



# Linkages

Spring 2006

## President's Pen

By Nicole Roop, University of Maryland, College Park, MCPA President



Nicole Roop,  
MCPA President

**“Winter, a lingering season, is a time to gather golden moments, embark upon a sentimental journey, and enjoy every idle hour.”** - John Boswell

These words ring so true for me as I enter the second half of my time as President.

*Gather golden moments...* MCPA has had many during the last six months. We brought many new colleagues to our membership and executive board, we opened our minds to the suggestions and concerns of the membership and our regional colleagues, we reinvented our newsletter, we tried a new venue for our graduate school fair, we successfully organized and presented two fall events, and we have embarked on the implementation of two more major events this spring.

*Embark upon a sentimental journey...* Last October, I was able to attend Pennsylvania CPA's opening dinner and speaker at their annual conference. The fall foliage was at its height and my drive across Pennsylvania to Pittsburgh was a kaleidoscopic one, filled with hues

of orange, brown, yellow, and red. At the conference's opening reception, I met so many people from our neighboring state that had only great and glowing remarks about our organization. Several commented on the number and the quality of events we are able to have every year. I also had the chance to catch up with Dr. Tony Ceddia, President Emeritus of Shippensburg University (my alma mater) who was the opening speaker.

Following Dr. Ceddia's opening, Brian Mauro, PCPA's president, announced that there was a special guest amongst us that evening. I, like everyone else there, anxiously glanced around the room wondering who this could be. Imagine my surprise when he welcomed and introduced me to everyone as president of the Maryland College Personnel Association! After dinner, I felt like a rock star as PCPA members approached asking about joining our organization, obtaining jobs in Maryland, for information about graduate school programs in our region, and about our upcoming graduate school fair and fall conference – I

literally ran out of business cards. It is moments such as this that make me a very proud president, and I have the MCPA membership and leadership, both past and present, to thank.

*Enjoy every idle hour...* yes, I know, these can seem few and far between, especially as we gear up for another semester on the high seas of higher education. I ask that you find or make that idle time to spend with your family, friends, and other loved ones – even those of the animal kingdom. Recent happenings in my extended family and in my church community have forced me to realize the importance of making the most of my time. Although I usually only find one idle hour in a week's worth of time, it's just enough to renew me for the week ahead.

And for those of you who are not big fans of winter, I leave you with these oh, so true words by Anne Bradstreet: **“If we had no winter, the spring would not be so pleasant.”** Yes, I can hear Ocean City calling my name already...

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# Developing Learning Outcomes and Objectives in Student Affairs

By, Alice A. Mitchell, PhD, University of Maryland University College

Back in “the good old days,” it seemed merely to be enough for student affairs professionals to know that “we made a difference” for one or more students, to pat ourselves on the back, and to continue our work. Times have changed. While we do not now live under “the bad new days,” we do live in days where it is important to be able to state just *what* difference, whether we *intended it to happen* in the first place, and what *evidence* we have that we made that difference. Hello, accountability! And – truth be told – maybe “hello” to a need for more clarity and focus to our work in support of student learning.

## Articulating outcomes and objectives: A framework

Being able to articulate the learning outcomes we intend for students is “dead center” in this need for clarity and focus. Some learning outcomes seem quite tangible, practical and immediate: “I just need students to understand that not everyone in the residence hall likes the same kind of music that *they* like.” Other outcomes may seem a bit more abstract and perhaps “slippery”: What *is* “develop an appreciation of diversity”? Both of these examples are the starting point for articulating broad learning categories and the specifics within those categories. The terminology “objectives” and “outcomes” may shift across publications and writers. For the present newsletter article: Learning *outcomes* are the broad categories. Learning *objectives* are more specific and describe what students will be able to show us to demonstrate that they have “gotten” what we intended them to learn. A learning objective articulates the “evidence” of learning: objectives

are a sort of “show me the money,” in a learning framework.

Mager (1997) is often quoted in teacher preparation literature for his work in articulating learning outcomes within the framework not only of K-12 education but also within training and development for professionals. While not all of his work is applicable to student affairs, his framework is certainly helpful in our own attempts to define what we intend our students to learn, how we will “deliver” that learning, and how students can show that they have mastered those learning outcomes at the end of it all.

