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# Part-time Faculty Newsletter

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## Introducing the New Core Curriculum

By  
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Core Course Review Com-  
mittee and the Core Imple-  
mentation Team

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*Developed by the faculty, the General Education Core Curriculum has thirteen learning goals and competencies designed to help students communicate, solve problems, integrate knowledge and place value on self and others. These competencies provide the foundation essential to learning in all disciplines and give students the tools necessary to sculpt a productive, informed future and a satisfying quality of life. The following are some frequently asked questions about the Core and answers.*

*Q: What is a General Education Core Curriculum and why is it important?*

A: The general education Core curriculum is a series of courses (or collection of

competencies) that we (the faculty) feel fosters the growth and success of students. While meeting the requirements of the identified Core goals, students may explore and develop skills in a variety of ways.

We believe these competencies will help students develop skills in communication, problem-solving and learning to be part of a global community. Lastly, we believe the core provides students with a broad foundation to be successful in today's world.

*Q: How does the new Core differ from the previous one?*

A: The previous Core was a series of required courses, such as English 101 and English 102. The new Core is based on 13 competencies that can be met through a variety of ways: a single course, a series of courses, a series of activities within a program of study or a combination of courses and program activi-

ties. It allows for greater flexibility and a broader base for the students because each program has selected courses and activities that relate to the identified field of study.

Another difference is that previously we had multiple Core requirements depending on the degree. With the new Core every graduate will accomplish the same competencies. This will be beneficial in our Core- to-Core agreements.

*Q: What do new students need to know about the Core? What do current students need to know?*

A: I think the most important thing for new students is to follow the desired program of study. Every program has been reviewed and updated to allow students to meet the goals within the program requirements.

(Continued on page 3)

Hope to see  
you there!

## Save The Date: Upcoming Faculty Meetings

### General Faculty Meetings and Events

- General Faculty Meetings (SC 213 and SH 221, 12:15-1:20)
  - ◊ February 11
  - ◊ May 6
- Professional Development Afternoon for Administrators and Support Staff
  - ◊ December 13, 1:30-5:00

### Professional Development

- Climate Change and Sustainability, February 1
- Signs of Domestic Violence, February 2
- Emergency Planning and

Preparation,  
March 6

### Department and Division Meetings

Arts and Humanities (SC 213 and SH 213, 12:15-1:20)

Business and Entrepreneurial Initiatives (ATC 222 and SH 216, 12:20-1:20)

- February 13
- April 17

Health Sciences (ATC 101 and NH 218)

Social Science (ATC 101 and NH 218, 12:15-1:15)

WD & CE Management Team (Blue Bell, 1:00-4:00)

- December 4

Is your department/division missing from our list? Please add the Part time faculty newsletter [tbrown@mc3.edu](mailto:tbrown@mc3.edu) to your email distribution list for upcoming meetings. We will publish the dates in our newsletter.

## Core Curriculum

*(Continued from page 1)*

Current students need to know that the Core requirements have changed. As long as students do not change their major, they may choose between the old and new Core based on their date of admission. So, for example, a student who is in the third semester of a program may choose to stay in the old Core, but a student who has just completed the first semester of a program may want to switch to the new Core because fewer credits might be required or the student might prefer the newer choices. Either way, students should meet with an advisor or a faculty member for assistance.

*Q: Briefly explain the competencies that are built in to the Core.*

A: The 13 learning goals derived from the competences fall into three general categories: skills, knowledge and values. The six skills goals include: oral and written communication, analytic skills, quantitative skills, computer fluency, and information literacy. The knowledge goals include: intellectual heritage; aesthetic sensibility and the arts, physical and life sciences; behavioral and social sciences; and exercise and health sciences. The last area, values, will help students develop the skills needed to interact with others and focuses on three areas of life: civic responsibility, sensitivity to global perspectives and cultural and social diversity, and ethical reasoning and behavior.

*Q: Describe the process by which the new Core was developed.*

A: It actually began several years ago when the All-College Curriculum Committee decided to review the General Education Core requirements and determined that a competency-based Core would serve the students better than the Core in place at the time. A subcommittee began making trips to other schools, collecting data on best practices and seeking experts in the field. This group led the way for the next group of faculty who helped frame the competencies. Each successive committee expanded the number of faculty involved, as the goals were written for each competency, assessment criteria determined and finally, courses were submitted and approved for the Core.

