The 42nd Annual Conference of the National Association for Developmental Education
February 21 - 24, 2018
National Harbor, Maryland

Sponsored by the NADE Executive Board
Table of Contents

NADE 2018 Conference Planning Team ................................................................. 4
Conference at a Glance ......................................................................................... 7
Pre-Conference Institutes ..................................................................................... 8
Conference Keynote Speakers ............................................................................. 18
Hotel ...................................................................................................................... 21
Travel .................................................................................................................... 22
Registration and Membership for Conference .................................................. 23
Special Events ....................................................................................................... 24
Silent Auction ......................................................................................................... 24
Conference Bag Throwback Event ....................................................................... 25
Literacy Project ....................................................................................................... 25
Area Attractions and Sites ..................................................................................... 26

NADE 2018 will be a Green Conference!!!

Download the Guidebook app for all of your devices during NADE 2018. Printed programs are not included in conference registration.
Welcome from NADE President

Dear Colleagues,

On behalf of the NADE Executive Board, I invite you to join us in National Harbor, MD, for our 42\textsuperscript{nd} Annual Conference. Make plans now to join us February 21-24, 2018, in National Harbor—at the Gaylord National Resort and Convention Center—a premier destination for dining, shopping, nightlife, and a beautiful view of Washington, DC and Old Town Alexandria which is a ferry boat ride away.

The conference theme this year is Believe!—a perfect word of encouragement, advice, and teaching philosophy for our field. The conference committee has been working hard to develop an incredible selection of workshops and speakers to renew and reinvigorate your belief in your practice, your colleagues, and yourself.

So, do not miss out! Make plans now to join us in National Harbor to celebrate and share in the great work being done by developmental educators all across this nation and by our partners around the world.

I am looking forward to seeing you in February if not before,

Robin Ozz
NADE 2018 Conference Planning Team

Conference Co-Chairs

Johari A. Barnes
Director, Academic Support
Community College of Baltimore County

Karen Tompson-Wolfe
Director, The Tomnitz Family Learning
Westminster College

Conference Treasurer

Jeanine Lewis

Conference Registration Chair

Karen Patty-Graham

Helping underprepared students prepare, prepared students advance, advanced students excel.
Conference Program Chair
Denise Lujan

Conference Exhibits Chair
Kathy Stein

Conference Diversity Chair
Art Terrazas

Guidebook Chair
Jennifer Hulehan

Conference Manager
Annette Cook
NADE Board Liaisons

Meredith Slides  
NADE Secretary

Patrick Saxon  
NADE Treasurer

The National Association for Developmental Education

is a 501(c)3 non-profit organization.

NADE OFFICE

P.O. Box 963
Northport, AL 35476
Phone: 205.331.5997  Fax: 866.519.1331
Conference at a Glance

**February 20th, 2018**

1:00 pm - 5:00 pm  Accreditation Pre-Conference Institute Part I

**February 21st, 2018**

8:00 am – 4:00 pm  Leadership Congress
9:00 am – 12:00 pm  Pre-Conference Institutes
1:00 pm – 4:00 pm  Pre-Conference Institutes, Accreditation Part 2
4:30 pm – 5:30 pm  Newcomers and International Meet and Greet
5:30 pm – 7:00 pm  Exhibit Grand Opening
7:00 pm – 8:30 pm  **Believe in Excellence** Dessert Reception

**February 22nd, 2018**

7:30 am – 8:30 am  Continental Breakfast
8:30 am – 9:20 am  Concurrent Sessions
9:30 am – 10:45 am  Concurrent Sessions
11:00 am – 1:00 pm  **Keynote:** Martha Casazza and Sharon Silverman
1:10 pm – 2:00 pm  Concurrent and Poster Sessions
2:15 pm – 3:15 pm  Special Professional Interest Network (SPIN) meetings
3:30 pm – 4:20 pm  Concurrent and Poster Sessions
4:30 pm – 5:20 pm  Concurrent Sessions

