

TENTATIVE SCHEDULE

Concurrent Session I Monday 9:00 a.m.

	Presenter	Title	Location
I.A	Robert Onorato, Cengage VENDOR	“Power to the Professor and Success for the Student”	Conf. Ctr. West

This session will discuss and demonstrate methods and techniques that will activate teaching, integrate retention into the classroom, develop success through persistence, and demonstrate a series of teaching concepts that will result in meaningful learning for students in first year coursework. Participants will experience activities that reinforce student connections to the professor, the course, and each other. The presentation will provide examples that illustrate an involving course model that emphasizes a student-centered learning approach that can be utilized across many classroom environments.

I.B	Patricia Malinowski, Karen O'Donnell, Barbara Murphy & Stephanie Olsen	“Using Assessment as a Foundation for Growth Part I of II”	Canandaigua
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Please Note: This is a two-part session and participants are asked to attend both parts.

Assessment plays an important role on the growth of any academic area; however, designing appropriate assessment outcomes, measures, and targets is often difficult. This presentation will be offered over two sessions. The first part will offer an overview of the assessment process used at Finger Lakes Community College for a multi-component Developmental Studies Department as well as the results. The second part of the presentation will focus on what was learned and problems encountered during this on-going process. This part will also allow time for participants to develop an assessment plan for a specific area.

I.C	Anne Marie Monaco & Helen Rice	“Using Low-Stakes Writing to Foster Relationships and Promote Social and Academic Growth in Students Attending Remedial Classes at CC”	Cayuga
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We will conduct a hands-on demonstration of the use of journal responses in our developmental college reading classes and explain how such low-stakes assignments contribute to academic and social growth and foster personal relationships. We will describe how these shared responses to the *Freedom Writers' Diary* have contributed to the development of more confident writers, encouraged relationships among the

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TENTATIVE SCHEDULE

students and teachers, and provided valuable background information about the students to the instructors

I.D Lou Shields “Career Planning: A Decision-Making Approach” Hemlock

This workshop links a theoretical foundation to practical strategies useful to students (grades 7-16) planning school-to-college/career transitions. Participants will review a 5-step career decision making model, complete a career readiness assessment and visit several useful websites. Questions/discussion will follow.

I.E Krysta Banke, Jerry Curnutt, Sorana Raiciulescu, Alex Jones, Jennifer Petro, Joe “Bones” Williams “Building the Relationships We Value with College Students: a Cross-disciplinary Discussion” Honeoye

How do our colleagues foster, manage, and sustain positive relationships with a diverse student body? A panel of experts from Rochester Institute of Technology discusses methods of connecting with students and facilitating growth. Our current roles are: Assistant Dean of Business, First-Year Enrichment Instructor/Performance Coach, Student Peer Mentor, Community Enrichment Coordinator (in the residence halls), Psychologist/Lecturer, and HEOP Counselor. Bring us your toughest scenarios for the question and answer portion!

I.F Jeanine Rose & Judith Pranger SIG: “Making Friends with Math: Students’ Relationships with Mathematics” Pittsford

Mastering mathematics opens up possibilities for many careers in our technology-rich society. Math-avoidance can limit one’s marketability. What are our students’ relationships with mathematics? If those relationships are negative, why is that? Do we have the power and tools to change this? Do our students understand how math is different from other courses? Let’s discuss some of these issues and share ideas.

I.G Duke Fisher Continuation of Kickoff Followup Session: “Powerful Faculty: Connected Authentic and Influential” Conference Center East

Please note that this is a two-hour workshop, held from 9-11 a.m. It will be repeated from 2:30 – 4:30 this afternoon.

In this session, our kickoff speaker, Duke Fisher of Learning Laboratories, will help

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TENTATIVE SCHEDULE

participants think about and practice how to connect to students, improve their abilities to listen and be present to students and lay the ground work for responding to conflict creatively and productively.