*Q: What does the new Core say about MCCC?*

A: It says we are invested in our students. The Core is timely, broad-based and reflects current trends in education. I also feel that it supports our mission and demonstrates our commitment to insuring that our graduates are prepared to enter the workforce and be active members of their community.

*Q: How do I know if my course is a Core Course?*

A: Course descriptions include the identification of core designations. Additionally, the student learning outcomes listed on the standardized syllabus, called the ACT 335 here at MCCC identifies which outcomes relate specifically to the core goals. Faculty submitting courses for core designation were required to submit artifacts or assignments that would be used by all sections to assess the core goals. More information about the core and core courses can be found on the portal at <https://mymccc.mc3.edu/facultystaffresources/acadaffairs/core/Pages/default.aspx>. if you think your course should be a Core course or have further questions contact your coordinator.

## Highlights of Recent Part-time Faculty Accomplishments

**Daniel Boring**, Lecturer of Music performed in New York City with the Dorian Baroque Ensemble. He also performed in Monterey, California. Both performances were with his own duo: "Due Colori".

**Tracey Brown**, Lecturer of Psychology and Special Assistant to the Associate Vice-President of Academic Affairs presented a paper entitled "Institutional Review Boards in Doctoral Level Programs with a Focus on Leadership Programs" at the International Leadership Association Conference in Denver, Colorado.

**Moira Conway**, Lecturer of Speech and Communications advanced to Candidacy in her PhD program in Geography at the CUNY Graduate Center. Her work entitled "Policy Decision and Environmental Justice for Casinos in Pennsylvania (USA)" was published in Living on the Boundaries: Urban Marginality in National and International Contexts. She also re-

ceived an Association of American Geographers travel grant to attend the International Geographical Congress in Cologne, Germany.

**Stan Finegold**, Lecturer of Speech and Communications was recognized by The Pennsylvania State Association of Township Supervisors. Stan is the Director of Operations for WTV. It received an award for excellence in programming.

**Carol Kangas**, Senior Lecturer in ESL was one of five people from the Diocese of Pennsylvania who were given special honors by the Rt. Rev. Armando Guerra, Bishop of Guatemala and Primate of the Anglican Church in Central America. She received the Bishop's Cross for her ministry in support of the mission work of the Diocese of Guatemala.

**Sandra Leonard**, Lecturer of English passed her Compre-

hensive Exams with distinction at the Indiana University of PA. Her article entitled "Cybercrime" will be published in the Encyclopedia of Global Social Issues.

**Julia Merritt**, Lecturer of Radiography pass the Certified Professional Coder Boards (CPC). She also earned the degree of Certificate of Completion Medical Coding Summa Cum Laude.

**Dan Rolph**, Senior Lecturer of History has a book available through Amazon as a Kindle Book. The title of his book is "My Brother's Keeper: the Unfamiliar Civil War".



Do you have an achievement that you would like included in the next newsletter? Email the editor at:  
[tbrown@mc3.edu](mailto:tbrown@mc3.edu)

## Guest Speaker on Post Traumatic Stress Disorder and Veteran's Affairs

By Tracey Brown, MA; Lecturer of Psychology

On November 20th, I was fortunate to have Bradley Herron come to speak to my Introduction to Psychology class. Brad is a former Montgomery County Community College student, a veteran, and an employee for the Montgomery County Vet Center, which is a branch of the Department of Veteran's Affairs. Through his work with the VA, Brad became a member of the Montgomery County Community College Student Support & Referral Team (SSRT).

Brad's presentation, which focused on the topic of Post Traumatic Stress Disorder (PTSD) in veterans, resonated with my students. There were many questions and the feedback was overwhelmingly positive! Brad has indicated a willingness to speak to other classes at the college in an effort to educate students on this important topic and to continue his efforts in Veteran's Outreach. His message is a powerful one and appropriate for a variety of academic disciplines.

