Keynote Address
10:00 am—11:15 am
Anchor Ballrooms C & D

Defining Full Inclusion: A Framework for Learning and Student Success
Campus environments reflect the diversity of American society, but do they represent the concept of full inclusion for all? What are the barriers, challenges, and opportunities facing educators who strive to create a high-quality learning environment that values and embraces the multiple identities of students, faculty, and staff? How can campus leaders engage in the “courageous conversations” that will lead to visible and sustainable change? Through a discussion of the Association of American College and Universities’ framework for *Making Excellence Inclusive* and the recently released *Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning*, participants will explore the necessary steps to promote full inclusion for all.

Student Panel
11:30 am—1:00 pm
Inclusivity in the Undergraduate Experience
Anchor Ballrooms C & D

Moderator: Dr. Don Albrecht, Vice President for Student Engagement and Success

Ryan Harris, Criminal Justice, Freshman ................................................................. SVO
Shane Evans, Health Sciences, Sophomore ................................................................. UPHS
Correy Miller, Psychology, Junior ........................................................................... McNair Scholars
Chauncey Brandom, Political Science, Senior ............................................................ Pride Alliance
Alexis Yabnez, Biomedical Sciences, Senior ................................................................ SOAR STEM

Keynote Workshop
1:00 pm—1:50 pm
Anchor Ballrooms C & D

Continuing the Conversation: A Framework for Learning and Student Success
Through a discussion of the Association of American College and Universities’ framework for Making Excellence Inclusive and the recently released Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning, participants will explore the necessary steps to promote full inclusion for all using the Intercultural Knowledge and Competence

Concurrent Sessions
2:00 pm – 2:50 pm

Language Diversity and Discrimination in Our Schools: Legal, Ethical and Practical Consideration for Educators
Deborah Levensailor, Texas A&M University – Kingsville
Lonestar Ballroom A

When children arrive in school with little or no English-speaking ability, "sink or swim" instruction is a violation of their civil rights, according to the U.S. Supreme Court 1974 decision regarding Lau v. Nichols. This case remains major precedent regarding the educational rights of language minorities, although it is grounded in statute (Title VI of the Civil Rights Act of 1964), rather than in the U.S. Constitution. At issue was whether school administrators may meet their obligation to provide equal educational opportunities merely by treating all students the same, or whether they must offer special help for students unable to understand English. Lower federal courts had absolved the San Francisco school district of any responsibility for minority children’s "language deficiency." But a unanimous Supreme Court disagreed. Its ruling opened a new era in federal civil rights enforcement under the so-called "Lau Remedies."

This Presentation highlights the history of linguistic/cultural discrimination in our schools and the transformation towards inclusion and equality. We will touch on the "English Only" movement et al. to discuss a variety of opposing views. As with all legislative constructs, it takes time to transform mindsets and embrace change.
Assessing HIPs Using Value Rubrics

*Rita Sperry, Michelle Riley & Chelsie Hawkinson, Texas A&M University – Corpus Christi
Lonestar Ballroom B*

The Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics created by the American Association of Colleges and Universities (AAC&U) provide a tool for direct assessment of the student learning that takes place as a result of High-Impact Practices (HIPs). In 2014-2015, the First-Year Learning Communities Program at Texas A&M University - Corpus Christi piloted an assessment model using VALUE rubrics so that student learning objectives (SLOs) could be formatively assessed within individual learning communities and across the program. Faculty and staff across the institution participated in a calibration session and the rating of student work samples using the integrative learning VALUE rubric. Because of the diversity of VALUE rubrics available, this model for assessment using VALUE rubrics could be easily adapted for use with any HIP on campuses to engage faculty and staff in conversations about student learning.

Striving to Increase Student Retention: A Best Practices to Improve Student Engagement & Success

*Jennifer Simpson, Texas A&M University – Corpus Christi
Lonestar Ballroom C*

Student retention is a major concern for many colleges. According to the Tinto Student Integration Model, for traditional students, social interaction with their institution is extremely important for retention. For non-traditional students, the Bean & Metzler Model shows that social integration with campus club memberships, faculty contact, and friends in class are most important for student retention. This session will show several class activities that can easily assist in accomplishing those key model points to increase student retention. These activities help students build a stronger connection with their instructors, classmates and with their campus. The instructional strategies that this session will provide are ones that have shown to be very effective in getting students to feel much more comfortable with coming to see instructors during office hours for class guidance along with feeling more comfortable using campus resources and friends for study groups. For many students, the first year of college can be overwhelming and intimidating. These activities have shown to ease that transition by helping students feel more at ease and connected to their campus. Assignment descriptions will be provided for session participants in a digital format so that they can be easily formatted and edited for personal use.
In 2007, the Association of American Colleges and Universities (AAC&U) embarked on an initiative to develop an alternative to the use of a single score purported to represent student learning. Through its VALUE project, AAC&U suggests that what faculty and students do through teaching and learning constitutes a complex set of processes and that learning produces a broader set of outcomes than current standardized tests measure. To capture this complex set of processes, rubrics were developed (Rhodes, 2010) that can be used to determine the extent to which an introductory psychology course contributes to a set of essential learning outcomes inherent in a good general education program. In this talk, I will describe several activities that can be incorporated into an introductory psychology course that will provide assessment data relevant to the VALUE rubrics for each of the learning outcomes. For example for Inquiry and Analysis, I will describe the use of a Concept Grid and a Media Analysis activity. For Creative Thinking, I will describe three exercises, one of which requires students to evaluate how psychology is portrayed in film.

