cesium-137 (Cs-137) source which is used to perform quality control on the dose calibrator. Now that our number of students and workstations have increased, it has been more of a challenge for our students to practice quality control procedures in an efficient manner. Only one lab workstation at a time can use the Cs-137 source, thus delaying the other classmates as they attempt to complete their lab manual projects. The grant money would allow us to purchase three additional Cs-137 vials for the students to use in NMED 130L Nuclear Medicine Lab I and NMED 230L Nuclear Medicine Lab II.

Karen Goulandris — Western Campus

“Speaker-Hedda Shrapan from the Fred Rogers Company (Mister Rogers)”

One of the standards for early childhood teacher preparation programs is to help students develop skills in identifying and using professional resources. To support this outcome, the Tri-C Early Childhood Education (ECED) program brought in speaker, Hedda Sharapan from the Fred Rogers Company. Ms. Sharapan worked directly with Mister Rogers for 49 years and now carries on his legacy as a sought-after keynoter. Ms. Sharapan spoke at Tri-C on the topic of *Helping Children Learn to Manage their Angry Feelings*. This is an important topic for early childhood educators since understanding and knowing how to support healthy, emotional development sets the foundation for approaches toward learning that have lasting effects on young children.

Mary Hovanec — Western Campus

“Honors History of Civilization 1020 Field Trip to Washington, D.C.”

Every year, for the past 20 years, I have taken history classes on a field trip to Washington, D.C. primarily to visit the Holocaust museum, but also the significant historical sites of D.C. In recent years, I only take the Honors History of Civilization 1020 class because they specifically engage in

research on the topic of the Holocaust as a class. Students pursue individual research topics which they present to the class. Each student creates an artifact to share with their classmates as a memory of the research they have conducted.

The field trip to the Holocaust museum enables the class to visually engage in the exhibits on the topics they have researched and engage in the topic at a deeper, richer level. Students also work as a team to determine travel plan costs, fund-raising, and an itinerary of the trip beyond the Holocaust museum. This is done so that they can appreciate the costs involved and engage in research on historic places they can experience at our Capital. This year we intend to lay a wreath at the Tomb of the Unknown Soldier.

Rebecca Kapley — Western Campus

“National Association of Biology Teachers Conference”

The purpose of this project is to attend the National Association of Biology Teachers (NABT) Conference in Providence, Rhode Island. This organization is “a leader in life science education” and provides opportunities for biology educators to share experience and expertise with colleagues from around the world. The professional growth obtained from this conference provides knowledge updates and new trends in teaching pedagogy.

I have attended the NABT Conference for approximately 30 years. I have represented the College by doing presentations, serving on committees, and received the NABT Two-Year College Award in 2008. I hope to continue representing the College and also to enhance my teaching to better engage and support student success. I also will be presenting four Faculty Development Workshops (the Master Teacher Series) at Tri-C during the spring semester. The information and experiences gained from this conference will be valuable in the development of these workshops.

Karen Latterner — Western Campus

“Ohio Society of Radiologic Technologist’s (OSRT) Annual Meeting and Quiz Bowl”

Every year the Ohio Society of Radiologic Technologists (OSRT) hosts an annual educational meeting and Quiz Bowl competition somewhere in Ohio. Various radiography programs throughout Ohio send students to this meeting to learn, network and compete. Each year Tri-C sends a group of senior students to the meeting and the competition. The spring 2016 meeting will be held in Cleveland, Ohio. There is also a mock certification examination offered at the annual meeting at a cost. Tri-C’s radiography program was asked by the OSRT to sponsor this year’s examination. Consequently the program will be developing, deploying, proctoring and grading the examination for radiography students in the entire State of Ohio. This IPD grant would allow registration for eight students engaged in competing in the Quiz Bowl. The grant would pay for all eligible second year Tri-C (39 possible) radiography students to take the mock certification examination.