For more information, contact:  
Bradley Herron  
At: [Bradley.Herron@va.gov](mailto:Bradley.Herron@va.gov)

*Interested in a  
guest speaker  
for your class?*

## Professional Development Opportunities for the Spring

Two professional development opportunities for faculty have been planned for the Spring semester. On February 6, 2013 from 12:15-1:15, we will be offering a session hosted by the Women's Center of Montgomery County. The session will focus on recognizing the signs of domestic violence, the potential long term ramifications of domestic violence, and resources faculty may contact if they are concerned that a student is being abused.

On March 6, 2013 from 12:15-1:15, we will be offering a session on Emergency Planning. This workshop, presented by Mike Billetta and Joseph McGuriman, will focus on ensuring faculty are aware of college procedures in an emergency situation.

Both workshops will be offered interactively. Room locations will be announced. Please contact Tracey Brown at [tbrown@mc3.edu](mailto:tbrown@mc3.edu) to RSVP.

*Join your  
colleagues for  
a unique  
opportunity  
to socialize  
and learn.*

## Faculty Focus - Sean Kennedy, Music

### **Interview Question: Could you tell us about your educational background?**

**Answer:** With the encouragement and discipline of my parents I started playing the piano at the age of eight. I think I wanted to do drums first, but my parents said “learn the piano first, and then you’ll be able to play anything!” They were absolutely correct! Thanks mom and dad!!

I started piano lessons around 1980, in 4th grade. I always did quite well playing Beethoven, Mozart etc., but I tended to like making up my own songs and playing popular movie and TV themes by-ear. Once I even turned Beethoven’s “Fur Elise” into a boogie-woogie, to the dismay of my private teacher. From 1980-1984 all I played was piano – didn’t even own any drums. I eventually began taking private lessons on percussion in high school, in the fall of 1985, became a leader in the high school music program, performed with community orchestras, in pit orchestras at local high schools, started bands in my parents’ garage and basement, played carnivals, parties...I was hooked and never looked back.

Beside the support and influence of my parents, the three teachers I had in high school are the ones who made music ‘real’ to me. Dale Brown, the percussion instructor, got me involved with community orchestras, encouraged me to arrange my own music and got me involved as a music festival adjudicator early on. Gary Zimarro, the band director, opened the world of jazz up to me, taught me about the Big Bands, BeBop, etc.. and would get me gigs all over the local Philly area in high school musical pits. And last but not least my private percussion teacher Ray Deeley, who at one time performed with Sinatra, really set me straight. He was a demanding teacher that made sure I had the fundamentals on ALL percussion instruments. I’ve had many great percussion teachers through-out the years, but Mr. Deeley is the guy who kicked my rear-end, when it needed to be kicked, and made me a solid musician.

### **Interview Question: Where did you go to school?**

**Answer:** The very first formal music class I ever had in my life was at MCCC. It was Fundamentals of Music back in the early 90’s as an undergrad, then I transferred to the Music Education program at West Chester University.

I am a graduate of the West Chester University School of Music where I was awarded a B.S. in Music Education and an M.M. in Percussion Performance, and studied drumset with the late Ron DiStefano at Temple University, mallet percussion with Christopher Hanning and Richard Fitz, and Timpani with Joe Goebel.

### **Interview Question: I understand you recently became a Casio Keyboard Artist. What does that mean?**

**Answer:** Being labeled an “Artist” for a company means I will use their products exclusively, pass along news about new and existing products to my students/fans. Basically I will act as an advocate for the products that the company sells. In turn, the company will give me PR support by listing me as an “Artist” on websites and in publications. They also send me materials for master classes and workshops that I conduct. They’ll send posters, pamphlets, and other educational resources for the students. And when needed



Sean J. Kennedy, Lecturer of Music

the companies will support me directly with products, be it drumsticks or instruments, in support of a performance or educational activity.

I am an Artist Endorser for **Crescent Cymbals**, **Vic Firth Drumsticks**, **Casio Keyboards** and **Evans Drumheads**, all of which have great products, but more importantly incredible people behind the products. I am honored to be affiliated with all of them!

