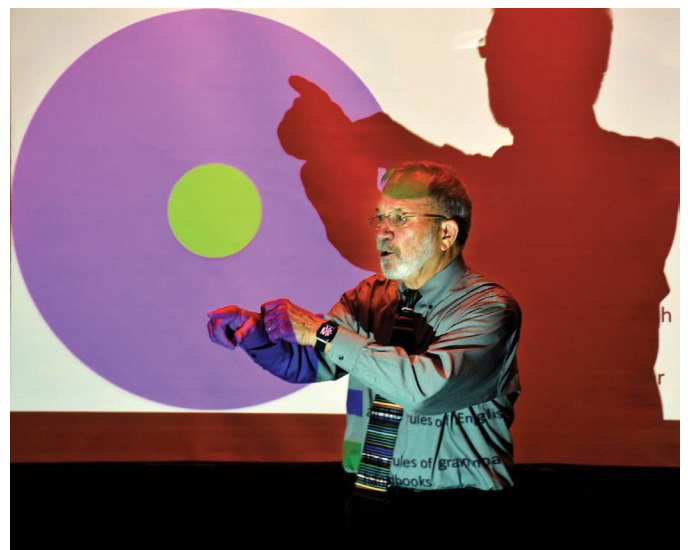


THE NATIONAL CONFERENCE ON ACCELERATION IN DEVELOPMENTAL EDUCATION 2022



Monday,
June 13, 2022–
Wednesday,
June 15, 2022



CONFERENCE CHAIRS' WELCOME

Welcome to the National Conference on Acceleration in Developmental Education in Annapolis, MD! We are very excited to return to being together in person. Community has always been such an important part of this conference, so being able to connect in this way is much needed after the past few years we have all experienced. If these last few years have taught us anything, it has been to celebrate and be grateful for all we have including this tight-knit group of educators who are committed to student success. Resiliency stands out as a thread through all the content for CADE 2022 with presentations featuring statewide reforms, belonging, breakthroughs, and much more. We hope that you enjoy this conference, and it serves as a time to reflect and recharge for us all.

Haleh Azimi and **Elsbeth Mantler**

Conference Chairs



Haleh Azimi



Elsbeth Mantler



CADE 2022 was organized by:

Haleh Azimi & Elsbeth Mantler, Conference Chairs

Lauren Wenzel, Conference Coordinator

COVID-19. MASKS WILL BE REQUIRED IN MEETING SPACES.

DR. MAXINE ROBERTS

Dr. Maxine Roberts serves as the director of Strong Start to Finish at Education Commission of the States. In this role, she works with state leaders, researchers and technical assistance partners to address inequities in developmental education for racially-minoritized students, students with low incomes and adults. Prior to joining Strong Start to finish, Maxine directed after-school and college-preparatory programs, worked with community college faculty to improve their course outcomes in developmental education, and studied the factors that foster success for racially-minoritized students in community college developmental math courses.



Dr. Maxine Roberts

DR. AMELIA PARNELL

Dr. Amelia Parnell is vice president for research and policy at NASPA – Student Affairs Administrators in Higher Education, where she leads many of the Association’s scholarly and advocacy-focused activities. Amelia’s policy and practitioner experiences include prior roles in association management, legislative policy analysis, internal audit, and TRIO programs. Amelia writes and speaks frequently about topics related to student affairs, college affordability, student learning outcomes, leadership in higher education, and institutions’ use of data and analytics. She is the author of the new book, *You Are a Data Person: Strategies for Using Analytics on Campus* and host of the new podcast, *Speaking of College*. Amelia currently serves on the board of directors for EDUCAUSE and is an advisor to several other higher education organizations. She holds a Ph.D. in higher education from Florida State University and masters and bachelor’s degrees in business administration from Florida A & M University.



Dr. Amelia Parnell

THE OUTSTANDING ACHIEVEMENT IN THE ACCELERATED LEARNING PROGRAM STUDENT AWARD

The Student Life Awards Ceremony honored ALP students on May 12, 2022, for the Outstanding Achievement in ALP Student Award. This year's recipients represent students from across the college and various modalities ALP is taught. They were nominated by their instructors and selected by ALP leadership from The Community College of Baltimore County.

The 2022 recipients for this prestigious award are listed below with quotes from their professors:

ERICA BRISCOE

Asynchronous

"Erica has pushed herself in ENGL 101 and ACLT 053. She is a returning student, who is a parent with a full-time job. She is balancing school, work and home life, all while also managing her health. She is truly deserving of the Outstanding ALP Student Award."

