

**BONUS SESSIONS**  
**Sunday October 14th 4:00pm-5:00pm**

**National Association for Developmental Education: Information, Updates, and Involvement**

**Presenters: Marsha Cardenas, Alex Mena, and Saul Soto, UTEP El Paso Orchid, 1<sup>st</sup> Floor**

TADE is a chapter of the national organization National Association for Developmental Education, NADE. This presentation will share with CASP attendees information regarding NADE, provide updates from the NADE Executive Board, and share ways that TADE and TxCRLEA members can be involved nationally.

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**Publishing Foundations: One Year of the Journal of College Academic Support Programs**

**Presenters: Michael C. McConnell, Emily Miller Payne, Amarilis Castillo (Texas State University)**  
**Acacia, 1<sup>st</sup> Floor**

The Journal of College Academic Support programs debuted in February 2018, answering the need for research and publishing specific to institutions, practitioners, and student population relevant to Texas developmental education. The presentation will include an overview of the startup and publishing process, usage analytics, and publishing opportunities for attendees.

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**Developmental Education Scholarship – SHSU's Fully Online Developmental Education Administration Doctoral Program**

**Presenter: D. Patrick Saxon (Sam Houston State University)**  
**Poplar, 1st Floor**

Recently, developmental education has advanced in terms of research, scholarship, and professional development opportunities. The presenter will discuss current trends and research in the field. Doctoral study, contributing to the research base, and in particular, a description of graduate study in the Sam Houston State University fully online Developmental Education Doctoral Program will be offered. Participants will be allowed time for discussion and questions regarding any of the topics covered.

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**The Implementation and Early Impact of Co-requisites at Five Texas Community Colleges**

**Presenter: Lindsay Daugherty (RAND)**

**AV Theater, 1st Floor**

This presentation includes early findings of a rigorous experimental study of the implementation and impact of integrated reading and writing corequisites at five community colleges in Texas. In addition to describing impacts of these corequisites on course completion and persistence, we describe how corequisites change the student experience.

**Monday October 15th Session A**  
**8:00am – 9:00am**

**Serving Low-Basic Skill (ABE 1-4) Students: Findings from Three Years of Research:**

**Presenters: Lindsay Daugherty**

**ABE STRAND**

**Orchid, 1st Floor**

The U.S. Department of Education funded a research study to examine how institutions have responded to new Texas policy and guidance on serving students who test as having low basic skills (ABE 1-4). This presentation highlights key findings after three years of research.

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**Cluing “Your” Reader In: Teaching Co-requisite Students to Consider the Reader Perspective**

**Presenter: Laura Foster**

**Developmental Writing**

**Acacia, 1st Floor**

As we adapt INRW programs and create co-requisites, we must invent efficient strategies to teach concepts that help developmental students succeed in credit-level courses even though those courses may not devote any class time to those principles. This session concentrates on teaching INRW students to write with the readers’ needs in mind.

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**A Journey into Literacy: Strategies for Implementing a Successful Co-Requisite Model**

**Presenters: Ann-Marie Lopez, Beth Laurence**

**Developmental Writing**

**Poplar, 1st Floor**

The presenters will focus on the successful implementation of an IRW/Composition and Rhetoric co-requisite model at McMurry University. Key strategies for success will be highlighted, as well as data regarding student success rates and specifics about course content and student outcomes.

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**What Foundation?: Selecting an Online Developmental Math Program**

**Presenters: Dr. Kathy Stein, Ms. Sandra Chambers, and Ms. Cynthia McAlister**

**Developmental Math**

**Walnut/Will, 1st Floor**

Don’t have time to research the best online math program for your students? We can help. We just finished an intensive examination of ALEKS, Hawkes, and MyMathLab. Come find out what we learned and jumpstart your own selection process as you select the foundation for your developmental math program.

**Don't Let Your Students Wander****Presenters: Ivette Chuca, Shahrbanoo Daneshtalab****Developmental Math****Sandalwood, 1st Floor**

Joan Middendorf and Alan Kalish concluded in a study that students' attention maxed out at around 10 or 15 minutes. After 10 to 15 minutes students tend to zone out and their minds wander to somewhere else. In this workshop we will share different strategies we can do "to restart the attention clock." Come learn and share ways to engage your students and keep them from zoning out in your class.

