

FRIDAY, AUGUST 21

SESSIONS ON THE TOMPKINS CORTLAND COMMUNITY COLLEGE CAMPUS

FOCUS ON BUSINESS, SCIENCE, TECHNOLOGY, MATH, & ARTS, BUT **ALL ARE WELCOME!**

[REGISTER HERE BY AUGUST 13](#) (may sign up for a partial day)

The TC3 Library will be open from 8:00-4:00 for instructors who wish to visit to work on their classes or consult with librarians.

Time	Sign-in table open from 8:15-12:15					
Plenary 8:45 – 10:30	Welcome & Plenary Presentation: Universal Design and Meeting Federal Requirements for Digital Accessibility					
Morning Breakouts 10:45 – 12:15	Technology in the Biology Classroom	Using AI to Align NYS and TC3 Chemistry Standards	Intro to Particle Physics through Student Investigations	Food Systems Curriculum Discussion	AI Prompt Engineering for Computer Classes	Building Rapport to Support Students in Business Classes
Lunch 12:15 – 1:15	Lunch & Sharing Updates					
Afternoon Breakouts 1:30 – 3:00	Assessing Student Learning Outcomes in Science Courses	Reinforcing Math & Science Concepts through Collaboration	Connection, Cross-Disciplinary Learning, and College Readiness – Examples from Business Programs	Design Maker Studio! <i>Will not be recorded</i>		

TUESDAY, AUGUST 18, and THURSDAY, AUGUST 20

LIVE ONLINE SESSIONS IN ZOOM

Pre-register separately for each ZOOM session you wish to attend “live online” by selecting the links below. ZOOM will email your unique link to join the August meeting at the specified time.

While each session will be recorded, we encourage live attendance for dialogue! The recordings will have *different links* to be shared by email and the [CollegeNow website](#) after sessions are complete.

Time	TUESDAY, AUGUST 18 (in Zoom)	THURSDAY, AUGUST 20 (in Zoom)
9:00 – 10:00	Sharing Session for ACAD (College Success Course) Instructors (ACAD100/150)	Psychology Course Roundtable (PSYC103)
10:15 – 11:15	Making Career Connections (open to all instructors & counselors)	Changes to Sociology & Anthropology Courses (SOC101 and ANTH202)
11:30 – 12:30	Universal Design Tools for Accessibility (open to all instructors & counselors)	
12:45 – 1:45	Rethinking Academic Integrity: TC3's New Policy, New Philosophy, and AI Guidance for All CollegeNow Classes	Flipped Classroom Strategies in the Social Studies (or Any!) Classroom (Open to All)
2:00 – 3:00	Ideas for World Language Programs (FREN, SPAN)	Research & Assessment in Academic Writing (ENGL100 & 101, and those who teach classes with ENGL co- or pre-requisites)

CollegeNow Conference 2026

FRIDAY, AUGUST 21 – ON-CAMPUS

Tompkins Cortland Community College campus in Dryden ([Google Maps](#))

Sign-in open from 8:15AM-12:15PM

Lunch provided

**[COMPLETE THIS REGISTRATION FORM BY AUGUST 13
TO ATTEND ANY CAMPUS SESSIONS](#)**

You may attend the conference for a partial day (indicate in the registration form).

A stipend from TC3 is available for participation in on-campus sessions if you are *not* receiving a district stipend; the stipend request form will be provided at the sign-in table

AUG 21 ON-CAMPUS: OPENING SESSION FROM 9:00-10:30AM

“Universal Design and Meeting Federal Requirements for Digital Accessibility”

Audience: All instructors

Facilitators: Breton Bienvenue (TC3 Instructional Designer) and Karen Rachetta (TC3 Coordinator of Access and Equity Services)

Join us for a presentation on Universal Design for Learning (UDL) and Digital Accessibility. Breton and Karen will introduce instructors to the concepts of UDL and Digital Accessibility, offer practical guidance for implementing it in your courses, and provide a forum to ask questions and discuss challenges.

This topic is especially important given that **federal guidelines will require all online content for TC3 courses to meet the [Web Content Accessibility Guidelines \(WCAG\) 2.1 AA](#) by the Spring 2027 semester**. All online content for K12 must be compliant by spring 2027 or 2028, depending on service area population.

