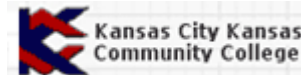


# Enhancing Teaching & Learning Conference

Saturday, March 2, 2013

Presented by:

**Kansas City Professional Development Council**



**CLEVELAND  
CHIROPRACTIC  
COLLEGE**

**Location:**  
**Colorado Technical University—Kansas City**  
520 E. 19<sup>th</sup> Ave  
North Kansas City, MO 64116

**Conference Schedule**

<b>8:00 a.m.</b>	<b>Registration</b> Continental breakfast will be provided.	
<b>8:15 a.m.</b>	<b>Introductions &amp; Instructions</b>	<b>Room 109</b>
<b>8:30 – 9:20 a.m.</b>	<b>Concurrent Session #1</b>	
<b>9:30 – 10:20 a.m.</b>	<b>Concurrent Session #2</b>	
<b>10:30 – 11:30 a.m.</b>	<b>Keynote</b> <b>Dr. Mark Taylor</b>	<b>Room 109</b>
<b>11:30 – 12:30 p.m.</b>	<b>Lunch &amp; Conversation</b> (Lunch provided by KCPDC)	
<b>12:30 – 1:20 p.m.</b>	<b>Concurrent Session #3</b>	
<b>1:30 – 2:20 p.m.</b>	<b>Concurrent Session #4</b>	
<b>2:30 – 3:20 p.m.</b>	<b>Concurrent Session #5</b>	
<b>3:30 p.m.</b>	<b>Closing &amp; Prize Drawing</b>	<b>Room 109</b>

KCPDC will fund conference registrations (includes lunch) for full and part time employees of member institutions: Baker University, Colorado Technical University, Cleveland Chiropractic College, DeVry University, Johnson County Community College, Kansas City Kansas Community College, Metropolitan Community College, Park University, and University of Missouri – Kansas City.

For staff and faculty participants from non-member colleges, registration cost is \$100 (\$15 for students).

- Registration fees should be paid the day of the conference.  
Make checks payable to: **KCPDC**.

## Registration (8:00 a.m.)

### Conference Prize Drawing

At the conclusion of the Enhancing Teaching & Learning Conference, KCPDC will sponsor a drawing for conference door prizes. The ticket you receive at registration will be your entry into the drawing.

The prize drawing will be held at the conclusion of the conference.

**YOU MUST BE PRESENT TO WIN.**

## Introduction and Instructions (8:15 a.m.)

**Room 109**

### Session 1 (8:30 – 9:20 a.m.)

#### **Digital Storytelling: Giving Students Voice through Audio/Visual Media**

**Room 118**

*Christine Reyes – Park University*

Digital Storytelling is the practice of using computer-based tools to tell stories. Most digital stories focus on specific topics. Digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips and/or music. Digital stories can vary in length. Generally, they are two to ten minutes in length. The topics that are used in Digital Storytelling can be personal experiences, or individual stories, comparisons of literary events to life events, or just about anything the learner can conceive and produce.

*Technology in the Classroom Track*

#### **Engaging Reciprocity: Redefining Today's Learner**

**Room 104**

*Cheryl Wright – Baker University*

Educators are challenged to provide student-centered instruction. What is the big picture? How do we teach for learner differences yet target rigorous and relevant curriculum? In this hands-on workshop, participants will examine how strategic approaches can be used effectively to equip teachers for the classroom. This presentation will emphasize collaborative problem solving as participants discuss evidence-based practices specific to practical teaching situations (e.g., classroom management, student motivation, formative assessments, real-world situations). In maximizing resources to address the needs of diverse student populations, what are the priorities? How do we convey instruction that contributes to student success? Participants attending this session will come away with a deeper understanding of how educators can support the varied cultural, racial, and cognitive backgrounds that students bring to the classroom.

*Engaging Students Track*

#### **Feast or Famine: Teaching Critical Thinking, Reading and Writing through Food and Hunger Studies**

**Room 113**

*Robyn E. Long – Baker University*

This talk will include tested resources for teaching critical thinking, reading and writing through the inclusion of food and hunger studies in the classroom. A breadth of topics, suggested readings and relevant research studies will be addressed, including the role of culture in eating disorders, a multidisciplinary approach to alleviating hunger, thoughtful consumerism through focusing on food aid, the aesthetic pleasures of food and its role in our culture, and research on satiety and overeating. Some hands-on activities will be included.