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**Foundations of Learning: Renovating a Learning Frameworks Course****Presenter: Deb Crislip-Baker****First Year/Learning Framework****Satinwood, 1st Floor**

To meet the needs of diverse learners, we demolished our course to its bare foundation and began rebuilding on the basics. Find out how our EDUC 1300 Learning Frameworks course was redesigned using learning theories as its foundation.

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**How Managing Communication Apprehension Creates a More Engaging Class****Presenter: Enrique Quintana Jr.****Learning Support****Rosewood, 1st Floor**

Communication apprehension plays a role in whether a student performs well in class, regardless of the subject of the class. Communication apprehension may be decreased if students learn more about their classmates. Learn how a simple class assignment can create a more engaging class.

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**Incorporating Campus-wide Support Services to Increase Success Rates for Developmental Students****Presenters: Hillary Procknow, Phaedra White Abbott, Darcy Barrick, Molly Gully****Learning Support****Oakwood, 1st Floor**

While the University of Texas at Austin has a small TSI population, our developmental students enjoy high rates of success compared to national averages. This is due not only to placement and classroom practices, but also to the academic and social support services that developmental students receive through our learning and advising centers and student success programs.

**What's New with LSCHE? A Web Portal for Learning Support Professionals**

**Presenters: Santos R. Cortez; Dr. Russ Hodges**

**Learning Support**

**AV Theater, 1st Floor**

The Learning Support Centers in Higher Education web portal—founded by the late Drs. Frank Christ and Rick Sheet—is an open educational resource affording learning support center professionals with over 500 web pages of 5,000 searchable files. Join us as we reveal LSCHE's new organizational structure and updated resources.

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**"Collaborative co-requisite models: working together to help students succeed in academic classes" Presenters: Margaretha E. Bischoff, Ph.D; Ms. Florinda Rodriguez**

**Developmental Reading/Writing**

**Executive Boardroom, 1st Floor**

South Texas College transitioned from traditional one-semester developmental solutions towards co-requisite models that bridge developmental reading and writing with academic disciplines such as English, History, Art, and Philosophy. Presenters will offer their experiences with logistics, effective classroom techniques developing reading and writing skills within academic contexts, and they will present preliminary success data.

**Monday October 15th Session B**  
**9:10am-10:10am**

**Respecting Community Foundations: The Promise of a Basic Computer Literacy Class**

**Presenter: Amarillis Castillo**

**ABE STRAND**

**Orchid, 1st Floor**

This session will explore the relevance and importance of adult basic education to higher education expectations through the renovation of a community literacy program. Activities and sample lesson plans will guide session participants interested in preserving or renovating a similar basic computer literacy program in their own community.

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**Accelerated Learning Program at EPCC**

**Presenters: Kathleen Bombach, Jorge Gomez, Brian Kirby, Mike Duncan, and Margie Nelson-Rodriguez**

**Developmental Writing**

**Acacia, 1st Floor**

EPCC is using an Accelerated Learning Program (ALP) to meet new legislative and coordinating board requirements for co-requisite INRW and English 1301. The English discipline has redesigned INRW to directly support the first semester of freshman composition and has developed mandatory professional development sessions for faculty assigned to the co-req's.

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**Constructing Success: Demolish Failure for Developmental Math Students**

**Presenters: Rosa Hernandez Rocio Bishop Marsha Cardenas**

**Developmental Math**

**Poplar, 1st Floor**

Why do students fail Developmental Math? What if we could lead them back to success? We will discuss details of how to run an Extender program using the time at the end of the semester. Our program has helped our students turn over 75% of their "fails" into "passes".

