

Thursday, November 2, 2017

Grand Rapids Community College
Snedden Hall
415 Fulton St. E
Grand Rapids, MI 49503

9:30am – 10:00am **Registration**

10:00am – 11:00am ***Welcome and Framing of the Work***
Room 108

Participants learn about the ongoing work around mathematics pathways in Michigan, the national context for improving student success and the role of the Charles A. Dana Center in supporting the work.

11:00am – 12:15pm ***Understanding the Current Context and Planning for Change***
Room 108

Campus teams share their current interventions for students designated as underprepared as well as their initial goals for comprehensive redesign. Using their own institutional data and examples from the field, teams will begin to develop an action plan to meet those goals.

12:15pm – 1:15pm **Lunch**

1:15pm – 3:00pm ***Transforming the Role of Placement***
Room 108

Participants begin to leverage multiple pieces of information to consider the structures and processes that need to be in place in order to determine the type and level of support that different students need.

3:00pm – 3:15pm **Break**

3:15pm – 5:00pm ***Exploring the Structure of Accelerated and Co-Requisite Courses***
Room 108

Participants engage in small and large group discussions that layer in additional structural elements, with consideration of how the structures interact. Teams refine their action plans.

Friday, November 3, 2017

- 7:30am – 8:00am **Continental Breakfast**
Room 108
- 8:00am – 8:10am **Announcements**
Room 108
- 8:15am – 10:00am **Determining the Content of Co-Requisite Courses**
College Algebra/Precalculus 1: Room 204
Quantitative Reasoning/Introductory Statistics: Room 209
Participants model the process of backmapping learning outcomes for the support course from the readiness competencies of the college-level course.
- 10:00am – 10:15am **Break**
- 10:15am – 11:45am **Exploring the Concept of Rigor in Mathematics**
College Algebra/Precalculus 1: Room 204
Quantitative Reasoning/Introductory Statistics: Room 209
A major concern in building co-requisite offerings is to ensure that academic standards for transfer-level courses are met. In this session, participants review the positions of the mathematical associations and their views of rigor—with its interrelated components of conceptual understanding, procedural fluency, application, and communication—in an effort to inform content and pedagogy planning for the transfer-level and support courses.
- 11:45pm – 12:30pm **Lunch—meet with your team for the 12:30 session**
Room 108
- 12:30pm – 1:15pm **Staffing the Courses; Action Planning**
Campus Team Conversations: Room 108
Campus teams come back together to consider the current departmental staffing capacity, areas of opportunity, and professional learning needs. Teams revisit and revise their action plans based on the described needs and anticipated support.
- 1:15pm – 2:00pm **Learning from One Another**
Room 108
Campus teams share their co-requisite designs and action plans with other teams.
- 2:00pm – 2:30pm **Wrap-Up and Next Steps**