

Pre- and Post- Conference Institutes

Pre-Conference Institutes Tuesday, February 26

Institute #1	TIME: 1:00 p.m. – 5:00 p.m. AND Wednesday, February 27 1:00 p.m. – 5:00 p.m.	Fee: \$200 or \$255 with <i>NADE Guides</i>
NADE Certification Institute	Presenters: The NADE Certification Council: Linda Thompson, Certification Council Chair, Harding University Jennifer Ferguson, Cazenovia College Valerie Hampson, Sandhills Community College Heather Hower, formerly Charleston Southern University Kimberly Kelley, Heartland Community College David Otts, Middle Tennessee State University Karen Patty-Graham, Southern Illinois University – Edwardsville (retired)	
Participants who are interested in assessment and evaluation of their program(s) and/or are interested in pursuing NADE Certification will have an opportunity to complete the NADE Certification Training at this institute. This workshop will involve instruction in use of the <i>NADE Self-Evaluation Guides, 2nd Edition</i> (2009). In addition, attendees will learn how they can prepare their program for eligibility for NADE Certification.		

Pre-Conference Institutes Wednesday, February 27

Institute #2	TIME: 8:30 a.m. – 2:00 p.m.	Fee: \$50. The first 10 international registrants are free if registered by pre-registration deadline.
Community College of Denver Study Tour	Presenter: Doug Mason, Community College of Denver Sponsored by NADE International Committee	
NADE international attendees and other interested participants will tour the Community College of Denver, Auraria Campus, just a few blocks from the Sheraton Hotel. We will meet in the hotel at 8:30 a.m. by the Information Booth near Registration and return around 2:00 p.m. Participants will have the choice of walking or taking the light rail train to the campus (train tickets provided). Walking shoes are highly recommended. Registrants will enjoy a continental breakfast while a faculty panel discusses current innovative strategies implemented and developed at CCD. From there, the participants will learn how three separate institutions (Community College of Denver, Metro State University of Denver, and University of Colorado, Denver) share resources and space while serving the educational goals of more than 40,000 students. Light lunch will be served, and a student panel will discuss experiences with the innovative developmental programming and its impact on their continued educational goals.		
Institute #3	TIME: 9:00 a.m. – 12:00 p.m.	Fee: \$50
Thinking and Acting Disruptively to Innovate Change	Presenters: Martha E Casazza, TRPP Associates Sharon L. Silverman, TRPP Associates	
Participants engage in an interactive session exploring the concept of disruptive innovation and how they can become disruptive innovators on their campuses. Through the lens of TRPP (theory, research, principles and practice), the theory of Clayton Christensen and others will be examined and applied to relevant case studies.		

Institute #4	TIME: 9:00 a.m. – 12:00 p.m.	Fee: \$50
Keeping it Real: The Experiences of Underprepared College Students	Presenter: Dr. Jill Carol Maggs, University of Rio Grande	
This institute will be of interest to faculty, staff, and administrators who serve large numbers of underprepared students. The challenges faced by underprepared students will be outlined and concrete suggestions made for improving college-level developmental programs and increasing persistence and graduation rates.		
Institute #5	TIME: 9:00 a.m. – 12:00 p.m.	Fee: \$50
Map to the Educational Technology Frontier	Presenter: Lucy MacDonald, Florida State College Jacksonville	
Need a map to find your way both to and through the Educational Technology Frontier? This institute will explore 3 areas of the frontier: Web tools and Apps, eTextbooks, and learning and writing strategies, including YouTube. Build your personalized mind map to the frontier with help from demos and discussions.		
Institute #6	TIME: 9:00 a.m. – 12:00 p.m.	Fee: \$50
Online Contextualized Career Focused Curriculum for Developmental Students	Presenters: Kelly Sullivan, North Shore Community College Maureen O'Neill, North Shore Community College Kathleen Yanchus, North Shore Community College Christian Bednar, North Shore Community College	
Participants will be actively involved in developing contextualized activities that can be replicated in their classrooms. A demonstration of career-focused online curriculum for developmental reading and writing students will be provided along with a summary evaluation of our program and a video featuring students' experiences in the program.		
Institute #7	TIME: 9:00 a.m. – 12:00 p.m.	Fee: \$50
The New Mathways Project: A Systemic Approach to Reform	Presenters: Philip Uri Treisman, Charles A. Dana Center, University of Texas at Austin Amy Getz, Charles A. Dana Center, University of Texas at Austin	
The New Mathways Project (NMP) is a systemic approach to improving completion through re-envisioning developmental and gateway math programs. Participants will learn about the design principles upon which the NMP is based, see curricular materials, and learn about a process that can support institutions in implementing reform.		
Institute #8	CANCELLED	
Institute #9	TIME: 1:00 p.m. – 4:00 p.m.	Fee: \$50
Embracing Academic Texts through the Reading Apprenticeship Framework	Presenters: Nika Hogan, Pasadena City College Cindy Hicks, Chabot College	
This workshop will introduce participants to the Reading Apprenticeship instructional framework, which helps faculty build on students' underestimated strengths as readers and problem solvers in discipline-specific academic literacies. Participants will engage in key Reading Apprenticeship routines and practice analyzing students' reading, speaking, and writing skills.		

