



IMPROVE COMPLETION THROUGH REDESIGNING DEVELOPMENTAL COURSES

September 17, 2014 :: 1:00 - 2:30 p.m. EDT

Improve degree completion rates by redesigning your developmental courses.

OVERVIEW

Research indicates approximately one-half of all incoming students need remedial work in at least one subject. While the majority of colleges offer developmental coursework, about 75% of students who enroll in these courses do not finish their degrees.

Join your colleagues online and learn how Austin Peay State University redesigned their developmental courses using the Linked Workshop (or SLA) model. This redesign significantly increased student persistence rates and was recognized by the National Center for Academic Transformation (NCAT).

WHO SHOULD ATTEND

Academic leadership involved with coordinating and improving academic support and developmental or remedial programs will gain new ideas from this case study. More specifically, directors of developmental programs and directors of academic support programs including student success, learning, tutoring, or writing centers will brainstorm ideas for improving your support initiatives.

[CLICK HERE TO REGISTER](#)

**DEFINING THE LINKED WORKSHOP MODEL/STRUCTURED LEARNING ASSISTANCE (SLA)**

This model provides remedial/developmental instruction by linking workshops that offer students just-in-time supplemental academic support to core college-level courses. The model also integrates supplementary instruction, tutoring, learning communities, and accelerated learning—all considered best practices in developmental coursework—into core college-level courses.

SUGGESTED READING***Why Rethinking Developmental Education is a Priority***

Given public and federal pressures on college completion, several higher education and policy groups have recently shone the spotlight on developmental education. We interviewed academic leaders at two-year and four-year institutions that offer effective alternative approaches to traditional developmental education.

LEARNING OUTCOME

After participating in this online training, you will be able to generate new ideas for redesigning your developmental courses.

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AGENDA

WEDNESDAY, SEPTEMBER 17, 2014

1:00 - 2:30 p.m. EDT

➔ **Introduction**

- Why Austin Peay redesigned their developmental courses
- Why institutions are redesigning developmental courses in general

➔ **Utilizing data to set goals and measure the success of your redesign**

➔ **Redesigning developmental courses using the Linked Workshop model**

- Outline of the basic framework of the SLA/Linked Workshop model using one course as an example
- Applying the framework to different subject areas
- Instructor requirements and response in the various subject areas
- Logistical considerations (recruiting students, training, paying, expectations, role, etc.)

➔ **Why does it work? Analysis and research that supports this approach**

➔ **Q&A**



INSTRUCTOR



MARTIN GOLSON / Director of Academic Support

Austin Peay State University

Mr. Golson oversees the new Academic Support Center and previously served as the instructional specialist at Austin Peay State University. He was an important member of the team that redesigned two developmental courses, Elementary Algebra and Intermediate Algebra, by integrating them with two college-level math courses, Mathematical Thought and Practice and Statistics. This project was part of the Tennessee Board of Regent's Developmental Studies Redesign Initiative (2006-2009) which was undertaken in collaboration with NCAT. The redesign produced the Linked Workshop Model, which links individualized, computer-based instruction in workshops to traditional instruction in the classroom to allow students to earn core course credit while removing their mathematics deficiency. Martin is a recipient of Clarksville-Montgomery County School System's Point of Light Award.



IMPORTANT INFORMATION

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After registration, each registrant will receive a confirmation of payment or an invoice, depending on method of payment. Each registrant will also receive an email with appropriate login information and more information regarding the event a few days prior to the start of the event. The day of the conference, you will receive another email with the same information. To participate, you will need a computer with a high-speed Internet connection. You will have the option to receive audio via your computer speakers or telephone.

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With a single site connection you can invite as many people as you like to watch and listen to the webcast from the same computer. You'll also receive an electronic link to the presentation materials and handouts as well as additional resources referenced during the live event. Following the webcast you'll receive an email that contains a link to the recorded webcast (link active for 60 days). Additional site connections are also available for \$195.

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PLEASE FAX ALL REGISTRATION PAGES TO: 303.221.2259

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((\$35 Shipping fee outside of U.S. and Canada)

180-day on-demand
download - \$350 USD

Total _____

TOTAL PRICE: _____

EARLY BIRD PRICING

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<http://www.academicimpressions.com/webcast/improve-completion-through-redesigning-developmental-courses>



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