

ENSURING EDUCATIONAL



15TH ANNUAL DEVELOPMENTAL EDUCATION REGIONAL FORUM



Collin College Plano Campus
2800 E. Spring Creek Parkway, Plano, TX 75074
9:00am-2:50pm
Friday, April 3, 2020

REGISTRATION AND BREAKFAST

8am-9am

Registration and Breakfast Buffet

Ballroom C

MORNING GENERAL SESSION

9am-10:20am

Welcome

Abe Johnson, Vice President/Provost, Collin College Plano Campus

Overview of the Day

Christine Hubbard, President, North Texas Community College Consortium

Introduction of the Keynote Speakers

Tina Jackson, Director, Developmental Education, Collin College

Keynote Address

Ensuring Educational Equity in Developmental Education: Lessons from the California Acceleration Project and the UT Dana Center



Summer Serpas, Assistant Director,
California Acceleration Project

Connie Richardson, Curriculum Development Team
Lead, Dana Center Mathematics Pathways



Summer Serpas and Connie Richardson provide an overview of developmental education redesign at the national level and focus on statewide efforts in California and Texas to ensure educational equity for students moving to and through developmental education.

BREAKOUT SESSIONS ROUND 1

10:30am-11:20am

Dana Center Mathematics Pathways

Ballroom C

Connie Richardson, Curriculum Development Team Lead, Dana Center Mathematics Pathways

Learn about corequisite mathematics implementation in this Dana Center Mathematics Pathways strand.

California Acceleration Project

Ballroom A

Summer Serpas, Assistant Director, California Acceleration Project

Learn about corequisite reading and writing implementation in this California Acceleration Project strand.

Technology as a Learning Tool

Ballroom B

Jennifer Hills, Instructional Specialist, Dallas County Community College District

Utilizing technology tools can allow educators to become facilitators of learning while growing independent learners. Come explore a variety of technology tools that can be used to differentiate and keep students actively engaged in the learning process.

Promising Practices in Corequisites and Guided Pathways

Ballroom D

Tina Jackson, Director, Developmental Education, Collin College; with **Catherine Thurman**, Professor, Developmental Math, Collin College

During this session we will discuss promising practices to fast track developmental education students to STEM careers. We will highlight corequisite models that accelerate the rate at which developmental education students move through non-credit bearing coursework to successfully attain post-secondary certificates, credentials and degrees.

Corequisite Developmental Mathematics Instruction at a Research University: Lessons Learned

Ballroom E

Van Herd, Research Engineer/Scientist Associate, University of Texas at Austin; with **Matthew LaDue**, Learning Specialist, University of Texas at Austin

Recent state mandates that instantiate mathematics co-requisite instruction in the two-year and regional colleges extend to large state research universities as well. In this session, two pioneering co-requisite instructors will lead a workshop session on mathematics co-requisite teaching for the unique student population in a research university setting.

LUNCH

11:30am

Lunch Buffet

Ballroom C

LUNCH GENERAL SESSION

12pm

Introduction of the Keynote Speaker

Monica Stansberry, Faculty Coordinator, Dallas County Community College District

Keynote Address

Updates from the Texas Higher Education Coordinating Board



Suzanne Morales-Vale, Director, Developmental and Adult Education, Texas Higher Education Coordinating Board

Updates on corequisite implementation, adult education, and TSIA 2.0, with an eye to ensuring educational equity for all Texas students.

BREAKOUT SESSIONS ROUND 2

1pm-1:50pm

Dana Center Mathematics Pathways

Ballroom C

Connie Richardson, Curriculum Development Team Lead, Dana Center Mathematics Pathways

Learn about corequisite mathematics implementation in this Dana Center Mathematics Pathways strand.

California Acceleration Project

Ballroom A

Summer Serpas, Assistant Director, California Acceleration Project

Learn about corequisite reading and writing implementation in this California Acceleration Project strand.

