

# THE CONFERENCE ON ACCELERATION IN DEVELOPMENTAL EDUCATION 2025



Old Town Alexandria, Va.



June 2–3, 2025



### **Welcome to the National Conference on Acceleration in Developmental Education**

**(CADE) 2025!** We are thrilled to host this year's conference in historic and vibrant Old Town Alexandria. CADE has a rich history of convening in various regions, and this year marks our first gathering in this charming East Coast location.

Our conference brings together practitioners, administrators, researchers, students and advocates from across the country to share insights and advancements in the field of corequisite and broader developmental education (DE) reforms. We believe that fostering a sense of access and belonging is crucial to meeting the diverse needs of our students. This year's conference will highlight innovative practices that promote inclusivity and support for our most marginalized students, ensuring they have the resources and opportunities to thrive. We are eager to learn from each other and to continue promoting holistic developmental education reforms that make a real difference in students' lives.

Thank you for joining us at CADE 2025. Let's make this conference a memorable and impactful experience for all!

### **Haleh Azimi and Elsbeth Mantler**

Chairs, CADE 2025



### **CADE 2025 organizers:**

Haleh Azimi and Elsbeth Mantler, conference chairs



### COMMUNITY COLLEGE OF BALTIMORE COUNTY PRESENTERS

Students from the Community College of Baltimore County will be featured in one of the concurrent breakout sessions:

#### Day 2, Session 6.B: Empowering Voices: Contextualizing College Composition for Women of Color

Join students from the Community College of Baltimore County, alongside their professors, Jewel Kerr-Jackson and Denise Parker, as they share their insights and experiences in this compelling session.

**Noora Abdullah** is a dual enrollment student at CCBC Essex, currently studying while being homeschooled. She is actively part of the Muslim Student Association and aspires to become an ER psychiatrist, with the goal of making mental health care broadly accessible for all.

**Sabreen Ahmed** is a student at UMBC, currently taking a few classes at CCBC. She grew up in Baltimore, Maryland. Her concentration of study is public health, which stems from her passion for making health and wellness accessible to as many people as possible. She plans to attend PA school after graduation.

**Njeri Gitau** is a third year General Studies student at CCBC Essex campus. She loves all things creative storytelling: acting, animation, art, and more! She hopes to entertain and educate people through history and fantasy alike. She plans to stay at CCBC to immerse herself more in its writing and arts programs before considering transfer.

**Kimberly Lopez-Zamudio** is a first-year student at CCBC Essex, majoring in Communications and Media. She is passionate about sharing stories on important issues through media. She aims to connect with people, create, and grow throughout her journey toward earning her degree in Communications.

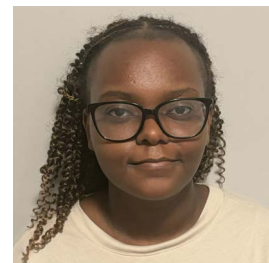
**Aneesa Muhammad** is a first-year Secondary English Education student at CCBC Catonsville who loves writing and storytelling. With a passion for both literature and Disney, she hopes to inspire future generations through education, creativity, and imagination.



Noora Abdullah



Sabreen Ahmed



Njeri Gitau



Kimberly Lopez-Zamudio



Aneesa Muhammad

## STUDENT ACCOLADES

Each year, the Community College of Baltimore County celebrates the remarkable achievements of students in the Accelerated Learning Program with the Outstanding Achievement in ALP Student Award. This honor, based on faculty nominations and ALP leadership evaluation, recognizes students who foster vibrant classroom communities, embrace intellectual exploration, and demonstrate significant personal and academic growth. These students embody critical thinking, collaborative spirit, and a willingness to learn deeply. We extend our warmest congratulations to the distinguished 2025 awardees!