**February 23rd, 2018**

7:30 am – 8:30 am  Continental Breakfast
8:00 am – 8:45 am  Chapter Meetings
9:00 am – 11:00 am  **Keynote:** Stephen Chew
11:15 am – 12:05 pm  Concurrent and Poster Sessions
12:15 pm – 1:00 pm  NADE Business Meeting
1:15 pm – 2:30 pm  Concurrent Sessions
3:00 pm – 3:50 pm  Concurrent Sessions, NADE Committee Meetings
4:15 pm – 5:30 pm  **Keynote:** High Tea with John Storan

**February 24th, 2018**

8:00 am – 8:50 am  Concurrent Sessions
9:00 am – 10:30 am  Celebration Breakfast - NADE Officer installation
                  NADE 2019 Kickoff
Pre-Conference Institutes

February 20th 1:00 – 5:00 pm & February 21st 1:00 – 5:00 pm

1. NADE Accreditation Institute Part 1
   Presenters: Jennifer Ferguson, Jane Neuburger, Linda Thompson, Karen Patty-Graham, Lisa Cole, Naomi Ludman, David Otts
   NADE Accreditation Commission Members

NADE OFFERS ACADEMIC SUPPORT PROGRAM ACCREDITATION
During an eight-hour institute on Tuesday and Wednesday afternoons (1:00 pm – 5:00 pm), attendees and prospective applicants learn how to
- Position their program(s) in theoretical frameworks and create goals and objectives to actualize the program’s mission and vision;
- Conduct a comprehensive self-study to measure program elements using best practices as defined in the NADE Self-Evaluation Guides to improve program and student outcomes;
- Assess student outcomes and student learning outcomes effectively and for multiple audiences;
- Tailor models of redesign for specific campus environments and student populations;
- Create Action Plans based on data analysis and self-study which are intended to increase student success without compromising academic quality;
- Create equivalent comparison groups to get valid assessment of student success if cut scores and/or admission standards have changed.

NADE accredits three types of academic support programs:
- Tutoring services programs – one to one, small group, and others
- Course-based learning support models such as Supplemental Instruction, Peer-Led Team Learning, Structured Learning Assistance, and programs similar to these nationally-disseminated models
- Developmental coursework (such as mathematics, English, reading, study skills), including new models of redesign
- LOOKING FOR: New models of providing academic support that are SUCCESSFUL in demonstrating student learning gains as well as student achievement gains.
February 21st 9:00 am – 12:00 pm

2. **What is True About Brain-Based Learning? Science and Strategies**  
   **Presenter: Janet Zadina**  
   **President, Brain Research and Instruction**

Sometimes teachers are “fed baloney.” Misinformation – neuromyths- abound. Instructors cannot afford to waste time or, worse, to do harm. As educational neuroscience techniques have improved, we have learned much in recent years about what really works and what doesn’t. This presentation brings a unique vision that most cannot bring because the presenter is a former high school teacher who became a neuroscientist, doing MRI brain scan research on dyslexia. She understands the difference between good research and media hype and translates this into credible practices (author of books on this topic). The presentation includes experiential activities from science that amaze while teaching. She models brain-compatible practices throughout the presentation. It is presented with fascinating visuals, humor, and engagement.

The goal is threefold: 1) to dispel myths about brain-based learning. Research indicates that most teachers believe many myths which can translate into practices that may actually harm, or at least, waste time; 2) to replace the myths with a better understanding of learning processes; 3) to provide credible strategies based on new research that will help all learners, especially diverse and struggling learners.

Attendees will be amazed as their beliefs are challenged. They will acquire new strategies they can use immediately with all grades and content areas. They can see brain-compatible teaching modeled by the presenter and participate in energizing activities illustrating scientific principles. Attendees will leave with an Action Plan for immediate application of material and a multitude of additional resources.
3. **Brave New World: Teaching ALP**  
*Presenters: Peter Adams, Susan Gabriel*  
*Community College of Baltimore County*

This institute is designed to assist faculty making the transition to teaching courses modeled on ALP. We will address the following topics through presentation, discussion and group work to formulate pedagogical approaches that have been found useful.

- What problem does ALP address?
- How does ALP work?
- What results has it produced?
- Why does it work?
- What is different about teaching ALP?
- What difference does that make in teaching approaches?
- How do I structure the ALP course syllabi to support students in first-year composition?