College Preparatory Course MOUs in the Metroplex Region

Ballroom B

Mary Harris, Regents Professor Emeritus, University of North Texas; with **Jean Keller**, Professor, College of Education, University of North Texas; **Rosalyn Walker**, District Director of Academic Operations, Tarrant County College; **Tina Jackson**, Director of Developmental Education, Dallas County Community College District; and **Kelly Townsend**, Director of Dual Credit, Trinity Valley Community College

HB5 (2013) enables schools to partner with community colleges in offering College Preparatory Courses in ELAR and mathematics, offering underprepared students an alternative path to college readiness. Seeking options for DFW students, the North Texas Regional P-16 Council proposed a common MOU for the Metroplex Region. Could this work?

Propel Students to Reach Future Goals Successfully with 8-Week Terms

Ballroom D

Logan Maxwell, Chair of Math and Engineering, Grayson College; with **Dayna Ford**, Math Program Lead, Grayson College

In the interest of increasing student success across the board, Grayson College moved the majority of college courses to 8week terms in the Fall 2018 semester. Learn how the Math Department adjusted to this new model and handled challenges, such as scheduling, staffing, and new modalities, with their own courses.

Promoting Equity and Combating Racism: The Professor's Role in Anti-Racism

Ballroom E

Joselyn Gonzalez, Dean of Assessment and Curriculum, El Centro College; with **Cynthia Alva**, ESOL Faculty, El Centro College; and **Mwauna Maxwell**, Psychology and EDUC Faculty, El Centro College

This session is a brief introduction to the need for every professor to deepen their understanding of racism, institutional inequities, and socio-political frameworks affecting the educational experience. An emphasis is placed on self-awareness, with tools provided for growth in understanding. Attendees will receive a list of resources for further exploration and study.

BREAKOUT SESSIONS ROUND 3

2pm-2:50pm

Dana Center Mathematics Pathways

Ballroom C

Connie Richardson, Curriculum Development Team Lead, Dana Center Mathematics Pathways

Learn about corequisite mathematics implementation in this Dana Center Mathematics Pathways strand.

California Acceleration Project

Ballroom A

Summer Serpas, Assistant Director, California Acceleration Project

Learn about corequisite reading and writing implementation in this California Acceleration Project strand.

Eleven Sure Fire Ways to Experience Teacher Burnout

Ballroom B

Linda Crawford, Professor/Coordinator, Integrated Reading and Writing, McLennan Community College

Though there are ways to avoid teacher burnout, many of us teach extra classes, extra students, and take on extra tasks. We do last minute planning with no rest, and two hours of sleep. A real vacation is embarrassing to us and saying "No" to additional committees and duties is out of the question. We fail to take care of our bodies, and we despise doctors and therapy. We bring teacher burnout upon ourselves without even realizing what we are doing. Learn how to become re-energized, increase student engagement, and keep good teachers in the classroom.

Leaping into the Future with Scaled Corequisites

Ballroom D

Dayna Ford, Math Program Lead, Grayson College; with **Logan Maxwell**, Chair of Math and Engineering, Grayson College

Grayson College revamped the current corequisite model to allow more developmental students the opportunity to complete a college-level course in one semester. Learn how the Math Department adjusted to this new model and handled various challenges, with an emphasis on communication and teamwork between the developmental and college-level departments.

Adult Education Literacy Benefits and Goals

Ballroom E

Zulema Solis, Program Services Director, Mountain View College

[CLARA Project](#)

The Adult Education Literacy Program (AEL) or WorkReadyU is a project based on a Texas Workforce Commission initiative to support individuals who lack a high school credential, "or are unable to speak, read or write English, and are seeking career training, high school equivalency preparation or college." This initiative's main goal, under the Local Workforce Board of Dallas County, through a consortium with seven partners in DFW, is to allow adult students to have a better future. This session provides an overview of the Adult Education Literacy Program and the difference it is making for adult learners at Mountain View College.