*Engaging Students Track*

**Online class for Critical Thinking, Engagement, and Experiential Learning****Room 100***Dong Hwa Choi & Judy Simmons Estes – Park University*

This presentation is designed to discuss how a collaborative learning community in online courses can contribute to students' learning and what strategies can be used to create an online community by the course instructor. Three critical issues will be addressed. I. Instructional design: How does the course instructor design the course work or assignment, such as group works? II. Technological knowledge: How does the course instructor deal with computer-related issues such as, online course platform management, external website supervisions, upload video clips, or activate/deactivate certain functions? III. Managerial support: How does the course instructor organize the class-related management, such as class participation, late submission of assignments, and professional attitudes of students?

*Engaging Students Track***Web 2.0: Changing and Adapting our Teaching Style to Emerging Technologies****Room 114***Silvia Byer – Park University*

Innovative technologies are touching nearly all aspects of our lives; language instruction is no exception to these changes. There is compelling evidence that Web 2.0 technologies can enhance what instructors do in the classroom. For example, several emerging web-based instructional platforms support language learning through communicative teaching strategies.

The focus of this presentation is to illustrate the applicability of several interactive, web-based learning platforms that are beneficial for any classroom and across disciplines.

As reflected in the Re-Envisioning the Professional Educator Continuum document, the key for innovation is in the “empowerment to transform today’s traditional schools into places of dynamic learning. The framework for this is to present a holistic view of 21st century teaching and learning that combines a focus on 21st century student outcomes with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.” (Partnership for 21st Century Skills:

<http://www.p21.org/overview>)

*Technology in the Classroom Track*

## **Session 2 (9:30 – 10:20 a.m.)**

**Meet the Generations****Room 109***Mark Taylor*

This "prequel" to the keynote will describe the generational cohorts leading up to Generation NeXt, how they contributed to the development of today's traditionally aged learners, and how we might best address their learning styles and preferences when they come to school.

**Assessment 101: Using Embedded Assessment to Improve Learning****Room 119***Susan Johnson– Johnson County Community College*

Have you been told to “assess” learning? Are you having a hard time figuring out what to do and how to do it? Do you think assessment is just another task you need to do? Come and discover how participating in assessment activities at your institution can help you! During this interactive session, participants will explore what assessment is and how it differs from grades; what student learning outcomes are and why we need them; how to incorporate assessment into existing class activities; and how to use assessment data to document and improve student learning.

*Assessing Teaching and Learning Track*

## **Embracing Blended (Hybrid) Learning in Your Classroom**

**Room 114**

*Paula Shipper – Park University*

Blended (Hybrid) teaching/learning is the new pedagogy in today's changing world of Higher Education. Containing elements from both traditional teaching and online teaching, blended (hybrid) teaching/learning is still being defined. Both institutions and faculty are striving to define, understand, and implement this new form of teaching and learning. The goal for this workshop is to “demystify” this new learning and teaching modality. Through discussion and presentations, participants will come to understand, identify, and recognize:

- Definitions of Blended (Hybrid) Teaching/Learning
- Review of key literature and research validating Blended (Hybrid) teaching/learning
- Four models of Blended (Hybrid) teaching/ learning.
- The educational and governmental regulations for Blended (Hybrid) teaching/ learning that correlates to military funding and financial aid.
- Best practices in designing a Blended (Hybrid) curriculum at the collegiate level. An actual course will be reviewed.
- Key websites to explore best practices in Online and Blended (Hybrid) teaching/ learning.

*Technology in the Classroom Track*

## **Engaged Learners: Teaching Strategies for Active Learning in the Classroom**

**Room 100**

*Jan McKinley & Dong Hwa Choi –Park University*

As an instructor, my quest has been to find meaningful activities for college students to be engaged in learning during class time. Lecture for the entire class period, in my opinion, is boring to me as well as the students. It is not conducive to student learning and active participation. I have researched and read many books concerning strategies that will not only meet course objectives and goals, but also engage students in the learning process.

This presentation will define terms as active learning, collaborative learning and student engagement. It will give practical strategies for student participation and engagement. These strategies and tips can be used with most students regardless of the objectives and type of class.