Institute #10	TIME: 1:00 p.m. – 4:00 p.m.	Fee: \$50
Constructing Course Kits: Guides to Developmental Curriculum	Presenters: Dr. Bonnie B. Mullinix, Greenville Technical College Jan S. Bishop, Greenville Technical College Lori Smalley, Greenville Technical College Pam Price, Greenville Technical College	
How can we transform teaching? Through efforts that build on faculty wisdom of practice. Through engaging faculty teams in sharing and collecting effective practices (activities/assignments) that are class-tested and proven to promote learning. This institute shares a process for developing Course Kits for Developmental English, Reading, and Math curricula.		
Institute #11	TIME: 1:00 p.m. – 4:00 p.m.	Fee: \$50
Improving Math Student Success: A Collaborative Institutional Approach	Presenter: Dr. Paul Nolting, State College of Florida	
National pressure is forcing institutions to improve the success of developmental math courses. This workshop will first explore variables that affect math success then will focus on strategies that have improved success in placement, instruction, and tutoring. Finally, participants will discuss math success strategies and develop an institutional action plan.		
Institute #12	TIME: 1:00 p.m. – 4:00 p.m.	Fee: \$50
Questioning and Answering the Idea of Developmental Mathematics Redesign	Presenter: Kathryn Van Wagoner, Weber State University	
Developmental mathematics redesign is at the forefront of national issues in developmental education. This interactive session will frame a discussion of mathematics reform within researched principles of learning, introduce participants to multiple models of reform, and guide participants in creating a document to inform change efforts at their own institutions.		
Institute #13	TIME: 9:00 a.m. – 12:00 p.m. AND 1:00 p.m. – 4:00 p.m.	Fee: \$100
Creating a Culture of Student Success Through Transformational Learning	Presenter: Dr. Daniel Apple, Pacific Crest	
Through the Academy of Process Education, much research has occurred in how Transformational Learning occurs. There are a series of significant cultural issues in our educational system that produce reasons for which students are at a high risk coming into higher education. These risk factors are explored and discussed to help participants be aware and address these factors. Then, the research of cultural transformation is explored and why this transformation increases student success. Finally, participants examine practical models to create this culture within a course, program, or institution.		
Institute #14	TIME: 9:00 a.m. – 12:00 p.m. AND 1:00 p.m. – 4:00 p.m.	Fee: \$100
Meaningful Acceleration: Harnessing Student and Faculty Voices for Change	Presenters: Tom DeWitt, Acceleration in Context, Chabot College Sean McFarland, Acceleration in Context, Chabot College Sabine Endicott, Tacoma Community College Mary Dewine, Tacoma Community College Blaine Hunt, Tacoma Community College Rachelle McGill, Tacoma Community College Allison Muir, Tacoma Community College	
This interactive institute will demonstrate how the core concepts from the Acceleration in Context Initiative (AIC) were successfully applied in an effort to redesign the developmental education curriculum at Tacoma Community College. Participants will leave with a clearer understanding of meaningful acceleration and will be able to articulate how this process could be used to enhance curricula in their own institutions.		

Institute #15	TIME: 9:00 a.m. – 12:00 p.m. AND 1:00 p.m. – 4:00 p.m.	Fee: \$100
Coaching the Developmental Student: Promoting Trust, Discipline, Follow- Through and Accountability	Presenters: Mary Haynes, LifeBound, Lead Trainer Maureen Breeze, LifeBound, Director of Coaching and Training	
Our recent recession has put even more pressure on those of us who work with developmental students and students themselves. With high unemployment and college costs at an all-time high, we need to be as practical as we can with today's students about how and what they learn and about how that learning is connected to their future course work, graduation, and their career and professional outcomes. In this introductory one-day coaching class, we will explore how to help developmental students take responsibility for their learning, ask powerful questions, hold themselves accountable, learn to self-advocate, develop professional skills in and out of class, connect their developmental work to future college courses, and, finally, connect their developmental work to graduation and ultimately, to their career success no matter what field they pursue. Students learn grit, persistence, and practical know-how through being coached—not by giving them the right answer or telling them what to do. Students who become self-sufficient, graduate, and get career-path jobs know how to ultimately coach themselves--trusting their instincts, applying discipline, and following through--by learning from you as their coach.		

Post-Conference Institutes Saturday, March 2		
Institute #16	TIME: 1:00 p.m. – 4:00 p.m.	Fee: \$50
Fostering Your Inner Scholar: CLADEA-Sponsored Research Institute	Presenters: Eric Paulson, <i>Journal of College Reading and Learning</i> Barbara Calderwood, <i>Journal of Development Education</i> Alan Craig, National College Learning Center (NCLCA) Russ Hodges, Council of Learning Assistance and Developmental Education Associations (CLADEA) William J. Barry, Texas State University – San Marcos	
How can timely, rigorous research answer important questions about postsecondary student success? This institute will facilitate discussion of research questions for the field; clarify interactions among theory, research, and practice; and offer approaches to critically examine studies already published. Participants will explore research tools, designs, methods, ethical issues, and publishing options.		