In his inimitable, high-energy style, Duke uses games, role-playing, movie clips to achieve the session's goals. Goals for this session include:

- ✓ Strategies and skills for making connections.
- ✓ Strategies for engagement and getting students talking.
- ✓ Advanced non-judgmental listening skills and listening for underlying interests.
- ✓ Introduction to creative problem solving.
- ✓ Introduction to conflict resolution techniques.
- ✓ Facilitation skills to help students help themselves.

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TENTATIVE SCHEDULE

Concurrent Session II Monday 10:15 a.m.

	Presenter	Title	Location
II.A	Ed Weisman Smarthinking, VENDOR	“Strategies for Fostering an Effective Relationship between Online Tutoring and Campus-based Resources”	Conf. Ctr. West

With new understandings about how people learn, the potential of communications technology, and the radical changes in the patterns of work and study, how can colleges help students who need immediate supplemental instruction after the campus-based resources have closed for the day or weekend? Moreover, how can campus tutors and faculty build a bridge between the work done by an online tutor and the work done on campus? When such a relationship exists, students can get the help they need at night, but still receive crucial reinforcement back on campus. In the particular contexts of developmental math and writing, and ESOL support services, many students' rigorous work and family schedules prevent them from face-to-face tutoring sessions on campus. Our presentation offers a discussion of how institutions can supplement the good work done at the campus Learning Center with online tutoring, and how institutions can build a bridge between the on campus and the virtual.

II.B	Patricia Malinowski, Karen O'Donnell, Barbara Murphy & Stephanie Olsen	“Using Assessment as a Foundation for Growth: Part II of II”	Canandaigua
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Please Note: This is the second part of a two-part session, and participants are asked to attend both parts.

Assessment plays an important role on the growth of any academic area; however, designing appropriate assessment outcomes, measures, and targets is often difficult. This presentation will be offered over two sessions. The first part will offer an overview of the assessment process used at Finger Lakes Community College for a multi-component Developmental Studies Department as well as the results. The second part of the presentation will focus on what was learned and problems encountered during this on-going process. This part will also allow time for participants to develop an assessment plan for a specific area.

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TENTATIVE SCHEDULE

- II.C Jen Morgenstein, Laura Skinner & Marilyn Barnes** **“The Little Program that Could: MERITS – working with at-risk freshmen”** **Cayuga**

MERITS is a program established at SUNY Cobleskill in 2005. Students who have a lower than required GPA in high school and/ or show the need for additional support throughout their Freshman year are offered a conditional acceptance to college through the MERITS program. MERITS stands for M: MENTORING E: Encouragement to join a club or organization R: referrals to on and off campus organizations I: Informal Counseling and Advisement T : Tutoring S: Structured Study hours.

Students have the opportunity through the seminar course to learn key study skills techniques. We also focus a great deal of our curriculum on Strengths Quest. All in all, MERITS is about making connections with students in order to help them with the transition of coming to college.

- II.D Julie Damerell & Eileen Lanzafame** **“Reading and Math: Hand-in-hand from Day One and Page One”** **Hemlock**

You mean I really have to read the problem? But this is MATH! We will look at the relationship between reading and math. Learn how we multiplied students’ learning by adding a reading focus to developmental math classes (without subtracting anything or dividing the students’ attention). Discover reading strategies that easily fit into math class to help students better use and understand their math texts and concepts.

- II.E Lisa D’Adamo-Weinstein** **“Meeting Students Where They Go: Online and Face-to-Face Academic Support”** **Honeoye**

Focusing on current theories and best practices in enhancing learning through technology, attendees will learn about virtual and face-to-face academic support initiatives using Web 2.0 and other online systems as well as a blending online with face-to-face engagements giving students the power to choose the format(s) in which they engage.