AUG 21 ON-CAMPUS: MORNING BREAKOUT OPTIONS FROM 10:45AM-12:15PM

“Technology in the Biology Classroom”

Audience: Biology instructors (BIOL)

Facilitator: Kelly Murray (TC3 Biology Professor and Liaison)

Technology has increased exponentially in the past couple of decades- in many ways, this has been beneficial for educators. For example, finding a journal article used to take the time and effort of a trip to the library, but is now seconds away in a Google scholar search, and there are a wealth of apps and websites that students can use to test their knowledge as they study. On the other hand, widespread use of technology has negatively impacted student attention spans, and AI advances have become tempting avenues for students to outsource critical thinking. In this workshop, we will discuss how technology can both benefit and hinder learning in the biology classroom, and we will work together to brainstorm ideas on how to make technology work for us, not against us. In what ways has technology benefited your students in the classroom? In what ways has it hindered their learning? This will be an opportunity to share resources and ideas that integrate technology into our pedagogical practices in meaningful ways, while limiting the use of technology where appropriate to foster a robust learning environment.

While the focus is biology and this will highlight biology specific sites and apps, this workshop could be a useful opportunity for anyone to discuss technology in their classroom.

A laptop may be helpful.

“Food Systems Curriculum Discussion”

Audience: Environmental Studies (ENVS) & Agriculture instructors, and anyone interested in integrating Food Systems topics

Facilitator: Dr. Amanda Bisson (TC3 Botany, Culinary Arts, & Food Systems Professor and Liaison)

Food Systems education is a multi-disciplinary approach that helps students connect diverse knowledge and skills with something they need - food. Explore the TC3 curriculum and engage in sharing what teachers are doing in this area. We will discuss lessons that tie in social sciences, humanities, civic discourse, DEISJ, environmental science, and agriculture. Those who want to hear more about the Food Systems & Sustainable Farming program at TC3, including career and transfer opportunities, are welcome!

“Using AI to Align NYS and TC3 Chemistry Standards”

Audience: Chemistry instructors (CHEM)

Facilitator: Dr. Michele Whitecraft (TC3 Chemistry Adjunct Professor and Liaison; former CollegeNow Instructor)

Are you feeling like a noble gas in a high-pressure reactor—stable on the outside but secretly just trying to avoid reacting to another mandate? Welcome to the ultimate survival guide for the modern NY Chemistry teacher. We’re mashing together the NYSSLS inquiry-based "phenomena" with the TC3 College Chem quantitative rigors, and we’re bringing a secret weapon: Artificial Intelligence. In this session, we won’t just talk about the standards; we’ll use AI to do the heavy lifting. We’ll teach you how to turn a dry, 1980s-style TC3 lab manual into a 3D-aligned NYSSLS masterpiece in the time it takes for a centrifuge to stop spinning!

In this workshop, we will:

- "Conjure up" our very own AI-Chemistry Assistant: Learn how to prompt AI to generate "Discrepant Events" and "Real-World Phenomena" that actually align with TC3’s rigorous content and stoichiometry requirements.
- Engineer prompts for PEs: Use AI to instantly draft Performance Expectation (PE) rubrics that satisfy the state’s "evidence statements" without sacrificing the college-level math TC3 demands.

You’ll leave with a digitally-enhanced toolkit of AI prompts and a hybridized syllabus that proves you can satisfy both the TC3 Chem requirements and the NY State Education Department without undergoing an exothermic breakdown!

Bring your laptop.

“AI Prompt Engineering for Computer Classes”

Audience: Computer & other Technology instructors (CIS, CS, CAPS, cybersecurity, etc.)

Facilitator: David Green (TC3 Computer Information Systems Professor and Liaison)

Generative AI tools like ChatGPT and Claude are showing up in our classrooms whether we plan for them or not. This is a practical session on prompt engineering — what it is, why prompts matter, and how to build a simple lesson or activity around it that fits your existing course. We'll look at a few concrete examples of prompts that work and prompts that don't, walk through a basic lesson plan structure you can adapt, and leave time for questions and discussion.

No prior experience with AI tools needed.

Bring your laptop.