Angie **Mathurin**



Arianna **Miller**



India **Scott**

### DAY ONE: RHIANNA C. ROGERS, PH.D.

**Dr. Rhianna C. Rogers** is a global leader in digital equity, public policy, and interdisciplinary research with over 20 years of experience in federal, academic, and non-profit sectors. Formerly Biden-Harris Administration's Chief DEIA Officer and Counselor to the Assistant Secretary for Management at the U.S. Department of the Treasury, she led initiatives in diversity, AI policy, and digital equity, earning the 2024 Department of Education Gold Medallion of Appreciation. A co-founder of the Sustainable Progress and Equality Collective (SPEC), former director of RAND's Center to Advance Racial Equity Policy, and former Ernest Boyer Presidential Fellow at the Rockefeller Institute of Government, she has spearheaded multimillion-dollar research projects on equity in technology, health, infrastructure, and education. Dr. Rogers has presented at the United Nations, TEDx, and other global platforms, highlighting her expertise in innovation and inclusivity. An award-winning educator, she has taught at SUNY Empire State University and California's Command College, shaping the future of equitable technology practices.



Rhianna C. Rogers, Ph.D.

### DAY TWO: BRANDON PROTAS, ED.D.

**Dr. Brandon Protas** serves as the assistant vice president for Alliance Engagement with Complete College America (CCA). He guides the planning and management of the CCA Alliance to support institutions, systems and states in their efforts to improve student success. Protas contributes to policy and advocacy of college completion and equity-focused efforts while leading regional and national projects to implement and scale. He has created resources and has led webinars, blogs, articles and publications on many of the CCA student success strategies including Corequisite Support, Credit for Competency, Dual Enrollment, Multiple Measures and 15 to Finish/Stay on Track.



Brandon Protas, Ed.D.

Prior to joining CCA, Protas worked for nine years at Community College of Denver directing their concurrent enrollment program. He led the college through accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP). He subsequently served on both the NACEP and Colorado concurrent enrollment advisory boards. Protas also worked for more than a decade in the K-12 system at Sunnyside Unified School District in Tucson, Ariz., in a variety of capacities including social work, community building and college readiness programming. Protas is passionate about education as a public good to improve society and to transform individual lives. He holds a Bachelor of Arts from Brown University, a Master of Social Work from Arizona State University and a Doctorate in Educational Leadership from Northern Arizona University.

## SUNDAY, JUNE 1

Time	Event	Location
3:30–5:30 p.m.	Conference check-in	Prefunction

## MONDAY, JUNE 2

Time	Event	Location
7:30–9 a.m.	Conference check-in	Prefunction
7:45–8:45 a.m.	Breakfast	Edison D
8:45–9 a.m.	Welcome	Edison D
9–10 a.m.	Plenary speaker: Rhianna C. Rogers, Ph.D.	Edison D
10:15–11:15 a.m.	Breakout session 1	See detailed agenda
11:30 a.m.–12:30 p.m.	Breakout session 2	See detailed agenda
12:45–1:45 p.m.	Lunch	Edison D
2–3 p.m.	Breakout session 3	See detailed agenda
3:15–4:15 p.m.	Breakout session 4: CADE Regional Corners	See detailed agenda

## TUESDAY, JUNE 3

Time	Event	Location
8–8:45 a.m.	Conference check-In	Prefunction
7:45–8:45 a.m.	Breakfast	Edison D
8:45–9 a.m.	Welcome	Edison D
9–10 a.m.	Plenary speaker: Brandon Protas, Ed.D.	Edison D
10:15–11:15 a.m.	Breakout session 5	See detailed agenda
11:30 a.m.–12:30 p.m.	Breakout session 6	See detailed agenda
12:45–1:45 p.m.	Lunch	Edison D
2–3 p.m.	Breakout session 7	See detailed agenda
3:15–4:15 p.m.	Breakout session 8	See detailed agenda

# DAY ONE: MONDAY, JUNE 2

## BREAKOUT SESSION 1

10:15–11:15 a.m.

### 1A. Retrospective on remediation reforms

Location: Wright

Presenter: Terrence Willett, California Community College Chancellor's Office

The last decade brought substantial math and English remediation reforms in California including placement improvements, accelerated sequences and corequisite supports. This session reflects on these changes through the lens of longitudinal data to view the impacts of these reforms with an emphasis on equity.