– Professor Haleh Azimi

TYELIER DONNA EBONY CLINKSCALES

Catonsville campus

"Ms. Clinkscale's broad knowledge and worldliness are also a positive component of her contributions to the class. She is a joy to have in the class. In a word, she is outstanding!"

– Professor Avery Williams

KRISTYN (KRISSEY) PORTER

Synchronous Remote

"She is a leader in every way – full of courage and kindness in equal measure! Kristyn will succeed in her goals and she will make success more navigable for those around her and those after her."

– Professor Kris Messer

RAVEN WALTERS

Dundalk campus

"She [Raven] has an aura about her that is contagious. It is with great pride that I nominate her for this award."

– Professor Homeretta Ayala

JAMAL WILLIAMSON

Essex campus

"Jamal was one of the most organized and conscientious students I've ever worked with. He sought me out for help regularly and always had substantial drafts when asking for advice with compositions. Jamal attended every single class session and participated thoughtfully. His growth was truly noteworthy!!!"

– Professor Kelly Di Giorgio

CADE 2022 SCHEDULE AT A GLANCE

MONDAY, JUNE 13, 2022

PRE-CONFERENCE WORKSHOPS

| Time | Event | Location |
|----------------------------|-----------------------------------|---------------------|
| 8 a.m.–12 p.m. 1–4 p.m. | Conference Check-In | Capital ABC Hallway |
| 9 a.m.–12 p.m. | Pre-conference Workshop Session 1 | See detailed agenda |
| 1–4 p.m. | Pre-conference Workshop Session 2 | See detailed agenda |

TUESDAY, JUNE 14, 2022

| Time | Event | Location |
|-----------------------|-------------------------------------|---------------------|
| 7:15–8:45 a.m. | Breakfast | Capital Ballroom |
| 7:30–9 a.m. | Conference Check-In | Capital ABC Hallway |
| 8:45–9 a.m. | Welcome | Capital Ballroom |
| 9–10 a.m. | Plenary Speaker: Dr. Maxine Roberts | Capital Ballroom |
| 10:20–11:20 a.m. | Breakout Session 1 | See detailed agenda |
| 11:30 a.m.–12:30 p.m. | Breakout Session 2 | See detailed agenda |
| 12:40–1:20 p.m. | Lunch | Capital Ballroom |
| 1:30–2:30 p.m. | Breakout Session 3 | See detailed agenda |
| 2:40–3:40 p.m. | Breakout Session 4 | See detailed agenda |
| 3:50–4:50 p.m. | Breakout Session 5 | See detailed agenda |
| 5–6 p.m. | Poster Session | Capital ABC Hallway |

WEDNESDAY, JUNE 15, 2022

| Time | Event | Location |
|-----------------------|-------------------------------------|---------------------|
| 7:15–8:45 a.m. | Breakfast | Capital Ballroom |
| 8–8:45 a.m. | Conference Check-In | Capital ABC Hallway |
| 8:45–9 a.m. | Welcome Day Two | Capital Ballroom |
| 9–10 a.m. | Plenary Speaker: Dr. Amelia Parnell | Capital Ballroom |
| 10:20–11:20 a.m. | Breakout Session 6 | See detailed agenda |
| 11:25 a.m.–12:25 p.m. | Breakout Session 7 | See detailed agenda |
| 12:30–1 p.m. | Lunch | Capital Ballroom |

PRE-CONFERENCE SESSION 1

Conference Check-In

8 a.m. – 12 p.m.

Institutionalizing and Implementing ALP with Intention

9 a.m. – 12 p.m.

Location: Capital Ballroom D

Description: Dr. Haleh Azimi and Professor Elsbeth Mantler are the current Co-directors of ALP. This interactive workshop will focus on the essential elements of the ALP model including, but not limited to: Integrated Reading and Writing, thematic units, non-cognitive issues & belongingness, and structuring the course. Longitudinal data from CCBC's 14+ years of ALP will ground the workshop to demonstrate how this model has and is impacting students. This session will be helpful for faculty, staff and administrators as it focuses on data, practical implementation considerations, and ways in which we work to serve our adult learners. Attendees of this workshop will understand ALP and how it can help to serve as an important developmental education reform to help close racial equity gaps in the context of corequisite work.