- II.F Esa Merson & Rickie McClure** **SIG: “Student Success Story (S)elebration”** **Pittsford**

Although bringing educators together often leads to stories of challenging and frustrating experiences with students, we have all also known students who, despite sometimes formidable obstacles, find enormous success; these students continue to lift us up years after they’ve left. Let’s come together for an uplifting SIG where we share our favorite student success story (no names, please!).

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TENTATIVE SCHEDULE

These stories will later be compiled and sent to participants as a reminder of our happy celebration.

Concurrent Session III Monday 11:30 a.m.

	Presenter	Title	Location
III.A	Wendiann Sethi	“How to shift a math-anxious student into a ‘can do’ place using language patterns and belief changing strategies”	Conf. Ctr. West

Our experience at Seton Hall University's Developmental Mathematics program is that students create obstacles with their beliefs about mathematics and their capabilities of solving mathematical problems. With the use of language patterns specifically focusing on reframing those beliefs, we have observed that the students' attitudes shift from "I can't do math" or "I am afraid of math" to "I can do math" and "I am okay with math."

III.B	Julie Freeman, Rita Richards, & Sheila Simon	“On-Campus Relationships: How SUNY Oneonta Works Together for Student Success”	Canandaigua
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We will share highlights of a few of the relationships we rely on at SUNY Oneonta to bring the best possible service to our students. From Admissions to the Teaching and Learning with Technology Center, allies across campus make it possible for us to serve students. For example, our relationship with the TLTC has resulted in an excellent, homegrown online scheduling system. Come learn about this and other valuable relationships we've forged over the years.

III.C	Linda Weinberg	“Building Relationships with Students with Disabilities”	Cayuga
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In this presentation, I will discuss the relationships I develop and how I do this with students with disabilities.

III.D	Jen Drake & Teri Vigars	“Journal, Camera, Session Log! Multimodal Tools for Tutor Training and Evaluation”	Hemlock
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In this session we'll take an in-depth look at yet more ways in which peer tutor trainers can occupy all of their free time: evaluation and training using video, tutoring session journals, and archives from real-time online sessions. We'll present some examples of these materials from our program in order to spark discussion among participants with regard to their own evaluation and training programs.

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TENTATIVE SCHEDULE

III.E Sophia Georgiakaki “Podcasts, Web Comics, and Interactive Flipping Books: Can Algebra Become Appealing?” Honeoye

I will share several uses of technology and software that I have incorporated in my Beginning and Intermediate Algebra sections. I will demonstrate how I use a tablet PC to offer class notes to all students in my sections, how easily I can create podcasts using Jing (free) and Camtasia (licensed) software, and how I have enhanced all the above with additional software to generate interactive flipping books. Furthermore, I will be sharing a WebComics Software which can be easily used in various disciplines. Can we be more tech-savvy than our students?

III.F Mariangela Chandler SIG – Administrative Issues Pittsford

How will budget cuts and anticipated cuts affect your programs, services or courses? In this SIG, we will be sharing strategies we have used to anticipate a 10%, 15% or even 20% budget cut and describe the changes that would occur. I will share the cost savings proposal grid I used to show budget cut impact on my unit, the Academic Support and Achievement Program. Please bring materials, exercises and ideas you have used for this process. I suggest each participant bring 20 copies of all their handouts.

Please join us at NYCLSA’s Business Luncheon, sponsored by SUNY College at Oneonta, held in Conference Center East at 12:30.

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TENTATIVE SCHEDULE

Concurrent Session IV

Monday 2:15 p.m.

Please note that most of the sessions at 2:15 are 90 minutes in length
Duke Fisher's session begins at 2:30 and is 2 hours in length

	Presenter	Title	Location
IV.A	Rob Goldman, Creativity Yoga, VENDOR	"Shooting from the Heart: Creativity Yoga®" 90 minutes	Conf. Ctr. West

Are you ready to celebrate your passion, uniqueness and creativity? This program offers a haven for self-realization and artistic discovery. Experience the physical, creative, emotional and spiritual connection as you learn what it means to truly create from your heart. This integrated system, which incorporates aspects of Goldman's own Creativity Yoga®, unleashes powerfully creative energy. In an inspiring, challenging, supportive environment, discover newfound freedom and confidence to explore and express the wonders of your self.