### 1B. Writing with resilience: Trauma-informed and mindfulness practices for student success

Location: Banneker

Presenter: Jennifer Fisch-Ferguson, Mott Community College

Let's explore how trauma-informed and mindfulness practices create supportive writing classrooms. Prioritizing predictability, collaboration and student agency, we address holistic student needs and promote academic success. Practical strategies like flexible deadlines, assignment choice and restorative practices enhance resilience and engagement, complement existing support systems and foster classroom culture that prioritizes well-being.

### 1C. Blended learning for acceleration

Location: Bell

Presenters: Sarah Barnhardt, Lindsay Lassen and Denise Parker, Community College of Baltimore County

Blended learning is the best of all worlds. Learners have the real-time support of a teacher and other students while also becoming more independent learners with metacognitive supports. Come learn how blended learning is created and implemented in ALP and ESOL courses.

### 1D. Enhancing advising practices for improved first-year writing course placement: A faculty-developed training model

Location: Whitney

Presenters: Carrie Aldrich, University of Alaska Anchorage and Jay Szczepanski, University of Alaska Southeast

This session explores the role of advising in first-year writing course placement at a multi-branch university system. A qualitative study reveals communication gaps, workload constraints and stakeholder disconnect. The authors propose a faculty-developed advisor training model to enhance dialogue, align placement with curriculum and improve students' decision making and success.

### 1E. Teaching information literacy through media analysis and conspiracy theories

Location: Curie

Presenter: Jay Trucker, Community College of Baltimore County

This presentation will highlight a multi-part effort to introduce information literacy and research skills through lessons on media analysis and conspiracy theories. Some presentation highlights include setting the tone and expectations for the fraught discussion of media bias and providing a welcoming environment to discuss conspiratorial thinking.

## BREAKOUT SESSION 2

11:30 a.m.–12:30 p.m.

### **2A. Scaling corequisite success: An evidence-based model for strengthening college English**

**Location:** Wright

**Presenters:** Summer Serpas, Irvine Valley College and Julie Adams, Strong Start to Finish

This session presents a four-stage model (information gathering, data review, pedagogy support and individual coaching) implemented in English departments at three HSLs (Hispanic Serving Institutions). Participants will learn and discuss how colleges can leverage support to strengthen faculty engagement, refine instructional practices and scale corequisite programs to improve student success in developmental education.

### **2B. Corequisite success: Ditching the guesswork and embracing best practices**

**Location:** Banneker

**Presenter:** Taylor Darwin, Almy Education

Explore high-impact practices in corequisite math courses, emphasizing intentional design and flexible support for student success. Participants will engage in discussions on evidence-based strategies that can enhance student engagement, retention and success in corequisite courses while providing feedback to shape future resources and professional learning on effective corequisite implementation.

### **2C. AI tutors in developmental education: Data-driven insights on impact and effectiveness**

**Location:** Bell

**Presenter:** Clayton Baumgartner, Yavapai College

This session explores the effectiveness of AI tutors in pre-requisite courses by presenting quantitative and qualitative data from multiple institutions, including a pilot study at Yavapai College (Fall 2024). Participants will gain insights into AI's impact on student success, with actionable strategies for integrating and evaluating AI tools in developmental education.

### **2D. Community college student experiences with self-placement into corequisite composition**

**Location:** Whitney

**Presenter:** Lauren Pollak, Community College of Baltimore County

This presentation will include findings from a qualitative study that focused on community college students' K-12 experiences that influenced their choice to enroll in corequisite composition. The presentation will include discussion of the implications of the data on placement, developmental education, policies and practices that can be implemented at institutions.

### **2E. Using community to reduce student anxiety and increase confidence in corequisite courses**

**Location:** Curie

**Presenters:** Andrea Brovold and Christina Holden-Sonnek, Anoka Ramsey Community College and Amber Delliger, North Metro Adult Basic Education

Examine best practices for integrating community-building strategies into course design, from quick writes to test-talk to productive struggle. These strategies help reduce anxiety and foster a deeper connection to course content and to peers. By centering community within corequisite courses, we help students feel supported both academically and socially.



## BREAKOUT SESSION 3

2–3 p.m.