“Introduction to Particle Physics through Student Investigations”

Audience: Astronomy & Physics instructors (ASTR, PHSC)

Facilitators: Dr. Hannsjörg Weber (Cornell Professor), Charles Canestaro (CollegeNow Astronomy and Physics instructor, Cortland HS), David Syracuse (CollegeNow Physics instructor, TST BOCES New Visions Engineering), and Fred Farah (Physics Adjunct and Liaison)

Professor Hannsjörg Weber, of Cornell University, with assistance from Charles Canestaro of Cortland H.S. and David Syracuse of the TST BOCES New Visions Engineering program, piloted a particle physics activity for their high school students using data and software from the Compact Muon Solenoid (CMS) at the Large Hadron Collider in Switzerland. Charles’ and David’s CollegeNow physics classes participated in a lecture and question and answer activity. This was followed by a hands-on activity in which students used software provided by Dr. Weber to analyze products of particle collisions to identify W, Z, and H particles. This was most effectively accomplished by pooling their results with those of their classmates in a group effort to determine what particles the collisions gave rise to and, ultimately, what scientists can learn from high energy collisions.

This activity, based on [CMS’ Masterclasses](#), serves as an introduction to particle physics and to physics as a college major. It is intended to provide young students with a partial answer to the question: "What kinds of things does a physics major actually do?"

Charles and David will share their experience, including how it fits within the curriculum, as well as students’ reaction. Dr. Weber is excited to expand this opportunity to more Physics classes and would like to discuss what this would look like on a larger scale. This could even be used as a model for Dr. Weber’s colleagues to develop other outreach activities. An important goal of this meeting is determining the level of interest in a more ambitious follow-up effort.

“Building Rapport to Support Students in Business Classes”

Audience: Business & related instructors (BUAD, ECON, etc.), but Open to All interested instructors

Facilitator: Tim McCabe (TC3 Interim Dean of Business, Technology, & Science and Business Professor)

Tim will present and facilitate a discussion about techniques for building rapport among students to enhance classroom engagement and learning in the business classroom. In his presentation, he will discuss twelve suggestions to help instructors motivate students based on Gallup’s Q-12 method.

AUG 21 ON-CAMPUS: LUNCH FROM 12:15-1:15 PM

“Updates from the College”

Hosted by Victoria Zeppelin (Director of CollegeNow)

AUG 21 ON-CAMPUS: AFTERNOON BREAKOUT OPTIONS FROM 1:30-3:00PM

“Assessing Student Learning Outcomes (SLOs) in Science Courses”

Audience: Natural Sciences (BIOL, ENVS, CHEM specifically), other STEM courses will find this helpful

Facilitator: Dr. Kelly Wessell (TC3 Biology and Environmental Studies Professor)

Kelly will facilitate a session on assessing Student Learning Outcomes (SLOs) in STEM courses. As Chair of the Academic Assessment Committee for TC3, Kelly has helped lead the college-wide improvement of SLO, general education, and program assessment processes, including curriculum mapping. As a Biology and Environmental Studies professor, he will share the ways he assesses SLOs in his courses (including materials such as rubrics, etc.). Attendees are encouraged to share what they do. Through a discussion of what seems to work and what doesn't, we will develop a set of assessment best practices.

“Reinforcing Math & Science Concepts through Collaboration”

Audience: Math, Science, and Technology instructors

Facilitators: Danielle Bethoney and Margaret DeGaetano (TC3 Math Professors and Liaisons)

We will share some examples of projects that apply math and science concepts and skills to help prompt a discussion about how math and science teachers might work on their own or in collaboration with other instructors to reinforce math/science concepts. Come away with inspiration about how to approach some topics in new ways or create semester-long projects that connect topics within the curriculum.

“Design Maker Studio”

Audience: Art instructors (ART), but open to others with makerspaces

Facilitators: Michelle LaMorte (Art Adjunct Faculty and Liaison) and Christine Shanks (Art Faculty)

Choose projects to complete and take home! Bring a flash drive or hard drive with digital files ready to print. Files should be saved in multiple formats such as SVG for Cricut and Glowforge, as well as PDF for ink jet and multimedia printers. You will be able to create unique items such as stickers, magnets, t-shirts, mugs, and more. You will see how the files are loaded into the software and created in real time.

We will have on display the course kits we use for campus art classes, as well as some examples student works and projects.

Due to the nature of this workshop, *it will not be recorded.*

CollegeNow Conference 2026

“Roundtable on Connection, Cross-Disciplinary Learning, & College Readiness”

Audience: Business-related instructors (ACCT, BUAD, SPMT, etc.), Open to All interested instructors

Facilitators: TC3 Professors & Liaisons Janita Moricette (Business Administration), Rich Echevarria (Sport Management), and Lynn Benedetto (Accounting)

This session is designed as a collaborative roundtable co-facilitated by three faculty who represent interconnected disciplines that emphasize applied learning, professional preparation, student engagement, and college readiness within TC3’s evolving academic structure.