IV.B	Pamela Walsh, Cynthia Taber, Donna Gigliotti, and Michael Virtanen, Author	"Meeting the Author: Engaging Reluctant Developmental Readers" 60 minutes	Canandaigua
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At Schenectady County Community College, students in the second-level reading course, College Reading II, read the mystery novel Within a Forest Dark by Michael Virtanen, published by Lost Pond Press in Saranac Lake. This novel is set in upstate New York and includes landmarks in Lake George, Saratoga Springs, Schenectady, Albany, the Adirondack Mountains, Lake Placid, and other areas. When the book was being adopted, Michael, who also writes for the Associated Press, was kind enough to give input to the development of questions for the chapters. He also offered to meet with students after they had finished reading the novel and discuss it with them. The result of this collaboration has been very positive for all involved!

A variety of positive relationships have been created throughout this process:

- Students recognize landmarks in the book and feel a sense of connection with their community. Some can say, "I've been there!"
- Students develop relationships with their classmates as they work in small groups, discussing the novel. Lively discussions often energize the class.
- Students meet the author and get the chance to ask him questions about the plot and the characters. He gets the chance to ask them questions, too, which excites them. Michael is wonderful with the students and encourages them to participate in the discussion. Michael writes, "As a local author,

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TENTATIVE SCHEDULE

schools is under tremendous pressure to change in response to the rapidly evolving demands of literacy in the digital age of the 21st Century. In this session you will learn to identify emerging technology trends that are directly impacting both education and the workplace at all levels. The discussion will also address the continuing evolution of digital content and the emerging “processes” that must necessarily accompany how information will be used everywhere. Learn how new definitions and expectations for "literacy" are changing our requirements for educating our children and re-skilling our workers and how to integrate tools and curricula into the classrooms and workplaces for the 21st Century.

IV.F Jennifer Ferguson & Jane Neuberger NADE Certification Training (prior registration req.) Pittsford

This workshop will be conducted over two afternoon sessions for a total of 8 training hours. It will involve instruction in use of the NADE Self-Evaluation Guides, 2nd Edition (2009). In addition, participants will learn how they can prepare their program for eligibility for NADE Certification. Jennifer Ferguson of Cazenovia College and Training Coordinator of the NADE Certification Council and Jane Neuberger of Syracuse University and Review Operations Coordinator for the Certification Council will conduct the training.

IV.G Duke Fisher Followup of Kickoff Session: “Powerful Faculty: Connected Authentic and Influential” Conf. Ctr. East

NOTE: THIS SESSION BEGINS AT 2:30 p.m. and concludes at 4:30 p.m.

In this session, our kickoff speaker, Duke Fisher of Learning Laboratories, will help participants think about and practice how to connect to students, improve their abilities to listen and be present to students and lay the ground work for responding to conflict creatively and productively.

In his inimitable, high-energy style, Duke uses games, role-playing, movie clips to achieve the session’s goals. Goals for this session include:

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- ✓ Introduction to creative problem solving.

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- ✓ Introduction to conflict resolution techniques.
- ✓ Facilitation skills to help students help themselves.

Concurrent Session V

Tuesday 9:00 a.m.