Briefly stated, Mager’s (1997) framework for well-defined learning objectives has three components:

### Condition

What are the conditions that will influence the student’s performance of the learning objective? For example, will the student be able to refer to other materials, will the student need to know resources or skills “by heart” to be able to use them quickly, will there be time limits on the performance?

### Performance

What is the student expected to produce to show that she or he is competent”, that is, that she or he has mastered the learning objective that we intended and in so doing, has mastered a tangible component of the larger learning outcome we intend?

### Criteria

How well must the student perform to be considered competent in the objective? Do we have some sort of measure-

ment (not only “tests” but other forms of assessment as well) as well as criteria against which to judge those measurements? How will we know that the student’s demonstration of mastering the learning objective has met the level we intend?

## Visualizing the goal

But let’s take a brief look at articulating a learning outcome first, before we plunge into defining the objectives. Let’s use our residence life example very briefly. Think of a student (or a composite of several students) who exemplifies attitudes and behaviors of respect for her or his fellow residents. What does that student do? What does that student say? In short, what actions does the student take that give you reason to think the student “gets it” in reference to understanding “respect for others” as one facet of community living? Defining the components of our composite “ideal student” is one way of beginning to articulate a learning outcome for all students.

Now let’s turn to our “slippery” example of “develop an appreciation for diversity.” Here too, think of an ideal student or a composite of students. Think of different areas of diversity to include not only race and ethnicity but also sexual orientation, disability, socioeconomic difference, language differences, and so on. Think of one student or a composite student who you believe “gets it” in perhaps one area of diversity. What attitudes, skills and knowledge does your “ideal student” have?

*Continued on p. 4*

# MCPA Kudos—Read below to see how your colleagues are involved

Alice Mitchell (UMUC) is co-editor of a forthcoming book, *Making Good on the Promise: Student Affairs Professionals with Disabilities*. That book includes information about Universal Instructional Design.

◆ Nicole Roop (UMCP), Directorate member, Commission for Academic Support in Higher Education.

Matt Weigand and Terry Miklish – Program Session

Alice Mitchell (UMUC): **“The ASK Project: What assessment skills and knowledge do student affairs administrators need to be effective educators?”** - Convention Roundtable & **“Integrating Universal Instructional Design in Professional Preparation Programs”**- Program Session

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## Heading to ACPA?

Several of our MCPA members will be presenting at the ACPA conference in Indianapolis. Please look for and try to attend their programs and sessions:

The following individuals are serving ACPA through leadership positions in commissions and standing committees. They will also be serving the governance this year during the 2006 ACPA Annual Conference at various Executive Council, directorate, and open meetings. Please try to attend their group’s open meetings in Indianapolis:

- ◆ Kecia Baker (Maryland Institute College of Art), Advisory Board Member, Standing Committee for Graduate Students and New Professionals
- ◆ Kristan Cilente (UMCP), Chair, Standing Committee for Graduate Students and New Professionals
- ◆ Keith Edwards (UMCP), Chair, Commission for Social Justice Educators
- ◆ Mindi Levin (JHU), Directorate member, Commission for Student Involvement, and co-chair of the Commission’s Community Service and Service-Learning Committee
- ◆ Susan Martin (UMBC), Directorate member, Commission on Assessment for Student Development
- ◆ Alice Mitchell (UMUC), Chair, Commission on Assessment for Student Development

Kristan Cilente (UMCP): **“Women's Leadership Experiences: Voices from the Past, Present and Future”** – Pre-conference Workshop; Sunday, March 19, 2006; 9:00 AM - 12:00 PM; Indianapolis Marriott Downtown, Marriott 4 & 5

Keith Edwards (UMCP): **“Ally Identity Development: Selfish, Altruistic or Social Justice?”** – Program Session & **“She Fears You: Men Ending Rape”** - Program Session

Amanda Emery (Goucher College) and Stacy Cooper Patterson (Goucher College): **“Managing Student Suicide with Integrity: A Community Engaged in Healing”** – Program Session

Mindi Levin (JHU): **“Service-Learning Roundtable and Introduction to New CAS Standards”** - Convention Roundtable

Susan Martin (UMBC): **“Multicultural Competence: Making a Difference in all Students Lives”** with Raechele Pope,