- We will open with a brief introduction to TC3’s newly structured schools’ model and what this shift means for us as a collective.
- We will then share program highlights from Business Administration, Sport Management, and Accounting, including key course structures, high-impact assignments, instructional approaches, real-world application strategies, and examples of student success. The goal is to give participants a grounded understanding of how each discipline approaches college-level expectations, applied learning, and student engagement in ways that directly support college readiness.
- From there, the session transitions into an open roundtable dialogue where participants are invited to share experiences, challenges, successes, and questions related to teaching CollegeNow students. The conversation will focus on identifying shared themes, strengthening instructional alignment, and exploring practical strategies for supporting student engagement and college readiness.
- Rather than a traditional presentation, this session is intentionally designed as an interactive space for collaboration, idea sharing, and meaningful professional connection across disciplines.

[COMPLETE THIS REGISTRATION FORM BY AUGUST 13 TO ATTEND ANY CAMPUS SESSIONS](#)

CollegeNow Conference 2026

TUESDAY, AUGUST 18 – LIVE ONLINE OPTIONS

Register with below links to attend live. We will share different recording links afterwards.

Tues, Aug 18 from 9:00-10:00 AM

[REGISTER TO ATTEND LIVE ONLINE](#)

“Sharing Session for ACAD College Success Courses”

Audience: ACAD 100 & 150 instructors

Facilitator: Rick Grossman (Retired TC3 Learning Specialist; ACAD CollegeNow Liaison)

Teachers will be asked to informally share activities, assignments, and resources. Time will also be available to ask questions and discuss topics of interest.

This session is for teachers currently teaching a concurrent enrollment college success course (ACAD 100 or ACAD 150) and for those hoping to teach one of those courses in the 2026-27 school year.

Tues, Aug 18 from 10:15-11:15 AM

[REGISTER TO ATTEND LIVE ONLINE](#)

“Making Career Connections”

Audience: All CollegeNow instructors and counselors

Facilitator: Dara Riegel (TC3 Assistant Director for Employer Relations & Experiential Learning)

Join TC3 Workforce and Career Development staff for a session on how to integrate career exploration and development concepts into any subject or reflection on the future. Our goal is also to empower participants to incorporate the career "why" into subjects that may not otherwise have a clear connection to the "real world."

Tues, Aug 18 from 11:30 AM -12:30 PM

[REGISTER TO ATTEND LIVE ONLINE](#)

“Universal Design Tools for Accessibility”

Audience: Open to All CollegeNow instructors, counselors, staff

Facilitator: Virginia Shank (TC3 English Professor)

Make courses accessible for all! Learn how and why to use tools to increase accessibility, including live captions, trauma-informed class planning, TILTed assignment guidelines, and more. While these tools may be required for some students with disabilities, we help all students by implementing them.

This session will probably be most meaningful for teachers, but staff and counselors may come away with a deepened understanding of how to support both students and colleagues who can benefit from these practices.

CollegeNow Conference 2026

Tues, Aug 18 from 12:45-1:45 PM

[REGISTER TO ATTEND LIVE ONLINE](#)

“Rethinking Integrity: TC3’s New Policy, New Philosophy, and AI Guidance for CollegeNow Classes”

Audience: All CollegeNow instructors

Facilitators: Merryn Clay (TC3 Associate Dean of Academic Affairs) and Eric Jenes (TC3 Librarian)

TC3 has adopted a new Academic Integrity Policy that incorporates a clarified philosophy for how we understand, teach, and respond to integrity in an era when AI tools are reshaping what academic work looks like. This professional development session introduces concurrent enrollment instructors to the policy's core ideas: that integrity is developmental rather than just disciplinary and that faculty, students, and the institution share responsibility for fostering an honest learning environment. We'll cover what the policy expects of you and your students, how to think about the spectrum from honest mistakes to reportable misconduct, and, importantly, how to set clear, practical AI expectations in your syllabus and assignments. You'll leave with concrete resources TC3 has developed to support you and your students.