Emily Weglian — Western Campus

“Lab Supplies for ANTH 1210 Human Evolution and the Biological Anthropology Skeletal Collection”

The proceeds from this grant will be used to purchase materials for lab exercises for Anthropology 1210 Human Evolution and to expand the Biological Anthropology collection founded in 2010 with the help of IPD grants and funds from the Social Sciences Division capital equipment budget. This year, I want to purchase some new skeletal materials (H. erectus Dminisi skull and Lucy disarticulated hip joint skeletal elements) as well as eight digital calipers, a second osteometric board to allow lab exercises to flow more smoothly, some lighted magnifying glasses to examine smaller specimens or smaller skeletal elements, and a metric measuring tape for lab exercises in measuring height. This course will serve 30 students per semester. All of the materials in this collection are and will be utilized in the ANTH 1210 Human Evolution course. They will be

utilized in any future course offerings for Biological Anthropology and will be used for professional development possibilities for faculty.

Robyn White — Western Campus

“Honors Sociology Research Projects and Conference Attendance”

This IPD grant was able to fund two student research projects. In the first project, students in my Honors Introductory Sociology gathered data via focus groups from students involved in the First Year Experience program and presented their findings to the First Year Experience committee members and instructors. In the second project, Honors Social Problems students developed a research project to examine attitudes towards the soon-to-be-implemented smoke free campus policy on all of Tri-C’s campuses. The grant provided support for these projects in the form of incentives for participants as well as for posters that will be presented at the Tri-C Research Symposium in the Spring 2016 semester. Furthermore, this IPD grant covered the cost for eight students to attend the Northeast Ohio Undergraduate Sociology Symposium.

Melissa Zagata — Western Campus

“Honors Program Speaker-Spring 2016”

During the spring semester, the Honors Program at West invites someone from the outside community to speak about their career and life experiences. These speakers detail the problems that they have faced along with the successes that they have achieved, and they are able to connect with our Honors students (and our students and community in general) through the stories that they share. Past spring speakers have ranged from Alex Sheen, founder of Because I Said I Would, a social movement and non-profit dedicated to the betterment of humanity through the importance of a promise, to Liz Ferro, executive director of Girls With Sole, a non-profit focused on building the self-esteem of at-risk girls through physical and athletic activity. On April 26th, thanks to an IPD grant, the Honors Program is pleased to host Jo Jo Carcioppo, founder of Dancing Classrooms Northeast Ohio.

This social development program utilizes ballroom dancing to promote positive change in the classroom culture and lives of 5th and 8th grade children.

Dr. Anne Distler — Westshore Campus

“Mobile technology to support small group recitations”

Students frequently need help outside of the classroom and laboratory. Many students struggle with similar concepts and topics. To maximize student learning and instructor availability, small group recitations can be helpful. Since these student interactions can be spontaneous, mobile technology can facilitate these sessions. A portable projector combined with a digital tablet will convert common spaces in the Learning Café and Tutoring areas into a mini-classroom.

Sara Fuller — Westshore Campus

“Gamifying the ALP- Motivating Students through Game Play”

The purpose of this project is to increase success in the ALP English 1001, 1010 courses by using gaming techniques, with learning objectives tied to game achievement levels. Students will interact with accessible game design, allowing for re-teaching for specific student needs. The game will expect students to earn 5 badges that relate to the outcomes of ENG 1001: Study Skills, Test Taking Skills, Writing Process, Academic Honesty, and Reading Comprehension. The game will be created using Articulate Storyline 2 and will be embedded into Blackboard. Students will work through the game at their own pace. By completing different activities that move from Lower Order Thinking to Higher Order Thinking students can achieve proficient, advanced, or mastery levels for each badge/outcome. While the initial intent of this project is to support ENG 1001, the SCORM packages from Articulate Storyline 2 could be repurposed to various other courses and service areas.

Leanna Natale — Westshore Campus

“Quality Matters Peer Reviewer Course”

The purpose of this project will be to complete a Peer Reviewer Course in continuation of the Quality Matters curriculum, in order to improve the online teaching experience for students. This course is the sequel to the APPQMR course taken on 10/03/2015 at Lakeland Community College. Upon completion of this course, the information will be used to enhance Blackboard sites for online classes as well as participate in the review of online courses seeking Quality Matters certification.