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**An Analysis of Learning Frameworks Courses at Texas Community Colleges**

**Presenters: Russ Hodges, Taylor Acee, Stephanie Jarrett, Christie Lawson**

**First Year/Learning Framework**

**An Analysis of Learning Frameworks Courses at Texas Community Colleges**

**Sandalwood, 1st Floor**

Texas learning frameworks course curriculum must consist of research and theory in learning, cognition, and motivation and the application of learning strategies. Researchers will present an analysis of the characteristics of 45 of the 47 community colleges offering learning frameworks in Texas (e.g. curriculum and policies) based on interviews.

**CANCELLED****Effects of Military Veteran Peer Tutoring in Learning Assistance Centers****Presenters: Santos R. Cortez; Dr. David C. Caverly****Learning Support****AV Theater, 1st Floor**

~~Student veterans enter postsecondary institutions motivated for certificate and degree attainment. Cate (2014), Ackerman, DiRamio and Garza Mitchell (2009) found student veterans nationally underperforming academically in comparison to traditional students. Veteran peer tutoring may assist in changing the current trend of student veteran underperformance (Arendale, 2014; Hodges & White, 2001).~~

**TRiO at EPCC-Building Partnerships with Faculty to Ensure Student Success****Presenters: Cynthia Velasco, Fan Chen, Rose Galindo, Albert Isassi****Learning Support****Satinwood, 1st Floor**

TRiO Student Support Services Program (SSSP) presents overview of services, student eligibility, and shares its approach to student retention and college completion and faculty engagement.

**Engage, Connect, and Innovate in Teaching****Presenter: Majd Sarah****New Technology****Rosewood, 1st Floor**

Tired of the conventional ways in teaching? It's time to explore new tools and technologies that will make your class more engaging, fun, and enjoyable! Let's dive together in the world of new technological tools to experience hands-on activities that you'll definitely want to bring back to your class and utilize with your students.

**Teamwork Can Make the Dream Work: Strategies for Team Teaching Paired Courses****Presenters: Dr. Marissa Guerrero-Longoria, Amelia Arguijo, Yadhira Rodriguez****New Technology****Oakwood, 1st Floor**

This session provides qualitative data of faculty perceptions of paired INRW and ENGL 1301 courses. Findings indicate that faculty perceive benefits of the co-requisite model, but challenges with a “team teach”. To address challenges of the team-teach method, presenters share a collaborative instructional approach to teaching argumentative writing.

### **A Faculty-Friendly Model for Providing Co-Req Remediation**

**Presenter: Howard Cox**

**New Technology**

**Walnut/Willow, 1 Floor**

HB 2223 calls for "remediation" for all Co-Req students who do not make an A, B, or C in their credit classes. Angelina College has developed a model that determines a preliminary final grade for ENGL 1301, to allow one instructional month for remediation before the semester ends.

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### **MindTap Accelerate: Fast Track to Success**

**Presenter: Kina Lara**

**Executive Boardroom, 1st Floor**

Whether you teach Integrated Reading and Writing or Co-Req Composition, course redesign is a hot topic in English. Join the conversation with us! Share your feedback and learn more about the MindTap Accelerate series specifically for Co-Requisite course redesign. Provide engaging content, challenge every individual and build student confidence with *MindTap*—the platform that gives you complete control over your course.

**Monday October 15th Session C  
10:20am-11:20am**

**Active Learning in the Math Classroom**

**Presenters: Ivette Chuca, Fan Chen**

**Developmental Math**

**Orchid, 1st Floor**

Participants will have a chance to experience hands on activities that can be used to engage students in your classroom. These hands on activities are short, quick, and engaging for students.

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**Guiding First-year Students in Career Exploration through the Use of Career Portfolios**

**Presenters: Michelle Pena-Fuentes, Daniel Duarte**

**First Year/Learning Framework**

**Acacia, 1st Floor**

Although entering college students select a major and career path, their decisions fall short when career choices are made without informed decision-making. Freshman seminars provide strategies to build career portfolios and individualized career plans. Session participants will learn career exploration approaches and suggestions to implement in their own courses.

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**Advancing ESL Learners into Career and Degree Programs**

**Presenters: Marta M. Edwards, Rose Galindo and Norma Minjares**

**Learning Support**

**Poplar, 1st Floor**

This session presents an ESL Bridge program that moves Adult ESL learners into certificate and degree pathways in one semester. The 15-hour per week course includes math, college readiness, reading writing, grammar, listening, and speaking. This is a collaborative effort between the Center for College Access and Development, and credit ESL faculty at El Paso Community College.