Patty Perillo (UMBC), David Hoffman (UMBC), Lee Hawthorne Calizo (UMBC), Charles J. Fey (UMBC), and Erin Hundley (UMBC): **“Personal Agency, Civic Engagement, and Intentional Enchantment of Campus Life”** – Preconference Workshop; Sunday, March 19, 2006; 9:00 AM - 12:00 PM Indianapolis Marriott Downtown, Marriott Ballroom 8 & 9

Cally Rockwell Edwards (Maryland Institute College of Art), Bill Smedick (JHU), and Jeanne Ortiz (College of Notre Dame of Maryland): **“The Baltimore Collegetown Shuttle: Innovative Collaboration Designed to Create a True College Town”** with Maureen Sach Cannon (Baltimore Collegetown Network) & Collins Downing (Loyola College) - Program Session

**The Friends of Maryland Reception at ACPA**  
 Monday, March 20, 2006  
 7:00-9:00 pm  
 Indianapolis Marriott Downtown  
 Marriott Ballroom 10

## Learning Outcomes, *Continued from p. 2*

If you have some knowledge of student development theory, review some of the theories of racial/ethnic identity development, sexual orientation development, ally development, and other areas of theory. Remember that theory isn't just "loose ramblings." Instead, theory is built on observations of actual people and how they appear to construct their individual realities. Some theories also describe how people move from one stage or position to another. So using theory to articulate learning outcomes in the area of "getting it" is actually using the experience of individual people and what those who "get it" look like in each of these areas of development.

Choose a theory, perhaps one that describes racial or ethnic identity development. How does that theory describe the intermediate and advanced stages of development (otherwise known as stages of "getting it")?

### Getting from here to "getting it"

Use your mental picture of an ideal or composite student, perhaps enriching your picture by one or more theories of student development. How would you develop a "curriculum" (composed of knowledge and experience) to encourage movement toward this ideal? Can you find research that identifies those activities, experiences or other circumstances that seem to be coincidental with these intermediate or advanced stages? In human development research, it's quite difficult to unequivocally say that one thing "causes" another. For instance, it's often quite difficult to unequivocally say that participating in a course that included a discussion of privilege "caused" a change in development. But there is research that shows a connection between these two experi-

ences (participation in a given activity and a change in perspective). This research can be your guide to those activities that may occur at the same time as (notice that we did not say "cause") advanced development.

Articulating learning outcomes and objectives can be the foundation for your student affairs "curriculum." In that curriculum, it will be essential that you articulate your intended outcomes and objectives. Mager (1997) offers many examples of learning objectives that can be adapted for student affairs use. While this relatively brief newsletter article cannot go into the needed detail, try out the following learning outcome and its related objective:

Learning outcome: First year students who participate in XYZ University orientation will understand the academic rigor expected by the University, academic and personal supports in the face of that rigor, and ways to acclimate to the University community.

Prefatory note: perhaps the orientation staff has previously determined that there are several key University events that enable students to develop a bond with the institution. Perhaps institutional research has shown that participation in these "key events" is associated with student persistence at XYZ University. Let's assume that attending football games at XYZ is one such "key event."

Learning objective: For Fall semester 2006, describe (write) the procedure for obtaining football tickets, including at least one challenge to doing so. Suggest two ways to prevail in getting the tickets, despite that challenge.

What would be some additional objectives in your curriculum designed to

address this learning outcome? What additional learning objectives would you add, learning objectives that are aligned with your intended learning outcome?

### Evidence of "getting it"

Think again of your ideal or composite student. What evidence might another student offer that she or he was moving toward that ideal? For example, if the evidence were a learning portfolio, what would the criteria need to be to be able to ascertain that the student has the attitudes, knowledge and skill that we intend? What would "an appreciation for diversity" look like in a portfolio?

In so many areas of learning, there are gradations to the degree to which each of us master attitudes, knowledge and skills. Grades are in fact gradations of reaching an intended objective. If we put it in grading terms, just what is an "A" in "appreciating diversity"? What are the characteristics of "A" attitudes, skills and knowledge? Using a well designed rubric can assist us not only in defining the components of mastery but also in defining the gradations of mastery within each component.