Tues, Aug 18 from 2:00-3:00 PM

[REGISTER TO ATTEND LIVE ONLINE](#)

“Ideas for World Language Programs”

Audience: FREN, SPAN instructors

Facilitator: Bari Doeffinger (Lansing HS CollegeNow French instructor), RJ Santander Malabanan (Lansing HS CollegeNow Spanish instructor), Christine Evans (TC3 Spanish & ESL Adjunct, Liaison)

Christine will facilitate a peer-to-peer best practice sharing session for world language programs. Our featured presenters are Bari Doeffinger and RJ Santander Malabanan from Lansing High School. Bari and RJ have worked closely together to align language offerings and build a robust program at their school. They will share practical ideas that you can implement in your own school while encouraging discussion about what has worked well, and not, in your classes.

THURSDAY, AUGUST 20 – LIVE ONLINE OPTIONS

Register with below links to attend live. We will share different recording links afterwards.

Thurs, Aug 20 from 9:00-10:00 AM

[REGISTER TO ATTEND LIVE ONLINE](#)

“Psychology Course Roundtable”

Audience: PSYC103 instructors

Facilitator: Gerri-Ann Hartnett (TC3 Psychology Adjunct and Liaison; former CollegeNow instructor)

During this roundtable, we will touch upon a variety of topics, such as:

- Teaching a college course in a high school. Advantages? Disadvantages? What is in your control/not in your control?
- How are you using (or not using) Artificial Intelligence in the classroom?
- Incorporating critical thinking activities within your lessons
- Framing psychology as a science
- Fun/interesting/favorite lessons that are hands-on, connected to real world, or challenge students to distinguish what’s research-supported vs “pop psychology”

Thurs, Aug 20 from 10:15-11:15 AM

[REGISTER TO ATTEND LIVE ONLINE](#)

“Addressing Revisions to Sociology & Anthropology Courses”

Audience: ANTH and SOCI instructors

Facilitator: Justine Lewis (TC3 Sociology Adjunct and Liaison)

Both SOCI 101 and ANTH 202 have been revised in important ways, effective Fall 2026. These revisions more explicitly integrate online modalities (SOCI 101) and address SUNY General Education requirements (the Civic Discourse Core Competency for SOCI 101 and the DEISJ Knowledge & Skill Area for ANTH 202; you can find the SUNY Gen Ed requirements and some SUNY guidance/explanation of them [here](#)). Student learning outcomes have changed for both courses as have means of assessment for SOCI 101. All ANTH and SOCI instructors will receive an email with these updates to use for CollegeNow section syllabi revisions.

While these changes should not impact the overall content of the section(s) you teach, they will likely impact some of the assignments that you use and your means of SLO assessment. In this meeting, we will discuss how we are addressing these changes on our courses.

CollegeNow Conference 2026

Thurs, Aug 20 from 12:45-1:45 PM

[REGISTER TO ATTEND LIVE ONLINE](#)

“Flipped Classroom Strategies in the Social Studies (or Any!) Class”

Audience: Open to All instructors

Facilitator: Tim Baker (CollegeNow HSTY and POSC Instructor at LaFayette High School)

Learn how to apply flipped classroom techniques to your classes! Veteran CollegeNow instructor Tim Baker will walk you through the process he has used successfully in his college classes.

Prior to the conference, you will be sent a brief video to review before the session. Then, we'll discuss in-person, sharing successes and critiques, and troubleshooting questions.

Thurs, Aug 20 from 2:00-3:00 PM

[REGISTER TO ATTEND LIVE ONLINE](#)

“Research & Assessment in Academic Writing”

Audience: ENGL100/101 instructors and those whose classes have ENGL100 or 101 co-/pre-requisites

Facilitators: Chris Farrell (TC3 English Professor), Barbara Need (TC3 English Adjunct Faculty & Liaison)

Members of the English Department will share updates relating to an ongoing project which addresses and clarifies key differences between English 100 and English 101. The discussion will focus on normed rubrics for the required research assignment, assessment, and clarification of research strategies. As these courses are required for the majority of TC3 degree programs, and transfer to meet “First-Year Composition” requirements at other higher education institutions, it is essential that both instructors and students are made aware of the content, approach, and targeted outcome of each class. Come join in the conversation to learn about the role of our gateway English courses.

Most college-level courses require some amount of writing. Thus, understanding the expectations and assessment of ENGL 100 and 101 can help instructors of *other* classes understand what to expect from student writing at the various skill levels.