

November 7, 2018

- 9:30am – 10:00am **Registration**
- 10:00am – 11:00am ***Welcome and Framing of the Work***
Room TBD
Participants learn about the ongoing work around mathematics pathways in Washington, 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 TBD
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 TBD
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 Co-Requisite Courses***
Room TBD
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.

This workshop was made possible through the generous support of the Bill and Melinda Gates Foundation.

November 8, 2018

- 7:30am – 8:00am **Breakfast**
Room TBD
- 8:00am – 8:10am **Announcements**
Room TBD
- 8:15am – 10:00am **Determining the Content of Co-Requisite Courses**
College Algebra/Precalculus: Room TBD
Quantitative Reasoning/Introductory Statistics: Room TBD
Participants model the process of backmapping learning outcomes for the support course from the readiness competencies of the college-level course.
- Supporting the Work of Implementing and Scaling Co-Requisites**
Administrators, Advisors, Support Services: Room TBD
Administrators examine exemplars related to supporting the faculty in their co-requisite development, identify the key supports that need to be established at each institution to enable co-requisite work, and develop a plan for putting those processes or resources into place.
- 10:00am – 10:15am **Break**
- 10:15am – 11:45am **Exploring the Concept of Rigor in Mathematics**
College Algebra/Precalculus: Room TBD
Quantitative Reasoning/Introductory Statistics: Room TBD
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.
- Action Planning to Support the Work**
Administrators, Advisors, Support Services: TBD
Participants develop their own action plans for supporting the immediate structural changes and ongoing improvement work at their institutions. They share their plans within their breakout group, then review and consider revising their individual action plans based on ideas shared by other teams.
- 11:45am – 12:30pm **Lunch; meet with your team for the 12:30 session**

- 12:30pm – 1:15pm ***Staffing the Courses; Action Planning***
Campus Team Breakouts: Room TBD
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***
All participants: TBD
Campus teams share their co-requisite designs and action plans with other teams.
- 2:00pm – 2:30pm ***Wrap-Up and Next Steps***