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**CANCELLED**

~~**What Happened? A Developmental Educator's Perspective on Things that Happened in Texas**~~

~~**Presenter: Gail Malone, Ph.D.**~~

~~**Research**~~

~~For those new to developmental education and/or those simply scratching their heads and wondering, "What the heck?" . . . you are invited to an account and discussion of how things started, developed and resulted in our current status in the field of developmental education in Texas.~~



### **Establishing a Foundation for Success Through Personalized Learning**

**Presenter: Joel T. Johnston**

**New Technology**

**Sandalwood, 1st Floor**

This session equips participants to authentically connect with learners. Participants will complete a learning inventory, develop a Personal Learning Profile, process and decode an instructor's assignment, and generate personalized learning strategies that carefully direct them in completing it. This holistic advanced learning system assesses learning behaviors and catalogues one's metacognition.

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### **Scheduling, Placement Practices, and Pedagogy in Co-requisite Courses**

**Presenters: Hillary Procknow, Leta Deithloff**

**New Technology**

**Satinwood, 1st Floor**

For the past four years, The University of Texas at Austin has been implementing and scaling co-requisite courses for students needing development in English and math. This session will present the structure, placement practices, and student outcomes for our co-requisite courses.

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### **ESL Support Strategies for Developmental Education Students**

**Presenters: Aimee Finley, Jennifer Hills**

**Learning Support**

**Oakwood, 1st Floor**

This session will equip instructors with additional tools, strategies, and research based practices to support English language learners in their developmental education classes.

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### **Introducing Developmental Readers and Writers to Literature**

**Presenters: Andrea Berta, Terri Storey-Gore**

**Developmental Writing**

**Walnut/Willow, 1st Floor**

Literature can help Developmental English students learn to enjoy reading and writing while improving those basic skills. Faculty can use short stories or whole novels, classics or mainstream literature. The presenters will demonstrate different ways to use literature in Developmental English classes to increase student interest and build student skills.

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**Written Expression Disabilities *NEW***

**Presenter:** AnneMarie Molinari-Sanders, PD Specialist, Texas Center for the Advancement of Literacy & Learning (TCALL), Texas A&M University  
**Executive Boardroom, 1st Floor**

Participants will name and discuss the two types of written expression disabilities and their associated characteristics. This session offers evidence-based practices for working with all struggling learners to improve writing skills.

**Monday October 15th Session D**  
**3:40pm-4:40pm**

**Active Reading for Understanding and Learning**

**Presenter:** Nancy Shaffer  
**Developmental Writing**  
**Orchid, 1st Floor**

Do weak readers “get” how to improve reading comprehension and retention? I will share with you a one-session approach I’ve used in INRW classes and across campus, which opens doors to more effective, focused reading experiences for students. The session also includes Reading Strategy Handout links!

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**Let It Go: Shifting from Technology to "Old School" Communication**

**Presenter:** Kimberly Kilpatrick  
**First Year/Learning Framework**  
**Acacia, 1st Floor**

Technology affects every aspect of human communication; our students arrive each semester, adept in this area. Face to face communication should be deliberately practiced in our classrooms. Our students' confidence and ability to communicate effectively with others on the interpersonal level is an asset which we should actively encourage.

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**TSI Placement through the use of PREP Specialized Boot Camps and Online Readiness Tools**

**Presenters:** Hector Arriola, Pablo Rivera, Toni Granillo, Albert Isassi, Olidia Isassi, Angie Nunez and Sandra Padilla  
**Learning Support**  
**Poplar, 1st Floor**

Participants will learn how students can better prepare to improve their TSI Placement scores by engaging with faculty in and out of the classroom via Specialized Boot Camp session(s) and through the use of Online targeted test readiness instruction and practice.