Some examples to share will be using technology, reading assignments, collaborative learning activities, problem solving, critical thinking skills and writing for self- assessment.

*Engaging Students Track*

## **How to Get Outside the Box**

**Room 104**

*Tom Heiman– Baker University*

In this workshop we will explore using the right side of the brain to bolster the student's unique slant in communicating and problem solving. We live in an image filled environment. We use images to communicate more than ever while neglecting to train the right side of the brain to effectively use and interpret images. Using some exercises with image cards we will look at what fuels imagination. I use image cards to develop creative thinking in my theatre design classes and in my class Thinking Outside the Box.

*Engaging Students Track*

## **Using SMS (Texting) and Other Polling Tools for Getting Quick Classroom Feedback**

**Room 118**

*John Cigas– Park University*

This presentation is a survey of current technologies available for getting instantaneous (and possibly anonymous) feedback from your students. This presentation will cover some of the costs and benefits of:

- SMS Polling – accessible through a web browser, Twitter, and SMS text messaging from students' phones
- Google Forms (part of Google Docs) – accessible through any web browser
- Clickers – hardware devices that students or teachers purchase

After highlighting examples of each technology, participants will be able to create their own surveys and get responses from the other participants in the session.

*Technology in the Classroom Track*

## **Using Social Media to Develop Social Presence and to Reach Non-Verbal Learners in Online Education**

*John Mack– Johnson County Community College*

**Room 113**

Recent scholarship has indicated two major predictors of non-persistence in online students. The first is a feeling of isolation frequently experienced by the online student which leads to decreased engagement with the material, fellow students, and the professor. The second is an auditory and/or visual and/or kinesthetic learning style. Studies have repeatedly shown that the students who succeed in online courses are primarily verbal learners who are most comfortable working individually. This presentation will discuss this scholarship and then suggest alternative methods for online course delivery that increase student engagement, reduce feelings of isolation, and present information in a format more conducive to non-verbal, non-individual learners.

*Engaging Students Track*



Dr. Mark Taylor is recognized across the USA, and in Canada, as educator, consultant and speaker who is on the forefront of transformations in educational practice and workplace management. As an expert on the traits, developmental issues and learning outcomes of today's students, he is dedicated to helping colleges and universities better understand and serve our students for learning, development, persistence and successful integration into the "after college" world. His work with organizations and companies focuses on helping people understand and work more effectively with the generational groups, especially our young people from "Generation NeXt". Building on 30 years of experience in higher education, management and the helping professions, Dr. Taylor has worked with over 500 organizations, businesses and schools in 47 states, and in Canada, made presentations at state, regional, and national events, and published in professional journals including his recent articles on "Teaching Generation NeXt". He has consulted with business clients like 20th Century Fox Motion Pictures, Wal-Mart, FEMA and the U.S. Army. Dr. Taylor holds graduate degrees from the University of Arkansas and academic appointments at Arkansas State University and the University of Arkansas at Little Rock Graduate School.

### **Teaching Generation NeXt; Innovating Instruction for Today's Learners**

Our students are different. Traditionally aged learners have characteristics and expectations that present unique challenges to those of us charged with bringing them to meaningful educational outcomes. Issues with academic preparation, responsibility and self-esteem, consumer expectations, use of technology and styles of interacting can impact, and interfere with their learning, persistence and academic success at school, as well as workplace readiness and success. There is fairly compelling evidence that they are not responding particularly well to traditional instruction in terms of learning outcomes and workplace readiness, and that changes in instructional practice are needed.

This program will help faculty and staff understand the social, personal and academic traits and preferences our students bring to college, how these characteristics impact learning, persistence and success, and how we can innovate instruction to help all of our students reach their educational and personal goals.

### **Lunch (11:30 a.m. – 12:30 p.m.)**

Lunches are provided by the Kansas City Professional Development Council.  
Please join us outside of Room 109 for lunch and conversation.

## Session 3 (12:30 – 1:20 p.m.)

### **Methods and Techniques in Teaching Today's Learners**

**Room 109**

*Mark Taylor*

This follow-up program will help faculty better understand and apply the innovative principles and practices to their work to improve instructional efficiency and effectiveness.