### **3A. Accelerated STEM pathway: The successful intensive precalculus and calculus course in one semester**

**Location:** Wright

**Presenter:** Entela Xhane, Community College of Baltimore County

This session outlines an innovative approach to mathematics education in community colleges by integrating precalculus and calculus into a single, intensive semester-long course. The goal is to accelerate student progress in STEM fields, reduce time to degree completion and improve retention and success rates for students pursuing careers in science, technology, engineering and mathematics.

### **3B. How to evaluate your reform efforts (with a focus on placement reform and corequisite designs)**

**Location:** Banneker

**Presenter:** Dawn Coleman, Coleman Evaluation

Do you feel confused or overwhelmed about what data to collect to determine if your efforts are successful? Come learn exactly what data you need (it's more than just pass rates), how to collect it and how to avoid common pitfalls when evaluating your efforts.

### **3C. Corequisite Collaborations: Partnering for Real-Time Institutional Change**

**Location:** Bell

**Presenter:** Taylor Darwin, Almy Education

Scaling corequisite reform requires both system-wide coordination and institutional customization. This session will showcase Almy Education's evaluate-strategize-implement model, which supports institutions in making data-driven decisions for sustainable change. Participants will explore strategies for engaging stakeholders, scaling corequisites in math, English, and science, and ensuring faculty, staff, and administrative support.

### **3D. Disrupting white language supremacy: Strategies for linguistic justice in the classroom**

**Location:** Whitney

**Presenters:** Maura Hill, Andre Ifill, Jewel Kerr Jackson and Rachele Lawton, Community College of Baltimore County

Community colleges are increasingly linguistically diverse, but White Mainstream English (WME) is often upheld as the norm in our institutions and classrooms, which can damage students. This session examines why white language supremacy exists, with a focus on language ideologies and cognitive dissonance, and offers strategies to foster linguistic justice.

### **3E. Community building, engagement and collaborative learning in the FYW and ALP classrooms**

**Location:** Curie

**Presenter:** Amy Camp, College of DuPage

This session examines community-building in first-year writing and ALP classrooms, focusing on engagement, collaboration and inclusion amid shifting student demographics and post-COVID learning loss. We'll share strategies, tech tools (Remind and Padlet) and student insights, inviting discussion on fostering meaningful learning communities and supporting diverse learners.

## BREAKOUT SESSION 4: CADE REGIONAL CORNERS

3:15–4:15 p.m.

Choose the breakout room that fits your region. In each room, there will be a facilitator to guide discussions based on specific regional trends and movements within the field of corequisite reform and corequisite adoption. This is an opportunity to network with local colleagues and discuss issues unique to your statewide and regional initiatives.

**Location:** Wright

**Facilitator:** Liz Hart, Community College of Baltimore County

**Northeast region**, including Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New Jersey, New York and Pennsylvania

**Location:** Banneker

**Facilitator:** Denise Parker, Community College of Baltimore County

**Midwest region**, including Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota and South Dakota

**Location:** Bell

**Facilitator:** Jewel Kerr Jackson, Community College of Baltimore County

**South region**, including Delaware, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, Washington D.C., West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma and Texas

**Location:** Whitney

**Facilitator:** Monica Walker, Community College of Baltimore County

**Southwest region**, including Arizona, New Mexico, Nevada and Utah

**Location:** Curie

**Facilitator:** Nancy Parker, Community College of Baltimore County

**West region**, including Alaska, California, Colorado, Hawaii, Idaho, Montana, Oregon, Washington and Wyoming



# DAY TWO: TUESDAY, JUNE 3

## BREAKOUT SESSION 5

10:15–11:15 a.m.

### **5A. Addressing disparities in developmental education: Exploring solutions through a community of practice**

**Location:** Wright

**Presenters:** Carl Lewandowski and Ellen Wasserman, Community College Research Center, Teachers College, Columbia University

Participants will learn how a community of practice (CoP) is addressing disparities in developmental education outcomes. Using an inquiry tool from the CoP, participants will reflect on where and why disparities emerge at their own institutions and discuss ways of reducing outcome disparities among student groups.