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**Treating the Whole Student in a College Algebra Co-Requisite Course****Presenters: Charlotte Iserhardt****New Technology****Sandalwood, 1st Floor**

Building foundation is essential for developmental students, and Lone Star College-Kingwood's implementation of its College Algebra co-req aims to treat the whole student with content-based active learning strategies and learning skills development. Presenters will share course materials, activities, challenges, and successes, and participants are invited to do the same!

**Math Pathways: The Right Math at the Right Time****Presenter: Frank Savina****New Technology****Satinwood, 1st Floor**

Across the country, institutions are seeing large-scale, significant gains in student success thanks to the aggregated wisdom of over two decades of research and practice in developmental education and gateway course-taking. In this interactive session, participants will explore the connection between math pathways and gateway momentum, a measure of near-term progress that can predict long term success and allow institutions to gauge effectiveness of reforms much earlier. Participants will also gain an understanding of key considerations required to scale appropriate math pathways, and an understanding of opportunities to leverage co-requisite models within Math Pathways to generate program momentum for both STEM and non-STEM students.

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**J-CASP Roundtable: A Discussion about Publishing Solutions and Professionalism****Presenters: Michael C. McConnell, Emily Miller Payne, Amarilis Castillo****New Technology****Rosewood, 1st Floor**

Journal of College Academic Support Programs editors, reviewers, and authors will engage in a semi-guided discussion about myriad aspects of the publishing process. Attendees are encouraged to participate in the discussion, brainstorm, and offer vision.

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**Creating Information Literacy Foundations: A New Method for an “Old” Resource****Presenters: Monica Vanessa Martinez, Dr. Ann Gabbert, Dr. Joanne Kropp****First Year/Learning Framework****Oakwood, 1st Floor**

Our redesigned Information Literacy Module emphasizes independent exploration of Library resources, teaching students the basics of academic research and discovery. Entering Student Program students practice source evaluation and searches supervised by Research Librarians for semester-long research projects. This session provides information on assignments, activities, resources, and references addressing Information Literacy.

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**Reasoning with Mathematics**

**Presenters: Krista Mosher, PD Specialist, Texas Center for the Advancement of Literacy & Learning (TCALL), Texas A&M University *NEW***

**Executive Boardroom**

Critical thinking and reasoning are important skills in any context. Mathematics requires the use of both of these, but they tend to be overlooked in math instruction because the focus is on rote skills, formulas, and memorization. In this session, we will look at ways to help our students approach problem solving, including how to read a problem and choosing a logical strategy (or strategies).

**Respecting Students' Identities while Building Foundational Academic Literacies through Digital Literacies Presenters: Candice Oelschlegel, M.Ed Stephanie Jarrett, B.A David C. Caverly, Ph.D Emily Miller Payne, Ed.D**

**Developmental Writing**

**Walnut/Willow, 1st Floor**

Attend our session to learn how to utilize students' identity through digital literacies to build foundational academic literacies in an Integrated Reading and Writing course. We will share instructional activities that respect students' identities as we build strategies for consuming and producing narrative, expository, and argumentative multi-modal documents.

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**Special Session: The Higher Education Coordinating Board invites CRSM Grantees to participate in this session led by Keylan Morgan.**

**INVITATION ONLY: CRSM Grantees**

**AV Theater, 1st Floor**

**Tuesday, October 16th Session E**  
**8:15am-9:15am**

**Reinstating Service Learning**

**Presenters: Kenneth Goffney/Jennifer L. Hills/Aimee R. Finley**

**ABE STRAND**

**Orchid, 1st Floor**

This session features discussion of the influence and impact of community service projects as a learning tool to integrate students into the workforce culture through practical experiences like volunteerism, internships, and job shadowing.

**Ensuring a Foundation of Success for Developmental English Students through NCBOs**

**Presenters: Andrea Berta, Corrine Peschka**

**Developmental Writing**

**Acacia, 1st Floor**

Since 2013, UT El Paso has offered a successful non-course-based option/workshop (NCBO) for “bubble” Developmental English students, students who almost passed the Texas Success Initiative Assessment in reading and writing. This session will share the rationale, framework, and results for the workshop as well as recruiting methods.