### **Big Science at a Small School: Using a Small Critter to get Big Grants**

**Room 104**

*William R. Miller – Baker University*

While getting grants and conducting research is not part of the goals of a small liberal arts institution, every once in a while a unique combination of events, skills, and resources presents itself. Dr. Miller describes the unique microscopic animal he has studied for 40 years, the Tardigrade or Water Bear and how he has been able to leverage it into teaching tool and generate more than a million dollars in National Science Foundation Grants. He discusses the critter, the granting process, and the rewards for the university and the students from the funding usually awarded to big schools. Dr. Miller will bring a few of his microscopic friends along for those who have never seen a water bear.

*Professional Development Resources for Faculty Track*

### **Engaging Students in a Quest for Learning: Baker University's New Quest Program**

**Room 119**

*Erin Joyce – Baker University*

Baker University's College of Arts and Sciences spent several years reforming its general education program. This session will address how our new Quest program engages students and provides them with the abilities, knowledge and experiences that all graduates of a liberal arts college should possess. The program is based upon student-centered learning, more specifically inquiry-guided pedagogy. Attendees at this session will learn about the program's successes, as well as how the college has adopted inquiry-guided pedagogy across the entire curriculum.

*Engaging Students Track*

### **The Nail Gun Accident: Use of a Case Study to Engage Students in Learning Brain Structure and Function**

**Room 100**

*Charmaine Henry – Baker University*

Case studies are stories that enhance learning by illustrating how a concept applies to a real situation. Case studies make learning student-centered rather than instructor-centered. While working on a case, students learn the content and develop the ability to make connections between concepts and draw conclusions. Thus cases provide an effective technique to help students learn complex topics, reinforce key concepts, and correct misconceptions. When case studies are interwoven with traditional lectures, students become excited about applying their knowledge, are actively involved in problem solving, and have a better understanding and recall of concepts. This case engages students in determining areas of brain injury and potential problems in a construction worker shot multiple times with a nail gun.

*Engaging Students Track*



## **Podcasting: Wow your Students, Enhance their Learning and Give YOU More Free Time!**

*David Cooper – Baker University*

**Room 114**

How would it feel if you could become a Rock Star to your students and actually save yourself time and energy? Your students are the most mobile, multi-media driven generation ever. Are you taking advantage of new easy and effective ways to reach your students and make yourself a more effective instructor?

This session will focus on how easy and effective podcasting or video-casting can be with a demonstration of making a podcast. We will discuss:

- Content that best fits the format
- Equipment from cheap to higher end
- Software both free and purchased
- Length of session
- Publishing to students

*Technology in the Classroom Track*

## **Promoting Mastery and Understanding**

**Room 113**

*Lisa Erickson – Johnson County Community College*

Do you try to steer your students toward understanding the big ideas, but find that some students seem to be stuck on memorizing minutiae? Have you ever noticed that some students do really well on assignments and tests involving essay questions, while other students excel on questions that ask them to recall specific facts? Do you focus on a mastery environment in your classroom, and find that some students just don't seem to be able to make that final leap to mastering the material?

In this interactive session we'll explore the learning styles and behaviors we see in our classrooms, and discuss ways to increase student engagement and success. This presentation is based on my dissertation research, drawing primarily on the work of Harvey Silver, and Stephen Chinn.

*Engaging Students Track*

## **Session 4 (1:30 – 2:20 p.m.)**

## **Before They Enter the Classroom and What to Do When They Get There**

**Room 113**

*Julie Connor – Baker University*

Teaching students begins long before students walk through the door of a classroom. This workshop equips educators with organizational strategies that invite the development of common procedures and norms, establish appropriate boundaries, and constructive tools which encourage students (and instructors) to experience success. Multiple resources, links to helpful websites, and cooperative learning activities that support collaboration and teamwork among students are provided in this session. Specific areas of this session include classroom preparation and management tools, self-assessment surveys, specific instruments that can be used to develop classroom expectations, tools which provide students with unique opportunities to learn about and appreciate their unique similarities and differences, as well as activities which invite courageous conversations about challenging social issues.

*Engaging Students Track*

## **Educational Institutions: Are We Only Accountable To Teach Students The Materials Or Teach Them For Life And Their Professional Work?**

*Shahla Nikravan– Colorado Technical University*

**Room 100**

Higher education institutions are accountable toward students' classroom learning. However, students must also be responsible and accountable for their learning.