### **5B. Building research confidence: Interactive teaching in corequisite English**

**Location:** Banneker

**Presenters:** Lori Franklin and Rachel Meiklejohn, Northern New Mexico College

This session explores the creation of meaningful research projects in co-requisite English classes. Presenters will share interactive teaching strategies used in a research unit focused on the issue of homelessness. Participants will discuss strategies that build students' confidence and prepare them to transition to more independent research activities.

### **5C. ESL as humanities: Equally and humanely valuing multilingual students' work**

**Location:** Bell

**Presenters:** Owen Silverman, Anne Arundel Community College, and Sarah Barnhardt, Rachele Lawton and Stacie Miller, Community College of Baltimore County

Multilingual students at community colleges are often required to enroll in non-credit ESL courses, which can be more advanced than for-credit languages courses. This session highlights the CALL Act, a law that ensures equity for multilingual students, and explores how ESL courses can be contextualized as credit-bearing humanities courses.

### **5D. Rethinking assessment in corequisite developmental English: Challenges and innovations**

**Location:** Whitney

**Presenters:** Brian Goedde, Madeline Marcotte and Elisa McCool, Community College of Philadelphia

This panel explores the challenges and innovations of assessing student work in corequisite developmental English. As developmental classes now serve only as "support" for credit-bearing courses, how do we best motivate and reward student effort? Using our community college as a case study, we invite attendees to a problem-solving session on grading and engagement.

## 5E. AI-proofing(ish) writing assignments – How to use active, authentic learning practices to engage students in their own writing

Location: Curie

Presenters: Margaret Boas, Hannah Bredar and Sage Perkins, Anne Arundel Community College

ChatGPT and other AI writing assistants are getting better, which means many of our tried-and-true writing assignments aren't AI-proof anymore. However, with authentic-learning assignments, careful scaffolding and an emphasis on metacognitive revision, we can (mostly) disincentivize AI use in student writing. This interactive presentation will provide practical techniques for creating and scaffolding assignments and metacognitive revisions to engage students as humans communicating with other humans. Session attendees will participate in scaffolding activities for authentic-learning assignments, and they will be provided with examples of successful writing assignments, scaffolding activities and metacognitive revision practices.

## BREAKOUT SESSION 6

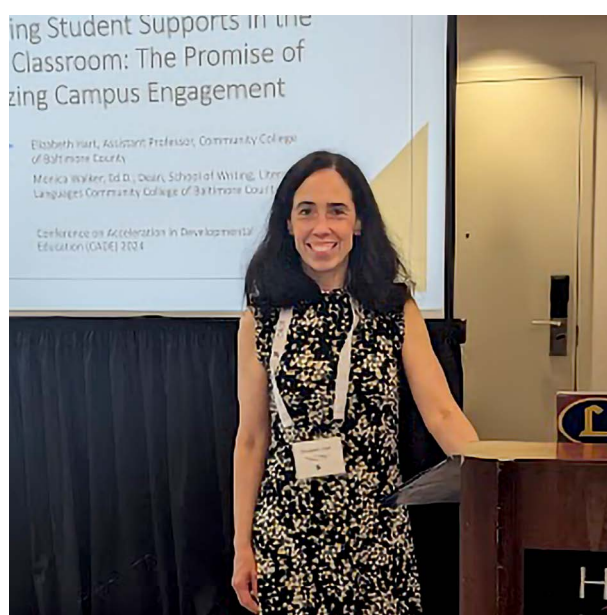
11:30 a.m.–12:30 p.m.

### 6A. A seat at the table: Seminar instruction and first-year programming

Location: Wright

Presenters: Shelley De Blasis, Candice Mayhill, Timothy Mayhill and Lindsay Roark, Anne Arundel Community College

Faculty from first-year math and composition courses will demonstrate and discuss seminar-style instruction and interdisciplinary methods of creating community and retention, leading to pathways through general education. This panel will include opportunities for attendees to participate and consider how to implement seminar-style programming in the courses and at their college.