Presenters: Haleh Azimi, Co-Director ALP, and Elsbeth Mantler, Co-Director, ALP, Community College of Baltimore County

Supporting an Institutional Transformation in Mathematics: A Journey for Faculty and Administrators

9 a.m. – 12 p.m.

Location: Capital Ballroom A

Description: Redesigning developmental math involves many players, issues, and needs. It can be overwhelming to start, especially with the initial actions being so important. In this workshop, attendees will dig into the work of starting an effective math redesign built for their college. For the most impact, bring an administrator and math faculty member. Participants will be led through activities that integrate best practices and research and then apply them to their own campus. Feedback will be provided throughout so that progress is made. Attendees will leave with momentum and clarity, ready to move forward with redesign.

Presenters: Kathleen Almy, Almy Education, Rock Valley College

Lunch Break on Your Own

12 – 1 p.m.

PRE-CONFERENCE SESSION 2

Conference Check-In

1–4 p.m.

Four Post(?) -Pandemic Approaches to Teaching Accelerated Composition

1–4 p.m.

Location: Capital Ballroom D

Description: While CADE has long been a locus of scholarship and debate about accelerated learning, one missing element in the conversation has been book-length scholarly collections devoted entirely to ALP. This interactive workshop will present research from one of the first: *Just in Time: Approaches to Teaching Accelerated Composition*. Jami Blaauw-Hara will focus on teaching challenging reading, Mark Blaauw-Hara will consider how to recast the instructor-student relationship through labor-based grading, Margaret Nelson Rodriguez will propose ways for accelerating success through noncognitive learning, and David Starkey will lead a discussion on program development. The workshop will highlight antiracist practices and take particular note of the challenges of teaching in a post(?) -pandemic environment.

Presenters: Jami Blaauw-Hara, North Central Michigan College; Mark Blaauw-Hara, University of Toronto; Margaret Nelson Rodriguez, El Paso Community College; David Starkey, Santa Barbara City College

Grant Use for Student Success and ALP Curriculum

1–4 p.m.

Location: Capital Ballroom A

Description: Attendees will learn more about the Community College of Baltimore County's Mellon Foundation grant and how this funding has been awarded to further the Humanities for All initiative including contextualization, professional development, high impact practices, and enrichment activities. Next, facilitators will speak about leveraging this grant in order to create authentic accelerated composition curriculum. Adjunct faculty will then present their thematic units created with the support of the Mellon grant. This workshop will provide insight into a multi-year grant and the ways it has supported student success and the humanities.

Presenters: Haleh Azimi, Murry Baskerville, Kelly Di Giorgio, Elsbeth Mantler, Ingrid Garcia, Jenna Kotarides, Donna Patnode, Timothy Reed, Monica Walker, Karin Yearwood, Community College of Baltimore County



BREAKOUT SESSION 1

10:20–11:20 a.m.

1A. Path to Success: Collaboration as a Comprehensive Approach to Building a Co-requisite Model

Location: Capital Ballroom A

Presenters: Haley Collins, Dr. Laura Tapp, Leigh Ann Moore, and Dr. Nadia Nazarenko, Alvin Community College

Abstract: Alvin Community College's approach to teaching co-requisite classes resulted in a significant increase in student success and retention. This increase in success resulted from improved communication between instructors, collaboration with academic support services, and professional development activities. All three of these components are imperative to a successful co-requisite program.

1B. Communal Currency - stories: Every person has a story: Students reading stories, students sharing stories, students writing stories- students finding their personal and public platforms through the power of words.

Location: Capital Ballroom B

Presenter: Eileen Radetich, Camden County College

Abstract: As students navigate from normal to new normal amid a world that has been troubled and turbulent, one of the most compelling tools they can use is through the narrative of a single story. This session will discuss how through the use of storytelling, students are able to create their own platform by sharing personal narratives-their struggles, their insecurities and their obstacles whether certain or insurmountable and the way they tackle these challenges. "Stories are a communal currency of humanity."
—Tahir Shah, in *Arabian Nights*

1C. Faculty and Coaches Team Up for Student Success

Location: Capital Ballroom C

Presenters: Elizabeth Hart and Jayson Johnson, Community College of Baltimore County

Abstract: A CCBC English Professor and Academic Coach will share their experiences with an Early Alert pilot in which they partner to promote student success and retention. This interactive presentation will invite participants to brainstorm ways to bridge silos at their own institutions, thereby fostering improved academic and personal outcomes for students.