4. **Effective Intercultural Communication in a Globalizing World**  
*Presenters: Jill Bruellman, Dr. Jacinta Thomas*  
*College of Lake County*

Through ice breakers, PowerPoint, lecture, small group discussion and small and whole group activities and Q&A presenters will show how to develop cultural competency in themselves, their students, and institutions.

Participants will: 1) examine different aspects and beliefs of their individual cultural identities (race, gender, nationality, linguistic affiliation, etc) and reflect on how these aspects affect their interactions with others; 2) be introduced to specific dimensions of cultural variability (individualism/collectivism, high-context/low-context, power distance, time orientation) and their effects on intercultural encounters; 3) explore techniques developing cultural competency in a globalizing world.
5. **All-Google, All-Mobile, All-For-Education**  
*Presenters: Lisa Rosenberry, Kristen Meymaris, Leslie Johnson*  
*Kaplan University*

Google is continuously improving its G-Suite applications including Gmail, Hangouts, G+ Communities, Docs and Drive. But how can we keep up with ever-changing tools and applications? BELIEVE you can do it with this all-Google, all-mobile, step-by-step, hands-on training to increase your productivity and comfort level. Faculty will benefit as we explore G-Suite functionality, settings and basic how-to’s specifically for mobile devices. Leave your laptops in the room and bring your Android, iPhone or iPad to learn the latest and greatest features of G-Suite mobile including:

1. **Using Google Chat/Call/Hangouts for interactive learning situations**  
   - Create personalized chat settings/statuses  
   - Chat with workshop partner  
   - Transition to Google call with workshop partner  
   - Transition to Hangouts with workshop partner  
   - Schedule meetings with Google Calendar including a Hangout link

2. **Using Google Drive/Docs/Forms for quality group work**  
   - Upload Excel/Word files into Drive  
   - Convert Excel/Word files into Google Sheets/Docs  
   - Share Google docs with workshop partner for real time editing  
   - Edit workshop partner’s Google Doc in “Suggesting” mode  
   - Assign tasks for workshop partner to complete  
   - Create a Google Form  
   - Share Google Form with workshop partner and review statistical summary in Google Analytics

3. **Using G+ Communities to engage classes and colleagues**  
   - Set up a G+ Community for class collaboration  
   - Customize the community  
   - Organize community with filters  
   - Integrate Communities with other G-Suite applications including Drive

4. **Using Gmail for effective classroom organization**  
   - Customize settings specific to mobile devices  
   - Create/use filters/labels  
   - Select Labs to enhance emails  
   - Create and use canned responses  
   - Easily add contacts with welcome email to workshop participants
Increasing numbers of students are reporting mental health concerns, something that has been shown to affect student persistence and academic performance. In this way, students with mental illness are part of the developmental education community: they are students in transition who may require supports in order to persist to degree completion.

Attendees will learn about the state of mental illness in colleges as well as why we should consider college students with mental illness as falling under the developmental education umbrella; the developmental education community and mentally ill student population have parallel needs. For example, self-regulation has been demonstrated to be a good coping strategy for college students with mental illness. Data will be presented on the number of college students reporting mental health concerns. Then, original research about resilience, stigma, and identity development in college students with mental illness will be explicated to give a sense of the lived experiences of this population.

Literature demonstrates individuals with mental illness experience a sense of stigma for having the mental illness, struggle with psychological resilience, and undergo a process of identity development surrounding their diagnoses; this will all be built upon through the lens of the college student with mental illness in their own words (the original research studies). Activities will be included to give attendees perspective on the issues facing this population and to help them brainstorm the types of supports they could provide to students with mental illness.
February 21st 1:00 pm – 4:00 pm

7. The Proof is in the Putting
   Presenter: Dr. Kate Sanders, Dr. Ann Petersen
   Western Iowa Tech Community College

Participants will experience the value of practical experience and relevant results supported with authentic activities based on theory and research. This presentation will actively involve educators in bringing more CLASS or CLASSES to their classes through demonstrations and interactions involving:
   - Celebrations of diversity (substantive vs superficial)
   - Language acquisition stages (realistic expectations)
   - Accommodations (realistic challenges vs overwhelming obstacles)
   - Strategies (individualization, technology supports, grading practices)
   - Someone Else’s Shoes (Who are the real language experts in my class?)