A number of authors write about the use of rubrics in educational settings. One very helpful resource is Huba and Freed (2000), especially their page 164 example of a rubric, complete with the characteristics for each level of mastery. Stevens and Levi (2005, p. 110), give a wonderful rubric for evaluating a portfolio demonstrating mastery of "understanding the diversity of human experience." In using a rubric, it's not enough to name the components of a

*Continued on p.5*

## Learning Outcomes, *Continued from p. 2*

target attitude, skill or area of knowledge. One must also define the characteristics of each level, whether those levels are “grades” per se or merely “degrees” to which students are mastering the intended objectives. Here again, what is an “A” in “appreciating diversity”? What’s a “C”, if we were to put it in grading terms? Is every essay about appreciating diversity an example of “A” level appreciation? What characteristics distinguish “A” level attitudes, skills and knowledge from “C” level attitudes, skills and knowledge?

### Conclusion

These examples offer a starting point. Seize the challenge, student affairs. Let’s name those outcomes; name those objectives and demonstrate our role in helping students reach them through the learning opportunities we provide. These are the good *new* days of our profession!

### References

- Huba, M. E. & Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn and Bacon.
- Mager, R. F. (1997). *Preparing instructional objectives: A critical tool in the development of effective instruction* (3<sup>rd</sup> ed.). Atlanta, GA: CEP Press.
- Stevens, D. D. & Levi, A. J. (2005). *Introduction to rubrics: An assessment toll to save grading time, convey effective feedback and promote student learning*. Sterling, VA: Stylus.

### See also

- Mitchell, A. A. (in press; expected in May/June 2006 issue). Book Review of Stevens, D. D. and Levi, A. J. (2005). *Introduction to Rubrics*. *Journal of College Student Development*.
- Mitchell, A. A. (2005). Book Review of Maki, P. L. (2004). *Assessing for Learning*. *Journal of College Student Development*, 46(5), 558-561.

### Events at ACPA

#### The Friends of Maryland Reception at ACPA

Monday, March 20, 2006

7:00-9:00 pm

Indianapolis Marriott Downtown  
Marriott Ballroom 10

See p. 3 for program sessions!



Eric and Derek at last year’s MCPA table. Don’t forget to stop by this year!

## MCPA at ACPA Convention Showcase

Don’t forget to stop by MCPA’s table at the “ACPA Convention Showcase” (formerly called the Carnival). As always, there will be a MCPA raffle and give-aways galore.

**Date:** Monday, March 20, 2006

**Time:** 6:30 pm - 8:00 pm

**Location:** Sagamore Ballroom, Indiana Convention Center

**Theme:** Crossroads of ACPA

**Set-up:** Approximately one hour prior to the start of the event.

**Other:** Complimentary food and beverages will be available at the Showcase.

Tables will be grouped by category (i.e., state/international divisions, commissions, standing committees, etc.)

If you would like to donate give-away items or volunteer at the table, please let Nicole know at [nroop@umd.edu](mailto:nroop@umd.edu)

# Mid-Atlantic Placement Conference 2006

By C. Amesha Brown, University of Maryland, Baltimore County, MAPC 2006 Co-Chair

The Mid-Atlantic Association of College and University Housing Officers (MACUHO) is proud to sponsor its eleventh annual job placement conference on **March 2-3, 2006** at the John M. Clayton Hall at the University of Delaware.

## What is the Mid-Atlantic Placement Conference?

Formerly held as the Mid-Atlantic College and University Placement Service (MACUPS), the Mid-Atlantic Placement Conference focuses on networking bachelor, graduate and masters entry-level professionals in the Mid-Atlantic region. Postings are also welcomed for mid- and upper-level positions and for positions for other Student Affairs offices outside of housing and residence life.

## Conference Highlights for MAPC 2006:

- On-site registration will be available for candidates and employers (at an additional fee).
- A continental breakfast on Thursday and Friday.
- An employer lounge is set aside for a quiet space to review candidate resumes.
- A candidate area is available for interview preparation and taking breaks throughout the day.
- Individual mailboxes for candidates and employers.
- A buffet lunch on both days - \$8.00/person for employers and FREE for candidates.
- Raffle of school paraphernalia for candidates.
- Helpful members of the conference team to assist you in any way you need.

For more information please visit our website: [http://www.macuho.org/placement\\_conference/job.htm](http://www.macuho.org/placement_conference/job.htm)

Hope to see you at MAPC 2006!!!

