



2018-2019 Faculty Development Catalog

About the Catalog:

To enroll in a workshop or course mentioned below, click on the title of the workshop or course.

This catalog can assist faculty and staff with:

- Documentation of faculty professional development opportunities
- Development of Professional Development Plans
- Identifying which offerings are eligible for OPI renewal units, tenure and promotion credit, and/or graduate credit

The Faculty Development Center at GFC MSU is continually developing, redesigning, and implementing workshops. Therefore, this catalog is subject to change without prior notice.

Synchronous Offerings

All synchronous offerings require face-to-face instruction at a specifically scheduled time but can be completed remotely over WebEx.

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|--|--|---------------|--------------------------------|---------------------------|---|
| Academic Mindset in Higher Education | <p>This professional development course will discuss academic mindset, specifically related to the GFC MSU student population. The diversity of our student population will be examined, along with the “noncognitive factors” that may impact students’ academic mindset. Participants will also learn about the Growth Mindset for College Students program. Finally, participants will formulate responses to a variety of student situations to further encourage an academic mindset.</p> | Y | Y | N | 2 hours; 5 times yearly (once per 8-week block) |
| Accessible Design with the Student in Mind | <p>This course is for GFC MSU faculty only and is eligible for OPI and Tenure and Promotion Credit. By the end of this course, instructors will be able to explain the laws related to accessibility, design content that complies with accessibility guidelines, and analyze content for accessibility compliance and fix any errors. Instructors will also experience simulations that demonstrate a variety of accessibility concerns.</p> | Y | Y | N | 2 hours; As requested |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|---|--|----------------------|---------------------------------------|----------------------------------|--|
| <u>Designing 8-Week Courses for the Face-to-Face Educator</u> | This course will utilize Backward Design to develop ideas for assessment and learning tasks that align with course outcomes. Instructors will also develop ideas for one High-Impact Educational Practice to be conducted in their course. | Y | Y | N | 2 hours; workshop offerings end December 2018 |
| <u>Designing 8-Week Courses for the Hybrid Educator</u> | This course will utilize Backward Design to develop ideas for assessment and learning tasks that align with course outcomes. Instructors will also develop ideas for one High-Impact Educational Practice to be conducted in their course. | Y | Y | N | 2 hours; workshop offerings end December 2018 |
| <u>Designing 8-Week Courses for the Online Educator</u> | This course will utilize Backward Design to develop ideas for assessment and learning tasks that align with course outcomes. Instructors will also develop ideas for one High-Impact Educational Practice to be conducted in their course. | Y | Y | N | 2 hours; workshop offerings end December 2018 |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|--|--|---------------|--------------------------------|---------------------------|--|
| Foundations of Teaching at the Community College | <p>This course emphasizes strategies for academic and professional success including; the philosophy of community college, the mission and values of GFC MSU, the five GFC MSU college learning outcomes, student success, teaching strategies, D2L Brightspace, engaging in student-faculty communication, communication in the workplace, boundaries in the classroom, dealing with difficult students, encouraging a cooperative academic environment, active learning, curriculum design, feedback, assessment, learning preferences, respecting diversity, safety, and tough topics in education.</p> | Y | Y | Y – through MSU-Northern | 16 1-hour sessions (weekly); Fall and Spring Semesters |
| Getting Started with 8-Week Courses | <p>This course is a required pre-requisite for the 2-hour course titled "Designing 8-Week Courses for the [Face-to-Face, Hybrid, Online] Educator". This course will examine Backward Design, andragogy (the science of teaching adult learners), High-Impact Educational Practices (HIPs) and the three modalities of course delivery at GFC MSU.</p> | Y | Y | N | 2 hours; workshop offerings end November 2018 |
| Improving the Academic Integrity of your Course | <p>This course will examine academic integrity policies at GFC MSU, third-party websites where instructor and/or publisher content may be published, and the tools and strategies educators can use to enhance the academic integrity of their courses.</p> | Y | Y | N | 2 hours; 5 times yearly (once per 8-week block) |

Asynchronous Offerings

All asynchronous offerings have beginning and end dates but can be completed any time within the beginning and end date window.