8. Taking the “GR” out of Grammar: Embedding Rhetorical Grammar in an IRW Classroom
   Presenter: Miriam Moore
   Lord Fairfax Community College

In this three-part workshop, participants will learn strategies for contextualizing grammar instruction in the IRW classroom. The presenter, co-author of an integrated reading and writing text, will walk participants through a process of identifying critical grammar structures in the context of reading assignments, developing targeted classroom materials to teach those structures, and promoting both reading and writing improvement.

In part one, participants explore differences between traditional approaches to pedagogical grammar and those grounded in research from rhetoric, linguistics, and second language acquisition studies. Participants will identify sources of the “GR” in traditional grammar—the groans, grimaces, and gripes students often bring to classroom grammar instruction—and in small-group discussion, characterize an approach that helps students believe in themselves as users of grammar.

In part two, the presenter illustrates CGPs—critical grammar points—and shows participants via an online sample how to teach them in the context of reading assignments. Using pre-selected readings, participants will identify a CGP and a teaching strategy, sharing their work in small groups.
In part three, the presenter demonstrates how to use CGPs to move from reading to a text-based writing assignment, fully integrating reading, writing, and grammar. Participants will create their own assignments based on selected readings, and these will be showcased at the end of the session. All materials generated will be shared via a Google Drive after the conference.

Participants will leave with access to a compendium of reading and writing lessons which build grammatical knowledge... without the “GR.”

9. **Believing In Systems-Level Change – An Introduction to the Carnegie Math Pathways**  
   **Presenter:** Lisa Savcak  
   **Assistant Director, Carnegie Foundation for the Advancement of Teaching**

Numerous states and institutions are now implementing mathematics pathways in an effort to improve student outcomes and reduce time to completion. Carnegie Math Pathways’ Statway and Quantway are examples of holistic reform approaches designed to give students options that appropriately prepare them for and are relevant to their academic and career goals. More than just a curriculum, though, the Carnegie Math Pathways operates as a collaborative Networked Improvement Community (NIC) that engages and supports individual educators and whole institutions to transform the mathematical teaching and learning experience for all students. Believing that we can accomplish more together than we can alone, the Carnegie Math Pathways has taken a radical, systems-based approach to tackling the low success rates in college math. This session will share lessons learned in implementing effective institution- and classroom-level reform to support participants’ planning and implementation of math pathways in their own contexts. Participants will examine key research-based design elements of effective math reform efforts and explore how Carnegie’s Statway and Quantway incorporate these elements. These elements will be illustrated through lesson demos and a productive struggle activity. We will also share out the newest data about the effectiveness of Statway and Quantway in terms of student success in mathematics as well as transfer and completion rates. Finally, the session will feature student voices and faculty perspectives from Carnegie Math Pathways network institutions on the successes and challenges of incorporating the programs on their campus.
10. Teaching Integrated Reading and Writing in Non-traditional Formats

Presenter: Jeanine L. Williams
Professor and Program Chair of Writing, University of Maryland University College

The success of integrated reading and writing instruction is well-supported in the research literature and should be expanded beyond traditional classroom and student contexts. However, current discussions of integrated reading and writing instruction focus exclusively on traditional face-to-face classroom settings over a traditional 15-week semester. Institutions across the nation are now faced with the challenge of providing effective IRW instruction online, during abbreviated semesters, and to diverse student groups. Practical guidance on IRW in these contexts would be of great benefit to literacy education professionals.

This institute extends the IRW conversation beyond traditional settings and provides practical guidance on teaching integrated reading and writing in an online format, during a condensed semester, and with non-traditional students. Specifically, this institute covers the complete process of course redesign, including the procedures for student placement, curriculum, pedagogy, and faculty training. This will be a highly interactive institute that will guide participants through simulated classroom experiences, small group discussions, working through student case studies, and an opportunity to engage in structural, curricular, and pedagogical design that can be used at their own institutions. In addition to a PowerPoint presentation, materials will include sample weekly online modules, sample assignments, samples of student work, and a sample student placement protocol.
NADE for Newbies is designed for those developmental educators (Faculty, Administrators, Graduate Students [MA and PhD/EdD], and/or Staff) who are brand new to Development Education (DevEd), first-time conference attendees, or those who have only been in the field for 1-2 years. This institute will provide an overview of development education including jargon, associations, publications, institutes, conferences (and how to present at conferences), and it is designed to encourage those in DevEd to understand and "believe" in the past, present, and future of Developmental Education. A tentative outline is as follows:

- Introduction to Developmental Education
- Conferences
- How to Present at Conferences
- Researching and Writing for Developmental Education
- Developmental Education Students: Who they are and who they are not
- Believing in the Future of Developmental Education
Many students experience non-cognitive challenges that interfere with their academic success. Sometimes, a positive thought or kind word can change a person’s day or even his or her life. And certainly, a good laugh or two never hurt anyone. This session focuses on the importance of emphasizing positivity and mindfulness in the classroom and around the campus throughout the semester. Major universities such as Penn, Harvard, Yale, UC Berkeley, etc… now teach courses in “happiness” courses and the research of experts such as Dr. Martin Seligman, Dr. Tal Ben-Shahar, Shawn Achor, and others support the premise that “happiness leads to success, not the other way around.” A little bit of “learned optimism” goes a long way in helping our students and ourselves become more mindful in our everyday lives, which in turn may enhance academic success, retention, completion rates, and, of course, our attitudes.

This session will begin with an ice-breaker, allowing attendees to meet and learn about each other. Then, participants will take a “VIA strengths-finder” assessment to determine strengths and weaknesses, followed by a self-inquiry writing exercise. A Powerpoint presentation and handouts showcase the PERMA-V model used by The Flourishing Center: Positivity, Engagement, Relationships, Meaning, Accomplishment, and Vitality. Small groups will discuss various ways to incorporate these strategies into curriculum, programs, and in the academic workplace with colleagues, focusing on social-emotional connections. Finally, this session will assist instructors, advisors, and administrators in establishing a happier and more accepting environment. Join in the fun to learn, breath, and laugh!
Martha E. Casazza and Sharon L. Silverman have collaborated for over 20 years to help ensure access and success for students in higher education. Casazza and Silverman are both Fulbright Senior Scholars who work globally to advance student success. They have co-authored two classic books in the field: Learning Assistance and Developmental Education and Learning and Development. Student Voices: We Believe in You is their newly published book and the result of interviews with students who have overcome major challenges to achieve success. You will hear their stories where they say that having someone believe in them was the defining element in their success.
Stephen L. Chew has been a professor and chair of psychology at Samford University in Birmingham, Alabama since 1993. Trained as a cognitive psychologist, one of his primary research areas is the cognitive basis of effective teaching. His research interests include the use of examples in teaching, the impact of cognitive load on learning, and the tenacious misconceptions that students bring with them into the classroom. He is the creator of a groundbreaking series of YouTube videos for students on how to study effectively in college (http://www.samford.edu/how-to-study/) which have been viewed over a million times and are in wide use from high schools to professional schools. More recently he created a series of videos for teaching on the cognitive principles of effective teaching (http://bit.ly/1LDovLp).

He was awarded the Buchanan Award for Classroom Teaching Excellence from Samford in 1999. In 2005, he received the Robert S. Daniel Teaching Excellence Award from the Society for the Teaching of Psychology as the outstanding teacher of psychology at four-year colleges and universities. He was named the 2011 Outstanding Master’s Universities and Colleges U.S. Professor of the Year by the Carnegie Foundation for the Advancement of Teaching. He regularly serves as a keynote speaker and workshop leader at conferences on teaching in general and on the teaching of psychology in particular.
Professor John Storan

Keynote Presentation:

Learner Journeys - Origins, Experiences and Destinations

John is the Director of Continuum, The Centre for Widening Participation Policy Studies at the University of East London in the UK and Visiting Professor at Malmo University, Sweden. He is the Director of Action on Access, which is the national coordination team for widening participation. John is also a founding and current Chair of the Forum for Access and Continuing Education (FACE), which is a sister organization to NADE. In recent years, he has been advising and supporting funding agencies, government bodies, and stakeholder groups concerned with access and participation in higher education both in the UK and internationally. In 2014, John was appointed as the UK representative on the Bologna working group for the Social Dimension and Lifelong Learning, and in 2016 he was invited to become a member of the Social Mobility Advisory Group (SMAG), which reports directly to the UK Minister for Universities and Science.
Gaylord National Resort & Convention Center
201 Waterfront St.
Oxon Hill, MD 20745