*"Making successful employment matches since 1996!"*

## MCPA Member Named 2006 Diamond Honoree

Dr. Patricia A. Perillo, Assistant Vice President for Student Affairs at the University of Maryland, Baltimore County was named a 2006 Diamond Honoree of ACPA.

As a result of this nomination and, more importantly, in recognition of Patty's outstanding accomplishments, the Executive Board of MCPA has made a \$100.00 donation in Patty's name to the Educational Leadership Foundation

of ACPA.

Congratulations, Patty! Many of your colleagues are thrilled that you have received such wonderful honor. We are fortunate to have you representing us and the state of Maryland.

*Diamond Honorees will be recognized at the 2006 ACPA Annual Conference during a special reception and ceremony.*



# Looking to Condense Your Listserv Emails?

By Nicole Roop, University of Maryland, College Park, MCPA President

Do you belong to an active ACPA list serve for any of the Commissions, Standing Committees, or even MCPA's? Did you know you can change how often you receive postings on these list serves? Here's how:

Go to [www.myacpa.org](http://www.myacpa.org);

On the left hand column, click onto [Membership](#), then [ACPA Listservs \(member only benefit\)](#);

A new screen will appear, click onto [Login to Listserv](#);

A new screen will appear where you are prompted to enter your email address – this will be the email address that ACPA has for you in its membership directory;

Once you type in your email address, click [OK](#) button to the far right;

A screen will appear where you are prompted to enter your password (if you do not know your password or do

not have a password, then you need to return to the ACPA Listservs page and create one); click [OK](#) button to the far right;

This screen will have a listing of all the list serves you are currently registered under. There will also be numerous tags at the top of the screen; click onto the [My Forum](#) if it is not already a white color tag;

Click onto any listserve, for example '[mcpamaryland](#)';

This will bring you to all the postings for this list serve; click onto [My Account](#);

You have two options on the next screen: Essentials and Advanced;

For the Essentials screen, you will see a pull-down menu for Membership Type. Here you can choose to receive messages as they are posted, receive one

email for each day that postings are made with all postings listed, receive one email for each day that postings are made with only the subject lines, or receive no emails or postings at all.

On the Essentials screen, you can also change the email address this Forum's postings are sent to.

For the Advanced screen, you can indicate whether you want to receive copies of your own postings.

Make sure you then click onto [Save Changes!](#) You can then log onto other list serves or log out.

Hopefully this will help you cut down on the number of emails you receive each day!

## Upcoming Events

**Friday, February 17th**  
**MCPA's Mock Interviews**  
12:00-3:45pm, Annapolis Hall, UMCP

**Friday, February 24th**  
**Mid-Level Managers Luncheon**  
12-2pm, Bahama Breeze  
Restaurant, RSVP to Amanda  
Emery [aemery@goucher.edu](mailto:aemery@goucher.edu) or  
410.337.6122. See p.10 for  
more information.

**March 2-3**  
**Mid-Atlantic Placement  
Conference**

John M. Clayton Hall at the University  
of Delaware

**March 11-15**  
**NASPA**  
Marriott Wardman Park Hotel,  
Washington, DC

**March 16th**  
**6th Annual Support Staff  
Conference**  
9:00am-3:00pm, College of Notre  
Dame of Maryland

**March 18-22**  
**ACPA**  
Indianapolis, IN



Members of the discussion panel held during MCPA's Fall Conference



Stacey and Amanda at MCPA's fall graduate school fair.

# MCPA Elections

## PRESIDENT-ELECT CANDIDATES

### **Dan Tillapaugh, Assistant Director of Student Activities, Goucher College**

It has been a pleasure to call Maryland my home these past three years, and I am fully committed to helping shape the future vision for our state association as President-Elect. Working collaboratively with members of the Executive Council, I hope to continue strengthening our current programs, develop new initiatives and programs, and continue our outreach to our graduate and new professional communities, our colleagues within the community college system, and our seasoned professionals. I look forward to the possibility of serving the MCPA membership and will actively strive to accomplish the many goals we have ahead of us.

