Summer 2020 Activities and Descriptions
Registration available on the MCCA Events page.

June 23 2:30-4:00
Core Principles for MIStart2Finish
Alison Kadlec, Sova
In this interactive session, participants will get a deep dive look at the updated "Core Principles for Transforming Remediation" and will have the opportunity to consider the fundamental "why" of each of the Core Principles as well as the evidence around each. Through exploring each of the principles and how they relate to broader student success priorities like guided pathways redesign, participants will be given the chance to (re)consider developmental education redesign priorities in the context of our nation's equity imperative and the still-unknown long-term impacts of COVID-19. In addition to learning more about the updated Core Principles, participants will hear more about the MIStart2Finish initiative and share ideas with peers and MCSS staff.

June 30 2:30-4:30
(Re)designing Mathematics pt.1: The Intersection of Mathematics Pathways, Co-requisite Supports, and Course Redesign
Paula Talley and Connie Richardson, The Charles A. Dana Center
The evidence is growing that student learning and success are maximized when institutions take an integrated approach to mathematics pathways, co-requisite supports and course redesign. In this workshop, participants will assess their current state related to these three areas, interact with research and promising practices from the field, begin refinement work, and plan for continuous improvement processes. Participants will leave with specific action steps and access to resources to support their work.

July 7 2:30-4:30
(Re)designing Mathematics pt. 2: Creating effective co-requisite mathematics classes, face-to-face and online
Paula Talley and Connie Richardson, The Charles A. Dana Center
Designing effective co-requisite courses calls for attention to content, pedagogy, and psychosocial factors. In this session, participants will engage with content alignment strategies and pedagogical techniques that provide support for students who have been underserved in the past. Additionally, participants will explore elements of learning science that contribute to student engagement and success.

July 28 2:30-4:30
Designing Integrated Reading and Writing
Haleh Azini and Elsbeth Mantler, The Community College of Baltimore County
The Accelerated Learning Program (ALP) is a co-requisite model that was developed at the Community College Baltimore County (CCBC). In ALP, students take credit level college composition concurrently with a non-credit integrated reading and writing course. This interactive session will explain the tenets of the integrated reading and writing (IRW) mode. It will also discuss how and why CCBC shifted from offering ALP students a purely writing focused curriculum to an integrated reading, writing, and critical thinking-centric curriculum. Tangible examples of IRW in the classroom will be provided as well.

MIStart2Finish Faculty Roundtable July 14 12:00-1:00
Developmental Education Scale of Adoption Assessment due July 3

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