**Interview Question: I also understand you recently wrote a book. What was that process like?**

**Answer:** My two most recently released books are from Carl Fischer Music Publishing, and both - authored by me and Liberty DeVitto (Billy Joel's drummer for 30 years). The first, "**Rock Solid: Drums**" is an easy-to-follow, step-by-step guide to improving drumming and overall musicianship, and the official drum curriculum at Camp Jam locations around the country.

Writing books like these is definitely a labor of love. Liberty and I had the idea back in 2007. We got a rough draft assembled and started pitching it to publishers all over the United States. I think we were rejected by at least 5 or 6 publishers before the Vice President of Sales at Carl Fischer, Chris Scialfa, was finally able to check it out and pass it along to Larry Clark, Editor-in-Chief for Carl Fischer Music, who ultimately gave us the 'green light' to have it published. By Spring 2009, **Rock Solid** was in the stores! This book is being used nationwide and has received glowing endorsements from **Dame Evelyn Glennie**, **Bernard Purdie**, and the **Camp Jam** and **Little Kids Rock** summer music programs. *Modern Drummer Magazine* awarded the book a coveted four star rating. In early 2010 Carl Fischer Publishing then asked us to write a book for drums to add to their existing "I Used to Play..." series. The second is for former drummers who miss jamming on the kit, entitled "**I Used to Play Drums: An Innovative Method for Adults Returning to Play**". This past summer IUTPD won a major publishing award: The 2012 Paul Revere Award for Graphic Excellence Winners

My current writing project is a new jazz improv series that will be released in Spring 2013. It is a jazz improv play-along book based on Richie Cannata's self-titled new instrumental jazz CD. Richie was Billy Joel and the Beach Boys longtime saxophone player. This past summer I finished transcribing and editing the music with Richie and guitarist Julio Fernandez (guitarist with Spyro Gyra) at Cove City Sound Studios, in Glen Cove, NY. The books will be available for every instrument! They'll also include a play-along CD and a video interview that I conducted with Richie and Julio!

**Interview Question: Could you describe your teaching style?**

**Answer:** I truly practice what I preach. I've been there, and done mostly everything in music. When students ask "Why do we need to know this?" or similar questions I can give them real-life reasons why learning the fundamentals and mastering them is essential. All of my varied experiences, performing, recording, writing, getting published, lets the students know I didn't just learn this stuff in books and classrooms; I've done it and used it all "on the job". I love inspiring the students - my teachers paved the way for me with honesty, very high expectations and encouragement...I want to try and do the same for my students.

**Interview Question: What advice would you give your current students?**

**Answer:** The more blood, sweat and tears that you put into your passion - the more you'll get out of it! No one grades you on good intentions, especially in the entertainment field. Don't just dream - get up and do it! No one is born able to play an instrument, compose, or sing - it just takes a lot of hard work and dedication.



Montgomery County  
Community College

## Let Your Voice Be Heard!

- We could use your help! We need input and submission for future editions. Here are some ways we hope that adjuncts can get involved.
- Volunteer to become a staff writer for the newsletter or submit a single article as a special contributor
  - Write in and tell us your opinions and thoughts. You can reach the Part-Time Faculty Newsletter at [tbrown@mc3.edu](mailto:tbrown@mc3.edu)
  - Nominate someone (or yourself) for the Faculty Focus
  - Forward to us any meeting dates you believe should be shared with the larger community
  - Share with us an idea for an article
  - Respond with a "Letter to the Editor"
  - Advertise your program
  - Tell us of your achievements for inclusion in our "Highlights" section

### IN OUR NEXT EDITION:

- Professional Development Opportunities
- Dual Enrollment
- Upcoming Meetings
- Faculty Focus

## Get Connected!

- ◆ Did you know that there is a Facebook forum for adjunct faculty? Join the Adjunct Faculty Community!
  - ◇ <http://www.facebook.com/#!/adjunctfaculty?fref=ts>
- ◆ Interested in Learning more about Good Practices for teaching in Higher Education? Check out these summaries of "Seven Principles for Good Practice in Undergraduate Education" by Chickering and Gamson!
  - ◇ <http://www.bgsu.edu/downloads/provost/file84390.pdf>
  - ◇ <http://www.uis.edu/liberalstudies/students/documents/sevenprinciples.pdf>

Join us!