## **6B. Empowering voices: Contextualizing college composition for women of color**

**Location:** Banneker

**Presenters:** Noora Abdullah, Sabreen Ahmed, Njeri Gitau, Jewel Kerr Jackson, Kimberly Lopez-Zamudio, Aneesa Muhammad and Denise Parker, Community College of Baltimore County

This session highlights a transformative, culturally responsive approach to teaching English composition for women of color—one that fosters inclusivity, empowers students and promotes equitable learning experiences. Participants will hear student testimonials that illustrate the impact of contextualized integrated reading and writing, active instruction and collaborative learning.

## **6C. Bring the supports to them: Embedding academic coaches in the online ALP classroom**

**Location:** Bell

**Presenters:** Caroline Barringer, Elizabeth Hart and Pam Runge, Community College of Baltimore County

Increasingly, many first-semester students take gateway classes online. They often struggle with navigating the higher education landscape and the online classroom. We will share how CCBC's Student Services and Instruction have collaborated to embed academic coaches in the ALP classroom to help students with the non-cognitive issues that impede success.

## **6D. Same planet, same page: Creating a culture of support while transforming curriculum**

**Location:** Whitney

**Presenters:** Emily Cospier and Elizabeth Shaye Hope, Delgado Community College

This presentation explores faculty development strategies crucial for successful English curriculum reform, specifically transitioning from developmental reading/writing courses to a corequisite model. It examines effective support practices, including those fostering metacognition, active reading and multimodal composition, while also addressing less successful approaches. Concrete steps for implementation and departmental community-building will be shared, fostering discussion and the exchange of best practices.

## **6E. Creating independent learners**

**Location:** Curie

**Presenter:** Heather Luman, Community College of Baltimore County

Do you feel that students struggle in math not because of their aptitude, but because they don't know how to study effectively? Learn how you can incorporate practices that teach students how to take responsibility for learning and adopt habits that transform them into independent learners.



## BREAKOUT SESSION 7

2–3p.m.

### **7A. Scaling up accelerated learning: Eliminating standalone developmental English**

**Location:** Wright

**Presenters:** Nikki Bishop and Sarah Gottschall, Prince George's Community College

In Spring 2023, PGCC's English Department was mandated to eliminate standalone developmental English courses by Spring 2024. In this session, we share our experiences enacting a full-scale corequisite support program in a short timeframe, focusing on lessons learned: what went well, what we would change and advice for other colleges.

### **7B. Global trauma awareness pedagogy**

**Location:** Banneker

**Presenter:** Nancy Murray, Community College of Baltimore County

Active and engaging instruction in all classrooms starts with faculty and students who feel safe. Our current approach to making safe spaces for some students may actually be triggering other students who are pushing through the ramifications of trauma in their lives. Students who attempt to learn through the veil of trauma responses are often the first to drop from or disrupt the class. Learning the principles of trauma-informed pedagogy can help to support the classroom, as well as provide tools for faculty experiencing trauma responses of their own. Murray is certified in Trauma Informed Pedagogy from Columbia College and will share practical, trauma-informed ideas to enrich the classroom experience for all.

### **7C. Placement without barriers: Insights after year-one of an integrated guided self-placement model**

**Location:** Bell

**Presenter:** Sean Newmiller, Lake Michigan College

After implementing a fully integrated guided self-placement model for all students, our community college has gathered valuable insights from its first year. This session will explore the implementation process, student outcomes and lessons learned, offering practical takeaways for institutions looking to create a more equitable and seamless placement experience.

### **7D. Reading between the lines: Experiencing texts and images as students do**

**Location:** Whitney

**Presenters:** Jessica Farrar and Sara Osman, Community College of Baltimore County

What is it like to experience your course content as a student with different background knowledge and cultural understandings? Come walk a mile in their shoes in this interactive session focusing on readings, visuals and cultural differences. Leave with immediately applicable suggestions for your courses!

## BREAKOUT SESSION 8

3:15–4:15 p.m.

### **8A. From placement to pathways: Unpacking the promise of directed self-placement**

**Location:** Wright

**Presenters:** Leah Chambers and Rich Lane, Pennsylvania West University and Emily Wierszewski, Seton Hill University

Directed Self-Placement (DSP) offers an alternative to traditional placement methods by prioritizing student agency in first-year writing placement. Drawing on research from two institutions, we examine DSP's effectiveness in fostering equity. Our findings highlight its benefits and limitations, emphasizing the need for institutional alignment, ongoing support and broader systemic change.