**CANCELLED**

~~**From Paragraph To Production: Linking Dev Ed Strategies to College Writing**~~

~~**Presenter: Chandra Brooks**~~

~~**Developmental Writing**~~

~~Developmental English is fast becoming a condiment of college composition and literature. The frills are vital, but the rush to access the "main" course is imperative and at hand. While writing TSI score determinants have decreased, instructors continue to expect, as they should, competency in student writing performance.~~

**Building Trust in Adjuncts for Student Success with Networked Support**

**Presenters: Dayna Ford & Craig Griffin**

**Developmental Math**

**AV Theater, 1st Floor**

What type of supports exist for adjuncts at your college? Explore how Grayson College has developed a network of support for their adjuncts to aid student success. See what techniques might be useful at your institution.

**Texas Demographic Trends and Meeting Student Needs****Presenters: Na Wu Patricia Hernandez Emily Miller-Payne Emily Suh****Learning Support****Satinwood, 1st Floor**

Is Texas meeting student needs to compete in the twenty-first century economy? By 2020, 62% of jobs will require some postsecondary education. Projections suggest Texas will produce fewer students with postsecondary education than 40 other states. Presenters will focus on Texas' postsecondary demographic trends and their impact.

**Integrated Statistics-How's It Working for Us?****Presenters: Judy Keller, Marsha Gossett, Elizabeth Howell****New Technology****Rosewood, 1st Floor**

Learn about various ways in which developmental math students can be mainstreamed into Statistics. We'll share our results and lessons learned after several semesters.

**Sam Houston State University's Co-Requisite Math Model: Starting from Scratch****Presenters: Susanna Shupp and Dr. Brian Loft****New Technology****Oakwood, 1st Floor**

At SHSU, we are approaching the transition to co-requisite remediation as an opportunity to improve student success for first-year mathematics students. This presentation will include a description of our co-requisite model and the necessary resources, some early results from a one-year pilot, as well as a description of other efforts to improve student success in gateway courses.

**Taking on HB2223****Presenter: Ivette Chuca, Shahrbano Daneshtalab****New Technology****Poplar, 1st Floor**

Presentation will discuss EPCC's Mathematics plan for meeting the HB2223 mandates. The models that are being used to meet the co-requisites mandates and the process it took in order to change 70+ sections of intermediate algebra into a co-requisite model will be presented. Presenter will also discuss the training available for faculty teaching these sections, scheduling of the sections, and the content that is being used in the Intermediate Algebra course.

**Foundational Respect through AVID in Developmental Education**

**Presenters: Ms. Lorraine Spickermann Mr. Clark Moreland Ms. Shannon Davidson Dr. Selina Mireles**

**New Technology**

**Walnut/Willow, 1 Floor**

Developmental Education is the promotion of cognitive and affective growth of all postsecondary learners. One view is that the curriculum is high school level and the pedagogy is lecture-based. The presenters will facilitate a hands-on experience through AVID strategies that showcase methods for innovatively linking developmental education with credit-bearing content.

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**Using the TWC Labor Market and Career Information (LMCI)**

**Presenters: Dr. Olga Escamilla, PD Specialist, Texas Center for the Advancement of Literacy & Learning (TCALL), Texas A&M University**

**Executive Board Room, 1st Floor**

In this session, we will explore the resources available through the TWC Labor Market and Career Information website. The goal of this training is to provide an overview of online sources of local Labor Market Data and training in the use of those sources for students to explore career and educational opportunities in Texas. We will look at, to name a few - Texas Reality Check - shows you how much your living expenses will cost, and the amount of money you will need to earn to pay for them. Texas Career Check - offers information on hundreds of job titles, pay information, and future projected jobs. Texas Work Prep - a set of online courses for those looking for a job, tips on being successful in your current job or seeking a new job.

**Tuesday, October 16th Session F**  
**9:20 am-10:20 am**

**Multiple Measures Use to Inform Student Placement: Findings from Three-Years of Research**  
**Presenters: Rita Karam and Daniel Basco**  
**Research**  
**Orchid, 1st Floor**

This presentation highlights key findings on the use of multiple measures in informing student course placement. The presentation examines: (1) the range of options for multiple measure use and integration into advising; (2) associations between use of multiple measures, student course placement and student outcomes; and (3) challenges in implementation.