1D. Straightening the Curve: High School to College Math Transition Sequence Dynamics

Location: Capital Ballroom D

Presenters: Terrence Willett, Cabrillo College; Craig Hayward, Bakersfield College

Abstract: This presentation examines high school to community college math transition in California before and after initial implementation of math placement reform (AB 705). A focus is students whose last high school math was below intermediate algebra and their science versus liberal arts math pathways comparing remedial to college level placements.

BREAKOUT SESSION 2

11:30 a.m. – 12:30 p.m.

2A. Different Acceleration approaches for Developmental Math Students at Hudson County Community College

Location: Capital Ballroom A

Presenters: Claudia Delgado and Kewal Krishan, Hudson County Community College

Abstract: Hudson County Community College has been offering a variety of paths to accelerate students through their developmental math courses, offering a variety of modalities to accommodate the need of different students. The methods include seven-week courses, hybrid, online and different modalities of ALP (Accelerated Learning Program).

2B. Strengthening the Foundation of Student Success and Equity through Corequisite Composition

Location: Capital Ballroom B

Presenter: Camille Ziolek and Sharon Cicilian, Oakland Community College

Abstract: This presentation will focus on the planning, launch and first year of implementation of corequisite education at Oakland Community College. Through multi-disciplinary committees and strategic planning structures, the college used student data and national research to inform the design, pedagogy, implementation, and equity-based evaluation of corequisite English Composition I.

2C. Using Self-Regulated Strategy Instruction in Accelerated Developmental English Courses

Location: Capital Ballroom C

Presenter: Dr. Eric Nefferdorf, Delaware Technical Community College

Abstract: This presentation reports on the efforts of faculty to examine the effects of a curriculum based on self-regulated strategy instruction in an accelerated DE English course. The quasi-experimental study, involving 5 instructors and 66 students, showed statistically significant differences favoring the treatment group for argument essays written with sources ($ES=.96$).

2D. Linguistic Justice in Action: Next Level Developmental Education Reform

Location: Capital Ballroom D

Presenters: Jamey Gallagher, Rachele Lawton, Kris Messer, and Raphael Stillings, Community College of Baltimore County

Abstract: This session emphasizes how to foster linguistic justice in our classrooms and institutions. Faculty who have been grappling with issues of linguistic justice for years bring perspectives from various areas, including composition, Integrated Reading and Writing (IRW), TESOL, placement and assessment. Student voices will also inform this interactive conversation.

BREAKOUT SESSION 3

1:30–2:30 p.m.

3A. Embedded Reading Instruction in College Level Content Area Courses

Location: Capital Ballroom A

Presenters: Jami Jones, Anoka Ramsey Community College

Abstract: Presenters will report their efforts to replace pre-requisite reading courses at their college with embedded reading instruction in common first-year courses. They will discuss their reasoning for making this change and their progress to date. They will conclude by previewing anticipated challenges and opportunities before inviting discussion from roundtable participants.

3B. Degrees Amid the Debris: Teaching and Learning in the Aftermath of Natural Disaster

Location: Capital Ballroom B

Presenters: Sarah K. Inman and E. Shaye Hope, Delgado Community College

Abstract: Historically, New Orleans has experienced its fair share of calamity. During this panel, we'll address the challenge of continuing an already extraordinary semester (Fall 2021) while rebuilding a community. We will examine the college's response, delving into classroom practices used to adapt to this challenge.

3C. Using Cognitive Dissonance to Navigate Through Resistance

Location: Capital Ballroom C

Presenters: Maura Hill and Jadi Omowale, Community College of Baltimore County

Abstract: This session applies theories of cognitive dissonance and transformational learning as tools to promote equity work and counter deficit-mindedness.

3D. ASPIRE: Lessons from 10 Illinois colleges reforming developmental math

Location: Capital Ballroom D

Presenter: Kathleen Almy, Rock Valley College

Abstract: The Developmental Education Reform Act (DERA) requires all Illinois colleges to dramatically reform their developmental math offerings, placement, and outcomes. ASPIRE (Accelerating Student Progress and Increasing Racial Equity) is a grant-funded project supporting 10 IL colleges in this process. Learn about common challenges and approaches to addressing them.



BREAKOUT SESSION 4

2:40–3:40 p.m.