The Conference room rates are as follows, and each rate includes the $18.00 per night resort fee plus tax:

- Single/Double (up to 2 people in a room) $207
- Triple (3 people in a room) $227
- Quads (4 people in a room) $247
- Atrium Views: $40 additional per night

Make your reservations here.
Other Hotel Information:

Check-In: 4:00 pm

Check-Out: 11:00 am

Parking: On-site Parking, Fees

- Self-Parking: $12 Hourly, $30 Daily
- Valet Parking: Fee: $43 Daily

Travel

The Gaylord National Resort & Convention Center is approximately 8 miles (20 minutes) from Reagan National Airport (DCA), and 40 miles (45 minutes) from Dulles International Airport (IDA). Attendees may also opt to fly into Baltimore/Washington International Thurgood Marshall Airport (BWI), which is approximately 40 miles to the Gaylord.

There are several options for ground transportation to the conference site; however, NADE has secured a 10% discount with Super Shuttle. Book your round-trip trip here or on the phone app use the code GNR50 for the discount. Uber and Lift are available from all local airports, and taxi ride from DCA to the Gaylord resort is approximately $23.00.
Registration and Membership for Conference

Registration for NADE 2018 will open on October 1, 2017. Please note the following important dates regarding registration for NADE 2018.

- **EARLY REGISTRATION:** Online or postmarked by January 31, 2018, with payment to receive early registration rates ($450 with renewed membership)
- **REGULAR REGISTRATION:** Online or postmarked between February 1 and February 14, 2018 ($500 with renewed membership)
- Registrations postmarked after February 14, 2018, will NOT be accepted. After this date, all registrations must be online or on-site.
- **LATE AND ON-SITE REGISTRATION:** Online after February 14, 2018 or on site (late fee of $50 in effect)
- Registration is easily completed by credit card online. A $25 fee will be charged for a check returned due to insufficient funds. If paying by check, send your registration form with payment by February 14, 2018, to:
  - NADE
  - PO Box 963
  - Northport, AL 35476

**CONFIRMATION AND RECEIPT OF REGISTRATION:** You will receive a confirmation of registration and receipt immediately following online registration.

[Click here to register online](#)
Special Events

- Newcomer’s and International Meet and Greet
- Opening Reception followed by Karaoke
- Celebration Breakfast
- High Tea with the Chair of Forum for Access and Continuing Education (FACE)
- Exhibits
- Conference Bag Throw Back

Silent Auction

Please bring donated items for an auction to benefit NADE Scholarships. We encourage members to donate items by bringing them to the conference. Remember no donation is too small in helping our students. Suggested items include, but are not limited to:

- College “swag”
- Books, Journal subscriptions
- Restaurant or spa gift certificates
- Jewelry or other accessories
- Coffee of Chocolate themed gifts
- Concert or sporting memorabilia
- Art work
- Electronics
- Use your imagination

AUCTION: Baskets and other items will remain on display in the Exhibit Hall until Friday at 1:00 pm when the bids will close.
Conference Bag Throwback Event

The Conference Panning Team is supporting a trip down memory lane by encouraging all conference attendees to bring back their previous NADE conference bags. This nostalgic experience will highlight previous conferences and add diversity to the conference scene. So, bring your favorite bag!!! You might even bring an extra for a new NADE member or an old friend.

Literacy Project

We need your help! The need is simple. CHILDREN NEED BOOKS. Many children do not have access to books, without books literacy suffers, thus education and opportunities decline. NADE will be collaborating with a local elementary school near National Harbor, MD to promote early development of love of learning and literacy that position students to be successful in school. You can help by donating new (gently used) books that are appropriate for children five years old to 14 years old. There will be a drop off location in the exhibit hall.
Area Attractions and Sites

National Mall: Monuments by Moonlight Tour

US Capitol Tour

John F. Kennedy Center for the Performing Arts

NBA Basketball: Washington Wizards

NHL Hockey: Washington Capitals

Torpedo Factory Art Center

Click here for more information on attractions.

Participants will need to find his/her own transportation to any of the above attractions, as the conference does not have any group travel planned. Uber and Link are available in the area.