Add Interactivity into your Classroom with “BYOD” (bring your own device): Overview of Device-Independent Apps to Present in Class, Actively Engage Students, and Record Voiced Annotations

This session will present an overview of device-independent applications to use in the active classroom. Simple apps that work across all or most platforms, to include mobile devices, will give professors tools for active engagement with live activities facilitated and selectively shared in the collaborative environment. Several simple apps to record your voice annotations over lecture notes on tablets, iPads, and touch surface computers will be presented. Please, bring your own device to participate.

Teaching International Students at TAMUCC: Challenges and Some Silent Truths

This session will present an overview of device-independent applications to use in the active classroom. Simple apps that work across all or most platforms, to include mobile devices, will give professors tools for active engagement with live activities facilitated and selectively shared in the collaborative environment. Several simple apps to record your voice annotations over lecture notes on tablets, iPads, and touch surface computers will be presented. Please, bring your own device to participate.
As an international doctoral student of TAMUCC, I am interested to study and observe activities for internationalization of our campus, from our vision 2020 to daily activities, including student activities in campus, overseas exchange programs, international cultural festival and more, faculty's challenges with multi-culture in classroom.

**Abu Dhabi Tourist and Learner**

*Sherdeana Owens, Texas A&M University – Corpus Christi*

*Lonestar Ballroom A*

The session is centered on the healthcare system in Abu Dhabi and neighboring Emirate countries. I had the opportunity to visit Abu Dhabi and Dubai in spring 2015. My host was a well-known global public health professional, Dr. Gail Chanpong. She afforded me an inside view of the UAE (United Arab Emirates) healthcare system with emphasis on Abu Dhabi. I was able to meet healthcare professionals, tour facilities and campuses, and learn about local health programs and concerns. In addition, I had a tourist view of a very modern and beautiful country. My presentation highlights both aspects of the trip.

The presentation begins with the demographics of the area. Next is an overview of the healthcare system. Specific health issues and challenges are identified while trends are highlighted. Finally, specific clinics are introduced and described.

The second portion of the presentation showcases the innovative architecture, natural beauty, and man-made aspects of Abu Dhabi and Dubai.

**The Learning Portfolio - A Student's Path to Discovery, Learning and Reflection**

*Jennifer Simpson, Texas A&M University – Corpus Christi*

*Lonestar Ballroom B*

When assigning work, we are often faced with the same questions from students: “Why do we have to do this?” “Why do I have to learn this?” The Learning Portfolio can be the key to answering those questions. This portfolio does not only focus on what knowledge and skills have been gained from a specific class, it also requires the students to reflect on how they learned those skills and most importantly, why learning those skills is valuable and can be used in either future classes or their future career. Portfolios have been a part of my classroom for seven years now. This one has been most beneficial to my students. Reflections on their learning is more detailed and organized. It provides for a more enriched learning process by encouraging the students to become more understanding of the integration of their courses and the potential for learning over time. These may all sound daunting, but
students are actually able to better understand the purpose of their core classes because of this assignment. This presentation will go over each of the parts of the assignment, the grading rubric and assignment description, along with also showing examples of student work.

**Dirty Hands: Service Learning and Environmental Literature**  
*David Wallace, Texas A&M University – Corpus Christi*  
*Lonestar Ballroom B*

One of the most difficult propositions facing literature instructors in a global academic environment that devalues humanities in favor of hard sciences is bringing course texts into contact with the world outside the classroom. One way to do this is to provide an opportunity for students to connect the the issues they are reading about with their immediate environment through the high impact practice of service learning. In my course "By Air, Land, and Sea: An Introduction to Environmental Literature in the Americas," I use a combination of course texts, service learning, and the physical context of our ideally situated island university to help students become aware of the way that literature is created by and helps to create popular notions of nature, wilderness, environment and human interaction with and responsibility for all three. My presentation details the way I engage students in this service learning through the use of four modules--observation, research, activism, and community engagement--and the impact the project has had on students, the university, and the community-at-large.

**Enhancing and Analyzing Your Social Media Presence**  
*Mitchelle Maresh-Fuehrer, Texas A&M University – Corpus Christi*  
*Lonestar Ballroom C*

Social media is one of the primary means for publics (faculty, staff, students, parents/guardians, prospective students and faculty) to gain information about the university. Many campus organizations--from departments to graduate programs and student organizations--have a social media presence; however, few organizations know how to properly manage social media. The purpose of this session will be to inform participants of effective strategies for social media engagement. We will discuss the types of posts that are most engaging, how to handle negative feedback on social media, and how to encourage dialogue with the public. This session will be 25 minutes in length, with time allotted for Q&A. The facilitator, Dr. Michelle M. Maresh-Fuehrer, is an experienced public relations/crisis communication professor and consultant.
Social Media for Learning

Jan Brott, Texas A&M University – Corpus Christi
Lonestar Ballroom C

In this 25 minute workshop, various social media tools are explored; highlighted by examples and insights shared by educators.