4A. High Impact Practices for Developmental Mathematics

Location: Capital Ballroom A

Presenters: Radhakrishnan Palaniswamy and Adugna Kebede, Community College of Baltimore County

Abstract: Developmental Mathematics students during the post pandemic period struggle to succeed due to various changes that they have experienced in the teaching methodologies. We welcome you to participate in our presentation to explore how high impact practices (HIPs) can fix the issues.

4B. Tapping into Student Strengths through Letter Writing *

Location: Capital Ballroom B

Presenters: Krishna Acharya, Mariam Romba, and Ezekiel Yap, students, Community College of Baltimore County; Sara Osman and Jessica Farrar, faculty, Community College of Baltimore County

Abstract: Looking to draw on students' strengths and support their co-requisite coursework for English 101, the ALPESOL team found letter writing. In this session, the presenters share a series of letter assignments along with student examples and feedback that highlight reflection, audience awareness, writing choices, and authentic communication.

**Student presenters in this session*

4C. Building Belongingness in the Writing Center: Praxis to Foster Student Comfort and Commitment with Seeking Writing Support

Location: Capital Ballroom C

Presenters: Phyllis Dunham, Delgado Community College

Abstract: The Writing Center at Delgado has recently launched several blended mini-projects to study and build belongingness into praxis, including targeted re-contact, customized student revision plans, and surveys, interviews, and focus groups with attendees and non-attendees. Our workshop is designed to be an interactive discussion of results and findings.

4D. "Getting Out of Our Own Way: A Panel Discussion of Power, Privilege & Writing Assessment Practices"

Location: Capital Ballroom D

Presenters: Jamey Gallagher, Heather Harris, Kim Jensen, Kris Messer, Lauren Pollak, and Mary Jo Richards, Community College of Baltimore County

Abstract: A panel of English and ALP faculty at the Community College of Baltimore County will discuss their experiences with anti-racist writing assessments. The panelists have implemented a variety of strategies and will reflect on their experiences and engage in dialogue with the attendees.

BREAKOUT SESSION 5

3:50–4:50 p.m.

5A. Math Corequisite Classes and Activities

Location: Capital Ballroom A

Presenters: Danielle Truskowski and Kate Abromaitis, Community College of Baltimore County

Abstract: In this session we will discuss our success in our corequisite classes, the activities that we use, and how we get students involved and continue to attend class. We will specifically show you how we have broken the topics up in our course, have you try it in groups, and discuss strategies for success in your institution as well.

5B. Telling Our Stories: Bridging Non-cognitive and Cognitive Aspects of Learning *

Location: Capital Ballroom B

Presenters: Francie Woodford, Community College of Philadelphia, and Anh Hoang, ESL Program graduate, Community College of Philadelphia

Abstract: “[T]ell us what the world has been to you in the dark places and in the light.... Show us belief’s wide skirt and the stitch that unravels fear’s caul” (Morrison, 2022/1993). This session will demonstrate how oral history projects provide many opportunities to bridge non-cognitive experiences with cognitive meaning making.

**Student presenters in this session*

5C. Integrating ELL Instruction into Corequisite Courses

Location: Capital Ballroom C

Presenters: Cheryl Commeau-Kirschner and Jennifer Maloy, Borough of Manhattan Community College, CUNY

Abstract: As community colleges increasingly adopt accelerated learning models into their ESL programming, the integration of linguistically responsive curriculum remains a crucial pedagogical concern. In this session, we will explore ways that instructors can incorporate language support to simultaneously achieve student learning outcomes in both language acquisition and course content.

5D. From Blocks to Breakthroughs; addressing non-cognitive issues in the classroom to clear the pathway to learning *

Location: Capital Ballroom D

Presenters: Nancy Murray, Faculty; Ariana Greenberg (student); Yolanda Holland-Baker, (student), Community College of Baltimore County

Abstract: Exhaustion from the graveyard shift at work, tensions at home, generational trauma, anxiety about money, hunger, stereotype threat, fear of failure, and language differences are just some of the bags our students carry into class with them that weigh down their minds. With a heavy mind, it is difficult to learn new ideas or to process new ways of being. Addressing this early on in the classroom can free up a lot of mental space for our students to help them experience a positive learning environment and the subsequent growth that such an environment provides.