Understanding students' behavior, factors influencing students' complaints, validity of complaints, and problem resolutions are areas needing more attention. Administration and faculty should partner in formulating all-encompassing student-centered teaching strategies including handling complaints and resolving situations with supportive outcomes for students and faculty. This process must consider faculty involvement, administrative support, classroom safety and privacy, syllabus design, classroom management, motivation, and disciplinary action.

This interactive presentation provides educators with a framework that will enable them to focus on the following objectives:

- Teach overall growth strategies...are these happening in classrooms separate from textbooks?
- Support your faculty.
- Know your customers: students and faculty.

*Professional Development Resources for Faculty Track*

## **EmPowerPoint: Engaging Students through Visual Presentations**

**Room 114**

*Kelli A. Cronk – Metropolitan Community College*

“EmPowerPoint” is an individual presentation with roundtable discussion interspersed. Research shows that images make a lasting impression in the human memory. The overall objective is to teach educators a process for creating engaging visual PowerPoint presentations. By the end of the session, educators will have learned 1) the three main components of an effective PPT presentation, 2) basic “Dos and Don’ts” of PPT presentations, and 3) how to make abstract concepts available to students using pictures. Learners will have the opportunity to discuss at their tables their own journey of discovery regarding the use of technology in the classroom. This presentation is based on the work of Garr Reynolds’ best-selling book *Presentation Zen* (2012).

*Technology in the Classroom Track*

## **Now I Have Really Made a Mess.....I Flipped the Classroom!**

**Room 109**

*Tom Grady – Johnson County Community College*

If you have heard about this teaching strategy and you aren't sure how to get started, then this session is for you! In this interactive session, we will discuss the theoretical practice and fundamental concepts of “Flipping the Classroom” and how this pedagogical technique can be used to improve learner engagement, active learning, and problem-based learning. In addition, we will discuss the pros and cons of this teaching strategy and how one can begin using this teaching technique

*Engaging Students Track*

## **Surviving Teamwork in the Classroom**

**Room 104**

*Kevin J. McCarthy – Baker University*

Enjoy the challenge of student teamwork in the classroom? A classic “survival” exercise is reviewed as typically framed (shipwreck, crash landings, project planning, etc.) with examples of extensions to many academic disciplines. Participants will engage in a quick exercise, demonstrating the model. Then we will discuss the aspects of group and team performance as illustrated. A simple presentation template will be shared. Considerations for formative assessment will also be discussed; perhaps students can become better team members.

*Engaging Students Track*

**The Three M's of Assessment: Meaningful, Measurable, Manageable****Room 119***Sheri H. Barrett – Johnson County Community College*

This session on assessment will lead participants through the processes of developing an assessment strategy for their classes or programs. Keeping the three M's in mind we will look at developing an assessment research question that is meaningful to the faculty member. Based on the research question, participants will choose an assessment tool that measures the student learning connected to the assessment research question. Finally, participants will discuss strategies to make the collection of data manageable. The session will include breakout sessions. Each participant will come away with a plan for the assessing a student learning outcome at their institution.

*Assessing Teaching and Learning Track***Using SAGrader to Score Student Writing and Improve Their Performance****Room 118***Andrew Johnson & Brian J. Cowley – Park University*

Writing is an essential part of strengthening student learning, but is time and effort intensive to assess by the instructor. Our presentation addresses both of these issues with a brain-based teaching solution from an expert computer system, SAGrader, which assesses student essay question responses. The SAGrader system allows students to submit essay question responses as many times as they want and receive immediate feedback to improve their work. The opportunity to revise and resubmit yields an improvement of 38 percent in performance with collateral improvement in student writing, conceptualization, and communication. Our presentation will discuss the SAGrader system, its strengths, and offer participants a hands-on opportunity to test drive the program from the perspective of a student.

*Technology in the Classroom Track*

## **Session 5 (2:30 – 3:20 p.m.)**

**Assessment Beyond the Essay****Room 119***Shannon Cuff – Park University*

A common form of assessment in the undergraduate education classroom is the written paper. This evaluation tool is the typical way for university faculty to gauge their students' understanding. However, depending on the course's learning outcomes, alternative ways of assessing our students' knowledge offers our students the opportunity to showcase their learning more critically and creatively. In turn, students are more engaged in the educational process. In this presentation, participants will learn various forms of assessment that permit students the option of maximizing their unique learning style to exhibit their knowledge. Samples of final products will be displayed, and there will be time to discuss how these alternative forms of assessment can be applied in various content areas.