### **Mike Post, Dean of Students, Mount St. Mary's College**

It is my hope that being elected President will allow me to help further the purpose of MCPA by providing leadership and vision to the Maryland student personnel profession. Prior Executive Board members have put in a great deal of time and passion to move MCPA to a new level of professional service to our students, staff and administrators. I will strive to further that service, continue to motivate elected members and keep MCPA as an effective division of ACPA. In a time when out of state professional development opportunities become more difficult due to financial restrictions, a state level option becomes paramount. I am a devoted professional who seeks honest feedback through assessment, informal conversations, and the outcomes of planned events. I want to provide the professionals of Maryland with the opportunity to serve our students better and to feel confident in their own decision making. I have been involved with MCPA since 2001, serving as a Member at Large and organizing the MCPA East Coast Graduate School Fair two years in a row. During my time with MCPA I have realized what a difference true leadership makes within the organization. I want to continue that tradition and help achieve the goals our prior leaders have envisioned.

## SECRETARY CANDIDATE

### **Kate Wadas, Student Affairs Residential Fellow, Graduate Assistant, Office of Fraternity and Sorority Life, University of Maryland, College Park**

I am looking for opportunities to become more involved with professional associations in order to give back to the student affairs community, as well as learn from colleagues at other colleges and universities in the Maryland area. Serving as the MCPA Secretary, I would be diligent and accurate in the records and dissemination of information with the Executive Board. Furthermore, I would also add new and innovative ideas to help improve this great professional association.

## **Write in Candidate**

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

## MEMBER-AT-LARGE CANDIDATES (Please select four.)

### **Caitlin Lamb, Community Director, University of Maryland, Baltimore County**

I was always very involved in professional associations during my graduate school experience, especially in the state organization. I'd like to become more involved in the MCPA by becoming a Member-at-Large in order to learn more about issues pertinent to Maryland institutions. I am especially interested in helping provide professional development experiences to new professionals in the state.

### **Susan Martin, Assessment and Research Coordinator for Student Affairs**

For the past year, I served out the remainder of the term of a Member-at-Large who relocated. This spring I am chairing the 6<sup>th</sup> annual Support Staff Conference—a testament of my commitment. If elected I will continue to support the efforts that are underway to strengthen this organization. I am also interested in increasing the amount of information about assessment activities available to MCPA members. The cost of membership remains an excellent value and during the past year I have been repeatedly reminded that MCPA is a great way for new and seasoned professionals to learn from each other.

### **Stephanie Cook, Residence Life Coordinator, McDaniel College**

I was so thrilled to learn that I was nominated for a member at large position with MCPA. This past semester I was involved with the 2005 Fall Annual Conference Planning Committee. It was such an awesome experience, and I learned a great deal about planning a conference. I want to be a part of MCPA because I want to make a difference. I want to enhance my professional development experiences and the experiences of colleagues around the state.

### **Sara Furr, Assistant Director of Student Life, Loyola College in Maryland**

I have had the opportunity to get involved in national organizations but I would like to get more involved in my state organization. I have just joined the MCPA and I hope to join the executive board to increase my involvement in a formal way. I have always found that I am able to learn the most and gain the most from an organization when I am involved beyond just being a member. As a Member-at-Large, I hope to help the organization in some of its specialized programs and bring new ideas to the organization as well.

### **Write in Candidate**

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

**Please mail, fax or email the attached ballot by March 1, 2006 to:**

Amanda Emery  
 Past President of MCPA  
 Goucher College  
 1021 Dulaney Valley Road, Baltimore, Maryland 21210  
 Fax: (410) 337-6436, aemery@goucher.edu



Eric and Rachel working the registration table at MCPA's Fall Conference.

Additional participants at this year's Graduate School Showcase!



Maryland College Personnel Association presents  
*Mid-Level Managers Luncheon*

Get away from your desk! Network with other mid-level Student Affairs professionals from colleges and universities near you!

*Who: Mid-Level Managers*

*What: Networking Lunch*

*Where: Bahama Breeze Restaurant  
(www.bahamabreeze.com)*

*When: Friday, February 24, 2006*

*How Much: \$10—Which includes your lunch!*

Interested? Complete and return the following form with payment to:

Amanda Emery  
1021 Dulaney Valley Road  
Towson, MD 21204  
Fax: 410-337-6436

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Institution: \_\_\_\_\_ Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Directions will be emailed to participants ahead of time. If you have questions, please contact Amanda Emery, aemery@goucher.edu or call 410.337.6122.

*Space is limited so register today!*