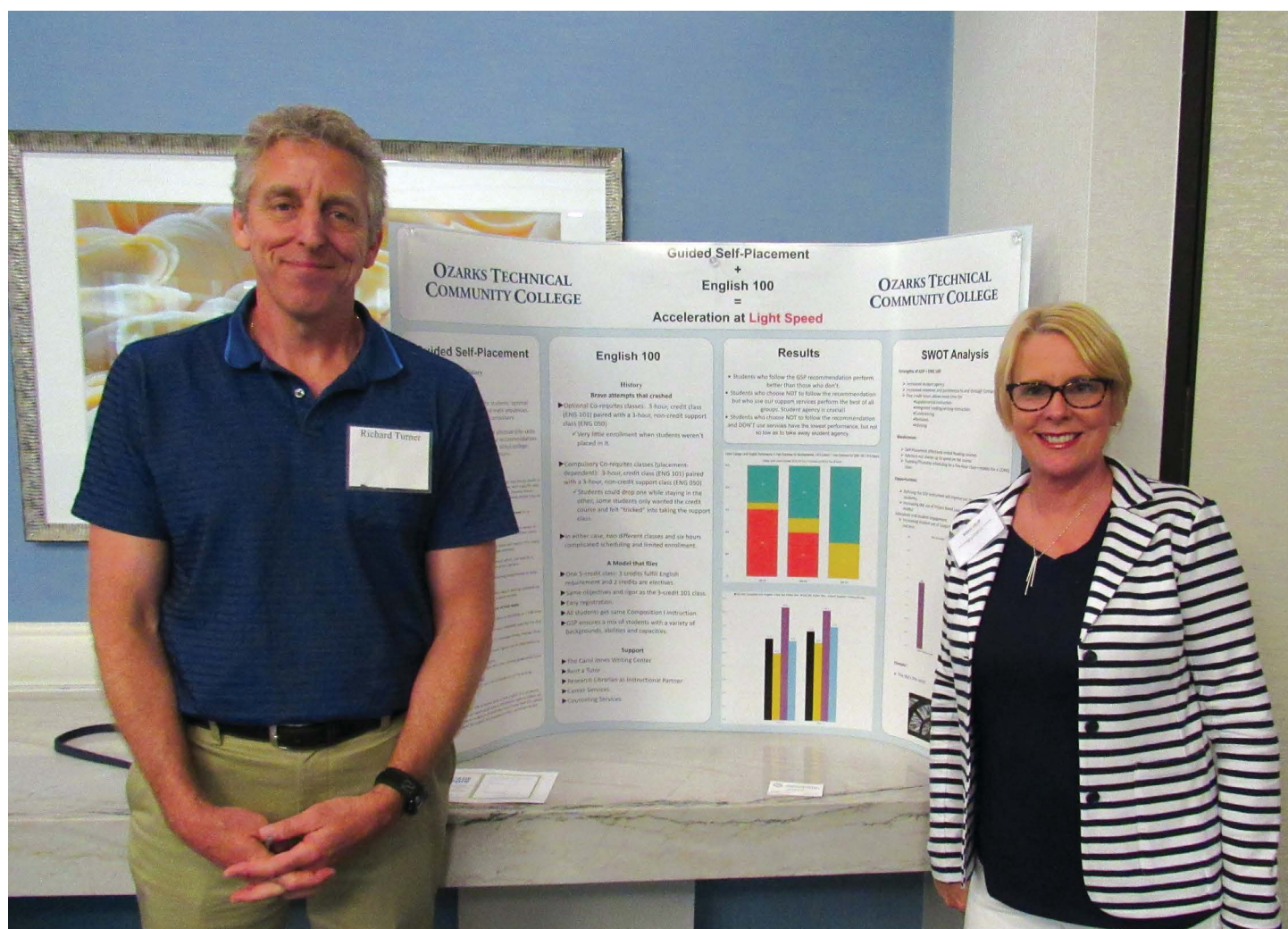
**Student presenters in this session*

POSTER SESSION

5:00–6:00 p.m.

Capital ABC Hallway

- Marci Dawson, Prince George's Community College (FT)/Anne Arundel Community College (PT), "One Course, Two Colleges, Three Modalities: Teaching Integrated Reading and Writing Across the Virtual Universe"
- Ingrid Garcia, Community College of Baltimore County, "Teaching After the Pandemic: Reflections on instructing during a world crisis and transforming pedagogical approaches to higher learning"
- Robert Miller, Community College of Baltimore County, Jewel Jackson, Community College of Baltimore County, "Collaborating with Asynchronous and Synchronous ALP Students to Establish Successful Learning Practices in the Post Pandemic Environment"
- Crystal Pitrois-Takayama, Tri-County Technical College, "Learning from Maria Montessori in the Multi-level Developmental English Classroom"
- Kristin Sericati, Northeast Wisconsin Technical College, "I'm engaged!: Strategies to create community and belonging in any classroom"



BREAKOUT SESSION 6

10:20–11:20 a.m.