*Assessing Teaching and Learning Track***Engaging Students in Classes Large and Small****Room 104***Sara Crump – Baker University*

One challenge as teachers is to find ways for students to make any discipline more meaningful to student learning. While there are three areas, content integration, transformative learning and inquiry based learning that I use when teaching, the focus of this presentation will be creating a community of learners using the inquiry based learning model.

Inquiry based learning through group work is a process where questions are generated from the personal and corporate interests, perspectives and experiences of the students. Through the process of inquiry and with relatively very little knowledge of the content, individuals in the group construct much of their understanding through developing the project alongside their peers. Student ownership of the work is realized when students begin to develop questions, assumptions, and understandings of the content through their own inquiries and conclusions.

*Engaging Students Track*

## **Improving Quality of Online Courses**

**Room 100**

*Jonathan D'Souza – Park University*

Like many educational institutions, Park University is faced with many challenges when designing, developing and delivering online courses. Some challenges include; meeting ADA standards, engaging students, incorporating quality standards, implementing Park standards and enhancing the look & feel of courses. Currently, Park Distance Learning along with its Instructional Designers has been taking an aggressive approach to overcoming these barriers. Some of which include:

- Implementing CSS (Cascading Style Sheet) to all newly developed courses.
- Maintaining a consistent look & feel though out all online courses.
- Assuring all courses meet QM and Park standards.
- Changing the way content is delivered.
- Using various tools to improve operational efficiency.

Our overarching goal at Park University is to deliver quality courses to our students.

*Engaging Students Track*

## **Learning, Teaching, and Collaborating with Technology**

**Room 118**

*Ray James – Baker University*

This presentation focuses on how technology is playing a critical role in a relevant education for today's student. We will investigate the following:

- How we can meet today's student's expectations for learning,
- What we need to do to step to the plate with tech-empowered teaching techniques.
- How we can reach out to others to leverage technology
- Mobile technology solutions to assist students, anytime anywhere,

The central theme of this presentation is to show how the use of technology in our courses allows us to broaden the walls of our classrooms through both student and teacher collaboration.

*Technology in the Classroom Track*

## **PSSST! (Please Stimulate Students' Studies Today!)**

**Room 113**

*Geoffrey Heathcock – Metropolitan Community College*

This presentation integrates four methods of teaching a subject to students and demonstrates (by examples) the effectiveness of each one. The resulting learning enhancement of each method (lecture, writing on the board, visual clips, and props) will be demonstrated. Each teaching method is designed to increase student attention, interaction, interest, retention, and understanding of the subject discussed in class.

This presentation will combine the four methods to touch on the subjects of:

- Focusing
- Retention by the brain and how learning can be enhanced
- How to double your money
- Self-assessing how creative you are
- Determination
- Creatively solving a problem
- Passion and Perseverance

The observed and measured results in the classroom demonstrate these methods increase the engagement of students, reinforce concepts, and lighten the moment - all the while enhancing the learning environment.

*Engaging Students Track*

**Teaching and Learning: There's an App for that!****Room 114***Rochelle Beatty – Kansas City Kansas Community College*

Come join us for a session that will explore some of the latest APPs available for teaching and learning. Whether you are new to the APP environment or are interested in knowing what APPs instructors are using in the classroom and students might be using to promote success during their academic journey, this is definitely a session you don't want to miss. Share your expertise with the group, while learning how others are using this latest technology.

*Technology in the Classroom Track***Closing & Prize Drawing (3:30 – 4:00 p.m.)****Room 109**

Please join us in Room 109 for the closing of the conference. At this time, we will draw for the door prizes.

If you like the conference, please check out the other KCPDC programs available for faculty and staff development at [www.kcpdc.org](http://www.kcpdc.org).

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**Kansas City Professional Development Council**

Mission: To plan and implement professional development programs for the faculty and staff of its member institutions.

# Special Thanks

## Conference Host

**Colorado Technical University—Kansas City**

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North Kansas City, MO 64116

**[www.coloradotech.edu/Kansas-City](http://www.coloradotech.edu/Kansas-City)**



Also KCPDC extends a special thanks to Johnson County Community College for printing the conference programs.