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|--|---|---------------|--------------------------------|---------------------------|---|
| Accessible Online Course | Are your online courses and resources accessible? From video captions to keyboard navigation, online course accessibility is a multifaceted topic. The videos in this learning module show you how to check for accessibility and fix problems, should you find them. | Y | Y | N | 6 hours; 5 times yearly (once per 8-week block) |
| African American People: Communications, Perceptions, Behaviors, and Beliefs | This module, guided by expert Portia McClain, calls for educators to rethink the dominant culture and values of our educational system and the ways in which we support African American students who educators may be disadvantaging through their behaviors. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |
| Asking Essential Questions | Dr. Cheryl Ziemer explores the relationship between guiding questions and higher order thinking. She examines several types of questions, including metacognitive, reflective, and leading questions, and gives a guideline for criteria in creating questions that connect the learner to higher order thinking. | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|---|---|---------------|--------------------------------|---------------------------|---|
| Climate in the Classroom | This module is about the classroom climate, which refers to the students', as well as your own, psychological and emotional reactions in the classroom. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |
| Communications Between Latino and Majority Communities: Cultural Perspectives for Increased Success | In this module, expert Hector Garcia explores Latino immigration in America, discussing the roots of racism, the federal regulations and restrictions that shape the immigrant experience, the sources and effects of miscommunication between cultures, and what can be done to remedy the situation and ensure that Latino and other immigrant communities are given equal respect and consideration. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |
| Connecting Through Vulnerability | In this learning module, you will learn strategies for connecting with your students on a deeper level so that learning in your classroom increases. Drawing on the writings of Brené Brown, Stephen R. Covey, and John C. Maxwell, this module provides a pathway to deeper connection through vulnerability, empathic listening, communication, and trust. | Y | Y | N | 5 hours; 5 times yearly (once per 8-week block) |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|--|--|---------------|--------------------------------|---------------------------|---|
| Copyright, Copyleft & Fair Use | In this module, you'll learn the basics of copyright for students and teachers. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |
| Creating Engaging Lessons Online | This online course takes you through the information you need to know to successfully create engaging online lessons. Whether you are supplementing your face-to-face class with flipped lessons or you are taking your course fully online, the information in this course will help you get started. | Y | Y | N | 6 hours; 5 times yearly (once per 8-week block) |
| Cyberbullying: Hateful, Harmful and Insidious – Six Students Speak Out | This is an informal, first person essay and incorporates video clips of interviews with students who have experienced cyberbullying. | Y | Y | N | 6 hours; 5 times yearly (once per 8-week block) |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|--|--|---------------|--------------------------------|--|--|
| D2L Leadership (Part 2) | <p>Leadership is the final course in a two-part series focusing on best practices in online learning, student engagement, and the use of an LMS. This course will review topics introduced in the previous class. It will deepen the participants understanding and application of the tools previously discussed. Finally, this course will address the ideas of leadership in online education, innovation, and usability of the online environment.</p> | Y | Y | Y – through MSU-Northern *must complete both D2L Mastery and Leadership | 2-3 hours of work per week; every other 8-week block |
| D2L Mastery (Part 1) | <p>Through this online course participants will continue to grow in their knowledge or the learning management system as well as be introduced to some of the best practices for teaching and learning in an online environment. Participants will show a mastery of not only the tools in the learning environment but an understanding of Universal Design principles.</p> | Y | Y | Y – through MSU-Northern *upon completion of D2L Leadership | 2-3 hours of work per week; every other 8-week block |
| Data Driven Decision Making: An Introduction | <p>This module, guided by expert Stephen O’Connor, describes the far-reaching effects of accurate and effective data analysis on the school environment.</p> | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|---|--|---------------|--------------------------------|---------------------------|---|