### **8B. Shifting sands: Literacy in a post-truth landscape**

**Location:** Banneker

**Presenter:** Marci Dawson, Prince George's Community College

The need to be well-versed in information literacy has been accelerating at an exponential pace, and often students have not had the opportunity to engage in critical thinking skills necessary to deal with misinformation and disinformation. First semester course instructors well-versed in literacy tools can provide students with these essential skills.

### **8C. From high school to higher education: Cultivating belonging for a college-ready mindset**

**Location:** Bell

**Presenter:** Wynette Richardson, Community College of Baltimore County

Early college students struggle with true college readiness, despite meeting academic requirements. This session explores readiness through the lens of belonging—focusing on skill-building, accountability and communication. Participants will learn how to cultivate a thriving classroom community that equips students with the confidence and tools to succeed in college.

### **8D. Come on and zine-a, zine-a zine! How to use zines in an English classroom**

**Location:** Whitney

**Presenter:** Jacqueline Scott, Community College of Baltimore County

Zines are do-it-yourself magazines that focus on the interests and passions of students and can be a great way to motivate students to produce meaningful and publishable content. This session will focus on how professors can use zine making as an engaging and motivating culminating project in their corequisite classes. Attendees will hear about a pilot program that used a zine curriculum and will also practice making their own zines in this session.

## ACKNOWLEDGMENTS

We extend our heartfelt gratitude to the students from Community College of Baltimore County (CCBC) for their enthusiastic participation in the National Conference on Acceleration in Developmental Education (CADE). Your contributions were a highlight of the conference, and we appreciate your presentations and attendance at CADE 2025.

We also wish to acknowledge the unwavering support from various administrators, faculty and staff who made National CADE 2025 possible. Special thanks to CCBC President Sandra Kurtinitis for her long-standing commitment to the Accelerated Learning Program (ALP). Our sincere appreciation also goes to CCBC Provost and Vice President of Academic and Student Affairs Joaquín Martínez, Ph.D., and Dean of the School of Writing Literacy and Languages Monica Walker, Ed.D., for their support of CCBC student, faculty and staff presenters and their travel arrangements.

We are thankful to CCBC Enrollment Marketing Coordinator Regina Smith, Assistant Director of Creative Services Michael Elspas and Graphic Designer Jae Eun Lee, for their creative contributions in designing the CADE 2025 program. Additionally, ALP Coordinator and English Assistant Professor Denise Parker and English Associate Professor Elizabeth Hart were instrumental in the program revision process.

A special thank you goes to the administrative assistants, Laura Edwards, Gina Howell, Molly Rist, Joni Thorne and Lauren Wenzel, for their significant contributions to the planning and logistics of the conference. Furthermore, we would like to thank Nancy Parker, Assistant Professor of English, for contributing assistance for organization of this event.

Finally, we extend our deepest gratitude to CADE 2025 keynote speakers, Rhianna C. Rogers, Ph.D., and Brandon Protas, Ed.D., and all presenters and attendees, for their invaluable work and dedication to making CADE a success.



### **Community College Of Baltimore County Board Of Trustees**

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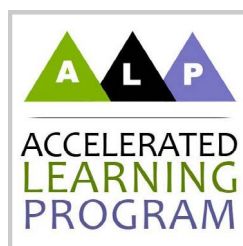
Sandra Kurtinitis, Ph.D., *CCBC President*

Community College of Baltimore County is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) [www.msche.org](http://www.msche.org). Community College of Baltimore County's accreditation status is Accreditation Reaffirmed. The Commission reaffirmed the institution's accreditation on June 23, 2022.

MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

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**For more information:**

Elsbeth Mantler: [emantler@ccbcmd.edu](mailto:emantler@ccbcmd.edu)

Haleh Azimi: [hazimi@ccbcmd.edu](mailto:hazimi@ccbcmd.edu)

[ccbcmd.edu](http://ccbcmd.edu)

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