6A. “Craft Box? Craft Box!” – Incorporating a Pedagogy of Play in the Co-Requisite Composition Classroom

Location: Capital Ballroom A

Presenters: Sean Newmiller and Lia McCoskey, Lake Michigan College

Abstract: This hands-on session explores how a pedagogy of play can address non-cognitive issues in composition classrooms. Presenters will showcase a variety of creative activities designed to improve motivation, cope with frustration, and help students better engage with their college communities and courses.

6B. Implementing Guided Self-Placement (GSP) for English Courses: Seizing the Opportunity to Pivot Towards Equity

Location: Capital Ballroom B

Presenters: Kim Davis and Sharon Cicilian, Oakland Community College

Abstract: Oakland Community College implemented an online, 24/7 Guided Self-Placement (GSP) Process for English courses in March 2020 that was quickly embraced as a more permanent measure. The college increased its commitment to GSP because results showed improvements in equity while supporting student success in English and non-English courses.

6C. Reimagining Reading Instruction and Content-Area Reading Support without Stand-Alone Reading Classes

Location: Capital Ballroom C

Presenters: Jami Jones, Hannah Oliha-Donaldson, and Scott Stankey, Anoka-Ramsey Community College

Abstract: To meet the goals of Minnesota State system’s Developmental Education Strategic Roadmap and Equity 2030, Anoka-Ramsey is reimagining reading instruction and reading support outside of stand-alone reading courses. In this session, we share how our institution is reimagining reading instruction and support across the curriculum, emerging practices based on our practice, and we will engage participants in a dialogue on emerging practices on their campuses.

6D. Writing placement in context: Scenarios from across Alaska

Location: Capital Ballroom D

Presenter: Carrie Aldrich, University of Alaska Anchorage

Abstract: Participants will apply a critical framework to understanding placement into first-year writing from across the state of Alaska as we develop an overarching philosophy, a collection of best practices that might be applied in different contexts across the state, and a plan for sustaining a culturally responsive Community of Placement.

BREAKOUT SESSION 7

11:25 a.m. – 12:25 p.m.

7A. Big Time Magic: Creative Writing Pedagogy in the Co-Requisite Writing Classroom

Location: Capital Ballroom A

Presenters: Melanie Dusseau and Amy Drees, Northwest State Community College

Abstract: A lens of creativity and equity inspires success, belonging, and an innovative approach to non-cognitive factors. Join our interactive presentation of the ALP model and dynamic composition redesign at Northwest State Community College. Learn to scaffold creative writing craft techniques with strategies that encourage confidence, play with language, and self-efficacy.

7B. You can run, but you can't hide: Embedding holistic support to increase success

Location: Capital Ballroom B

Presenter: Kristin Sericati, Northeast Wisconsin Technical College

Abstract: In an effort to provide an equitable education after implementing Multiple Measures and the 8-Week Advantage, NWTC allocated resources to engage a diverse group of students with culturally relevant curriculum and holistic supports that include intrusive advising, success coaching, mandatory Supplemental Instruction, and an embedded EL coach.

7C. Faculty Development for Co-requisite Writing Courses

Location: Capital Ballroom C

Presenter: Peter Adams, Professor Emeritus, Community College of Baltimore County

Abstract: A three-part session devoted to the exchange of ideas about faculty development for co-requisite writing programs. Part 1 will explore the topics/issues that faculty development needs to address. Part 2 will look at solutions, how various schools have succeeded in meeting the need for faculty development.

7D. Michigan's Guided Self-Placement Recommendations

Location: Capital Ballroom D

Presenters: Dawn Coleman, Coleman Evaluation; Sean Newmiller, Lake Michigan College; and Jenny Schanker, Michigan Center for Student success, Michigan Community College Association

Abstract: The Michigan Center for Student Success developed core principles for Guided Self-Placement as an equitable option to increase success within fully scaled corequisite English and mathematics programs. Presenters will provide an overview of the principles and highlight faculty perspectives on placement in the country's most decentralized higher education environment.