| Designing Your Online Course | In this module, you will learn how to translate face-to-face courses to the online environment. You will learn about what it's like to facilitate an online course and the new skills required in this environment. You will learn to create an online syllabus, including creating measurable learning objectives, and assessments, learning activities, and content delivery methods that align with those objectives. You will learn about tools and strategies for assessing student work in the online environment and how to create active, engaged lessons. You will also learn to choose, create, and curate content delivery methods for online delivery. | Y | Y | N | 5 hours; 5 times yearly (once per 8-week block) |
| Digital Storytelling & Creativity | In this online learning module, you'll learn what Digital Storytelling is and why you might want to use storytelling to teach literacy, communication, and media creation skills in your classroom. | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |
| Digital Video in the Classroom | In this learning module, you'll learn how recorded digital video is used in education, the theory behind the use of video for teaching, and why you might want to use video in your classroom. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|--|--|---------------|--------------------------------|---------------------------|---|
| Educational Program Design Using the ADDIE Model | <p>In this online learning module, you'll learn about ADDIE - one of the most basic, flexible, and common models used to design instructional materials for educational courses and programs. Used to develop both classroom and online educational programs, ADDIE has been a spring board for several other instructional models which makes it essential knowledge for those creating instructional programs.</p> | Y | Y | N | 6 hours; 5 times yearly (once per 8-week block) |
| Every Professor is a Teacher of Reading | <p>Dr. Theresa Kiley discusses the history of reading instruction, educational reform, what it means to be fluent, and addresses how instructors can assist students who struggle to read. Kiley details different theories and strategies that instructors can implement to boost students' self-confidence and reading skill level.</p> | Y | Y | N | 7 hours; 5 times yearly (once per 8-week block) |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|--|--|---------------|--------------------------------|---------------------------|---|
| Factors Affecting Success of Native American Students: History, Culture, and Globalization | <p>In this module, expert Cathy Lathrop examines the current “dropout crisis” among Native American students, exploring the myriad factors (within schools and beyond) affecting their success, such as colonialism’s lasting damage, pedagogical racism, and the difficult task of “walking in two worlds.”</p> | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |
| Foundations of Teaching at the Community College (Online) | <p>This course emphasizes strategies for academic and professional success including; the philosophy of community college, the mission and values of GFC MSU, the five GFC MSU college learning outcomes, student success, teaching strategies, D2L Brightspace, engaging in student-faculty communication, communication in the workplace, boundaries in the classroom, dealing with difficult students, encouraging a cooperative academic environment, active learning, curriculum design, feedback, assessment, learning preferences, respecting diversity, safety, and tough topics in education.</p> | Y | Y | Y – through MSU-Northern | 2-3 hours of work per week; Fall and Spring Semesters |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|--|--|---------------|--------------------------------|---------------------------|---|
| Health and Wellness of Educators | Is it possible to be healthy and a leader? In this module, expert Ann Lowry, PhD answers that question with a resounding “Yes!” and describes the key habits that make for efficient, productive, and healthy leadership. | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |
| Helping Students with Learning Disabilities Succeed in the Classroom | This module provides an overview of students with disabilities that teachers often encounter – ADD/ADHD, memory loss and students who struggle with planning and time management. | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |
| Influence of Slavery and Oppression on African American Students | This module includes Portia’s reflections on her childhood, the lasting influence of slavery on African American families and communities, teaching in multicultural classrooms, and the implications of pedagogical racism. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |
| Instructional Video Best Practices | This module offers a downloadable Instructional Video Software Table with a comparison of the main features of the video creation software mentioned in the tutorials; and a resources list with links to general overview Web sites, instructor-made video examples, and Web sites of all applications mentioned in the module. | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|---|--|---------------|--------------------------------|---------------------------|--|
| Mobile Movie Making 101 | In this module, we'll learn how to plan our shoot, write our outline or script, trim our story to its most basic elements, as well as best practices when lighting, shooting and editing our story. | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |
| Project-Based Learning | This module is led by expert Hope Grover, who guides you through the history of project-based learning, the keys to its successful implementation, and why this practice is so valuable to 21st-century learners. | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |
| Reading Comprehension Strategies | This module provides an overview of reading comprehension and describes strategies the learner can implement in order to improve his or her reading comprehension. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |
| Reflective Practices to Improve Instruction | In this module, we will take a look at how teachers can use reflective practices to improve instruction. | Y | Y | N | 5 hours; 5 times yearly (once per 8-week block) |
| Strategies for Communicating with Teens | You will leave with some real-life tools and conversations to deescalate conflict, manage behavior in a group setting, and develop more understanding and empathy for the socio-cultural and biological changes teens are going through. | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block); |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|--|--|---------------|--------------------------------|---------------------------|---|
| Students of Color: Pivotal Educational Experiences | In this module, expert Jenny Loeck explores the myriad of racially discriminatory practices in schools today, focusing on the pivotal experiences that either promote or hinder the success of students of color. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |
| The Power of Formative Assessment | This module, led by expert Amy Hamborg, reviews assessment practices and the powerful impact that formative assessment can have on student achievement. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |
| Tech Integration Strategies | This series will provide teachers the guidance and structure they need to take the "plunge" into technology integration. By the end of this module, teachers will better understand the concept of effective technology integration and how to plan and organize the unit, lesson, and/or task using the technology integration checklist. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|--|--|---------------|--------------------------------|---------------------------|---|
| Technological, Pedagogical and Content Knowledge (TPACK) | <p>This online learning module focuses on the TPACK framework. TPACK stands for Technological, Pedagogical and Content Knowledge. TPACK describes the sweet spot in teaching when a teacher's content knowledge, pedagogical skills and technology uses combine to create something truly exceptional for students. This module outlines the basics of TPACK and describes some of the ways teachers can assess and improve their own TPACK.</p> | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |
| Warning! Sinking Ship: Helping Those Around Us | <p>In this module, expert Brad Williams draws from the lessons of the Fitzgerald tragedy to give practical advice on acknowledging and addressing the warning signs you may see in a peer struggling to stay afloat amidst emotional turmoil and workplace stress.</p> | Y | Y | N | 3 hours; 5 times yearly (once per 8-week block) |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|---|---|---------------|--------------------------------|---------------------------|---|
| Universal Design for Learning | Universal Design for Learning (UDL) is about removing barriers for ALL students in order to give them the best opportunity to be successful learners. In this overview of UDL, we will look at optimizing the learner’s motivation to learn, options for the representation of new material and options for students to express what they have learned. | Y | Y | N | 5 hours; 5 times yearly (once per 8-week block) |
| Unlocking Potential: The Impact of Mindset on Success | This module will dive into the concept of mindset and its critical impact on education. We will explore methods to teach the concept of mindset and provide strategies to encourage a growth mindset classroom so that students can unlock their potential. | Y | Y | N | 5 hours; 5 times yearly (once per 8-week block) |
| Using Live Video for Student Projects | In this learning module, learn how students will use live video streaming to advertise a created product. The product can be imagined, but will be presented as a real product that is open to the public for purchase/use. | Y | Y | N | 4 hours; 5 times yearly (once per 8-week block) |

| Name of Workshop | Workshop Description | OPI Eligible? | Tenure and Promotion Eligible? | Graduate Credit Eligible? | Workshop Length and Frequency of Offering |
|---|--|---------------|--------------------------------|---------------------------|---|
| Writing Effective Learning Outcomes | We will also demonstrate how to easily write outcomes for every level: program, course, module, using University of Central Florida's Online Objective Builder. Finally, we will talk about assessment and program improvement based on assessment. This short series can markedly improve your teaching and student performance by helping you communicate to your students what the target is and how to achieve a higher score. | Y | Y | N | 5 hours; 5 times yearly (once per 8-week block) |