	Presenter	Title	Location
V.A	Kevin McNeelge	"What Are You Looking At? Evaluating Outreach to At-Risk Populations Using Work Groups"	Canandaigua
	<p>Reviewing the needs and outcomes of students with at-risk characteristics and assessing the impact of existing programs on those students are essential to the ongoing development of student success initiatives. This session will describe the "work group" model for completing these tasks. A work group collects and analyzes data, formulates consensus-based recommendations for change and affirms what works. Participants will have the opportunity to simulate steps in the work group process.</p>		
V.B	Edward Dougherty	"Mapping the Town of Aha: Using Creativity Theory"	Cayuga
	<p>To promote student discovery, teachers can use research into the creative process. This session presents a multi-stage model of creativity and examples of how courses and units can be oriented to promote the creative synthesis of knowledge with problem-solving, "incubation," and other techniques. Time-permitting, attendants will practice, using reflective activities. Results of applying this model are often more engaging for students, more interesting to teach, and may produce more original student work.</p>		
V.C	Mich Sojda	"A New Academic/Athletic Connection... Academic Team Captains!"	Hemlock
	<p>To foster the academic/athletic relationship throughout the year, Academic Services has connected with all our Division III athletic teams to identify, train, and introduce an Academic Team Captain for each team. This individual exhibits leadership skills in academic areas and serves as a resource to teammates concerning college.</p>		
V.D	Stephanie Lawhorne	"Setting Boundaries in Tutoring Relationships"	Honeoye
	<p>Although tutors can and should play a variety of roles in establishing relationships with tutees, relationships between tutor and learner can</p>		

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TENTATIVE SCHEDULE

Concurrent Session VI

Tuesday 10:15 a.m.

Note: Some sessions are 90 minutes in length

	Presenter	Title	Location
VI.A	Beth Bentley	“Developing Developmental Educators: Training for Adjuncts”	Canandaigua

Although there’s increased dependence on adjunct faculty to teach developmental courses, it is rare to find staff trained in developmental pedagogy, nor are they part of departmental curriculum discussions. Consequently, English developmental faculty created three training workshops for adjuncts: an introduction to developmental education, instructional methods for writing and instructional methods for reading. This session will overview the workshop topics and early initiatives to foster communication with tutors in the learning centers because improved staff relationships can lead to improved student success.

VI.B	William Langston	“Statistical Applications Using Paper Helicopters”	Cayuga
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Concepts in science and math are always reinforced with the use of practical examples and real life situations. The teaching of statistics is best accomplished with actual data the students can generate themselves. In Statistics I and Statistics II an experiment is run (in teams of 2 students) where the team:

Creates paper helicopters.

Measures and records the amount of time it takes for the helicopter to fall to the ground from a specific height.

Each team is required to record the time for 20 total drops. Using Minitab statistical software as a learning tool, the concepts of central tendency, variability and the difference between means are explained. These concepts become more meaningful to the students because it is data they have generated.

VI.C	Pat McCurdy	” Writing a Literary Essay in a Developmental English Class: A Focus on the movie Gran Torino”	Hemlock
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This presentation will go over the experience my students had writing a literary analysis essay in a Developmental Writing course. Instead of using a piece of written fiction, I chose to use the film *Gran Torino*. Its themes and human emotions truly connected with my students' interests. This is the first semester I've tried using this film and found it to be extremely rewarding.

VI.D Linda Refsland “Challenging Relationships: Successfully Working with Students with Social Disabilities and Asperger’s Syndrome” 90 minutes Honeoye

Developmental educators and student services professionals have seen an increase in the number of students with disabilities that include a social component, such as Asperger’s Syndrome, and Non Verbal Learning Disabilities. These students often need to utilize multiple services to be successful, however, they often find connecting with needed professionals challenging. This session will focus on providing strategies for working with students, utilizing participant presented examples and collaborative discussion.

VI.E Ann Haverlock & Ellen Foulkes “Creating a Foundation for Active Literacy Using Music, Drama and Journaling” 90 minutes Pittsford

This interactive session will present strategies for teaching active and critical literacy skills to developmental reading students utilizing memoirs, drama, poetry and music. Session will also include demonstrations of methods for using these different genres to increase meta-cognition, fluency, vocabulary, and comprehension through read-alouds, think-alouds and journaling. Participants will see examples of student created screenplays, journaling, and original poetry.

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