ACKNOWLEDGMENTS

We would like to extend a special thank you to our CCBC student participants, administrators, faculty and staff for the contributions to the planning for the 2022 National Conference on Acceleration in Developmental Education.

CCBC's President Sandra Kurtinitis has had a long-standing commitment to the Accelerated Learning Program since its inception in 2011. The CCBC Provost and Vice President of Instruction, Dr. Joaquin Martinez, provided support for CADE through the Office of Instruction. Dean of Writing, Literacy and Languages, Dr. Monica Walker, assisted with CADE planning. Assistant Dean of Faculty Training & Development, Dr. Dallas Dolan and Activity Director Title III Pathways to the Future, Mr. Kyle Goehner provided financial support for CCBC CADE attendees. Professors Elizabeth Hart and Denise Parker provided editorial support for the draft of the program, and College Communications Marketing Coordinator, Ms. Regina Smith, designed and created the CADE 2022 program. We greatly appreciate administrative assistants, Ms. Lauren Wenzel, Ms. Joni Thorne and Ms. Gina Howell who demonstrated significant support for the conference planning of CADE 2022.

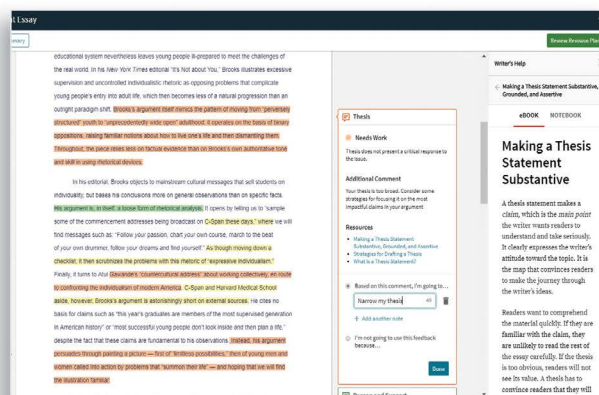
Director of the Mellon Foundation grant, Mr. Murry Baskerville and Dr. Monica Walker generously provided funding through the grant. The National Conference on Acceleration in Developmental Education proudly hosted adjunct faculty who developed curriculum through the Mellon Foundation grant. The adjunct faculty participants, Professors Di Giorgio, Garcia, Kotarides, Patnode, Reed and Yearwood, conducted a CADE 2022 pre-conference workshop. The Mellon Foundation grant also sponsored the registration and attendance for CCBC students. We could not have had such a high level of student and adjunct faculty participation had it not been for the support from the Mellon Foundation grant.



bedford/st.martin's
Macmillan Learning

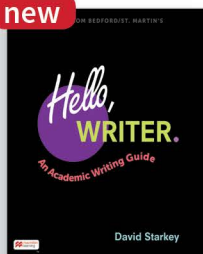
Achieve

Achieve is our dedicated composition space for writing instructors and students of all comfort levels with course technology. It provides a robust e-book, diagnostics with personalized study plans, and writing tools that guide students through drafting, peer review, plagiarism avoidance, reflection, and revision.

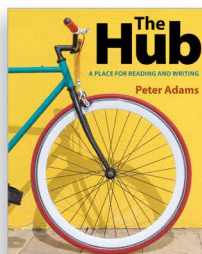


Teaching a corequisite composition or ALP course?

new



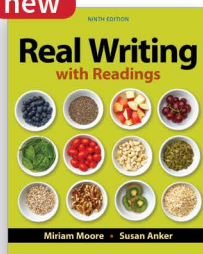
HELLO, WRITER
An Academic Writing Guide
First Edition
David Starkey
With Achieve



THE HUB
A Place for Reading and Writing
First Edition
Peter Adams
With Achieve

See what's new from Bedford/St. Martin's

new



REAL WRITING WITH READINGS
Ninth Edition
Miriam Moore
Susan Anker
With Achieve

COREQUISITE COMPOSITION SUMMER CAMP
BEGINS JUNE 20!

Email english@macmillan.com
for more information about this professional learning event.

To learn more about Achieve for English and our other products,
visit macmillanlearning.com/english

[illegible]



Community College of Baltimore County

7201 Rossville Boulevard
Baltimore, Maryland 21237

For more information contact:

Elsbeth Mantler: emantler@ccbcmd.edu
Haleh Azimi: hazimi@ccbcmd.edu
ccbcmd.edu

alp-deved.org | [@ALPdeved](https://twitter.com/ALPdeved)