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**Active Learning in Mathematics: Fun with Factoring**  
**Presenters: Camille Burnett and Marsha HoSang**  
**New Technology**  
**Acacia, 1st Floor**

Are your students bored with mathematics worksheets? Are you looking for new methods to encourage your students to practice concepts learned? Come join us and learn innovative strategies that can be used in practicing factoring polynomials and other mathematics topics!

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**Empower Students in Math Courses Using Powerful Questions**  
**Presenter: Fan Chen**  
**Developmental Math**  
**Poplar, 1st Floor**

We, instructors, often hope that our students will take their ownership of learning. Asking powerful questions in class can shift the perspectives. In this session, we are going to practice how to ask powerful questions to empower our students' learning in math courses.

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**Learning Framework: A Critical and Holistic Understanding of the Course through Philanthropic Pedagogy**  
**Presenter: Luis Rodrigo Jacquez**  
**First Year/Learning Framework**  
**AV Theater, 1st Floor**

There are a plethora of invaluable edification and life lessons that only come to fruition outside of the traditional textbook and classroom setting. The true essence of Learning Framework comes from philanthropic pedagogy which encourages and promotes a 21st century skill set and instruction that ultimately fosters college and career readiness.



**Attracting Students to Success with Co-Requisite Courses****Presenters: Dayna Ford and Craig Griffin****Developmental Math****Sandalwood, 1st Floor**

Trying to figure out how to assist underprepared students? Learn one how Grayson College is servicing these students with co-requisite courses, achieve college credit while being assisted with just-in- time supplemental instruction and support. Also see how Grayson College continues to utilize and value developmental adjuncts.

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**Strategies for Creating Effective Reading/Writing Co-Requisite Courses Presenter: Dr.****Leta Deithloff****Dev Writing****Satinwood, 1 Floor**

This session models helpful construction principles for a Co-Requisite reading/writing course by demonstrating an effective structure for building authentic, applicable, and engaging activities and assignments. The presenter will demonstrate how to create practical, discipline-specific lessons for the classroom based on several semesters of trial and error experiences.

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**Creativity as a Tool to Support Curriculum Objectives****Presenter: Isadora Stowe****Learning Support****Rosewood, 1st Floor**

Creativity is the edge our students need to compete and be successful in the new millennium, regardless of their academic pursuits or chosen profession. This workshop will provide tools for the classroom that promote creativity and foundational learning through applications that can be utilized in any discipline.

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**Tried(!) and True(?) Teaching Techniques in Co-Reqs at Austin Community College****Presenters: Ann Palmer and Frank Cronin****Integrated Reading and Writing****Oakwood, 1st Floor**

We will give an overview of the Texas co-requisite law and its implementation by the Texas Higher Education Board. Then, we will describe the materials and techniques used in the developmental courses paired with college-level courses. Attendees will leave with ideas that they can use in their co-req courses.

**Teach Positivity: Supporting Our Students and Ourselves in an Age of Uncertainty**

**Presenter: Marti Miles-Rosenfield**

**Integrated Reading and Writing**

**Walnut/Will, 1st Floor**

Join this session to learn more about the following strategies: assessing strengths; writing as a means of self-inquiry; creating a more positive environment in the classroom/workplace; and understanding UPenn's and Martin Seligman's PERMA-V model. Come join the fun and protect yourselves from the negativity threatening to permeate our daily lives.

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**Navigating a Homegrown Online Tutoring Program**

**Presenters: Janice Dewitt, Della Truman, Cecilia Hine**

**Learning Support**

**Executive Board Room, 1 Floor**

This workshop entails an overview of El Paso Community College – Office of Student Success' Online Tutoring Program from conception to implementation; the transition from Blackboard-IM to Collaborate-Ultra; lessons learned and anticipation for future growth. Presenters and online tutors will share techniques and recommendations for navigating a homegrown, Online Tutoring Program.