



## Phase I Syllabus

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**ALERT:** Due to the growing number of cases of COVID-19 in Georgia, all Faculty Development training will be provided online until further notice. Faculty will be awarded 16 hours of professional development for completion of the online activities (modules).

The information shown below is the 'standard' syllabus and has not been altered to reflect this temporary change in the delivery of the training.

### Description of Training

**Phase I, a hybrid training program**, is equivalent to a three-day workshop addressing fundamental expectations, attitudes, behaviors, and procedures necessary to function successfully in the classroom. Topics include student learning outcomes, development and syllabi and lessons plans, standards in the curriculum, adult learning styles, academic advisement, professionalism in the classroom, and more.

**The class meets for one full day.** It begins at 9:00 a.m. and ends by 3 p.m. A working lunch is built into the schedule so bring a sandwich or snack.

**Participants MUST complete online activities PRIOR to attending the training class.** The online activities and detailed information on accessing course materials, the training location, and nearby hotels will be emailed to registered participants 2-3 weeks prior to the scheduled training date.

Participants will receive 24 staff development hours for completing Phase I.

### Training Objectives

- Discuss the history and mission of TCSG.
- Develop and discuss strategies for teaching adult learners, students with different learning styles, and students from different generations.
- Write performance objectives using the three domains. Understand Bloom's taxonomy (original theory and new theory) and how it applies to education.
- Respect and appreciate cultural diversity in the classroom.
- Discuss the importance, function, and use of syllabi and lesson plans.

- Review and discuss program and course standards including semester courses and the curriculum database.
- Discuss classroom management and professionalism.
- Discuss effective teaching methodologies for classroom success.
- Discuss how to make an online course effective.
- Determine appropriate assessment and evaluation methods and tools.
- Discuss student advisement for academic success and retention.
- Discuss advisory committees, work ethics, copyright laws, generations, and professional development.

## Methods of Instruction

Lecture, group discussion, individual and team work, and video presentations (with audience discussion) will be utilized. In addition, the online portion of the training uses SoftChalk and was recorded using "ispring" software. Participants must complete and submit all of the activities prior to the training date; the instructor can see the activities submitted using the SoftChalk gradebook.

It is important that the participant use the "same name" to sign in each time and to complete each assignment. For example, you should sign in as Paul H. Smith, Albany each time. Not Paul H. Smith one time, Paul Smith another time. PH Smith another

time. If you use "different names," the activities you complete will be completed under different names. More details for completing the online activities are provided when the information is sent to participants.

**Note: Participants are required to attend the entire in-person session AND complete all online activities PRIOR to the in-person session to receive credit for the training. If you cannot be present for the entire in-session training and complete ALL online activities PRIOR to the training, please select another session. Extenuating circumstances will be evaluated on an individual basis at the discretion of the instructor.**

## Topics Covered

### History/Background of TCSG

- Who is TCSG and what do they do?
- What was the organizational structure before TCSG?
- How do standards and consortiums help the system?
- How does TCSG fit into the scheme of Georgia's education system?
- Program and course standards (KMS curriculum database)
- Academic Affairs website and links

### How Students Learn

- What are learning styles (especially for adults) and how does the generation gap impact learning?
- Handling students with different learning styles in the same classroom
- Students with disabilities; accommodations
- How diverse backgrounds of students in the classroom be used to benefit and enhance the teaching/learning process?

### Developing Syllabi, Learning Objectives and Lesson Plans

- Components of an effective syllabus
- How to develop a syllabus
- What are the different types of objectives and domains?
- What Bloom's Taxonomy and how is it used in education? (Original theory and new theory)
- How to write and analyze objectives?
- How are objectives used effectively?
- How domains assist the instructor in teaching and testing?
- Identify different types of lesson plans
- How to develop a lesson plan and what should be included in the lesson plan
- How to effectively use syllabi and lesson plans

### Cultural Diversity

- Understand the importance of respecting and appreciating cultural diversity
- Understand what cultural diversity means to others
- Discuss cultural diversity from the eyes of leaders
- Participate in a "chalk talk" about cultural diversity

### The Classroom Instruction and Other Factors

- Sound instructional practices
- What are effective ways to present material to adult learners?
- How can a safe and secure learning environment in the classroom be provided and why is it important to adult learners?
- What are effective ways to present material to adult learners?
- How can the diverse backgrounds of students in the classroom be used to benefit the teaching/learning process?

### Classroom Management

- Faculty behavior expectations
- Classroom behavior (on campus and on internship/externship sites)
- How to handle (or minimize) difficult students, difficult situations, and disruptive and loud behavior

- How to handle behavior problems and unprofessional behavior at externship/internship sites
- Document, document, document-why it is important
- Diversity in the classroom
- Personality Conflicts
- Conflict resolution
- How to discipline adult students
- Having policies AND enforcing them (ex. tardiness, absences, etc.)
- How to handle academic dishonesty
- How to handle other student issues (ex. students using or influenced by drugs or alcohol) and how to access/use your college's Behavioral Intervention Team.

#### Assessment and Evaluation

- Purpose of assessment and evaluation
- How to assess and evaluate effectively and fairly
- Why assessment and evaluation are important

#### Qualities of a Successful Instructor

- Good communicator (communicates frequently and responds to students in a timely manner)
- Treats students fairly
- Organized
- Reasonable
- Prepared
- Presents material in easy to understand matter
- Advisory Program Committee

#### Online Learning and What Makes It Effective

- 100% online, hybrid, web enhanced
- Communication
- Interaction
- Phase II will focus more on online learning

#### Confidentiality

- FERPA
- Emails and correspondence

#### Advisement

- Purpose and function of student advisement
- Goals of an effective advisement program
- Qualities of an effective academic adviser

- Ethics in academic advising
- Legal issues in academic advising
- Student retention

#### Emergency Procedures

- Be familiar with them and know where detailed information is located
- Make students and part time faculty aware of them

#### Legal issues in Education

- Copyright laws
- Confidentiality

#### Generations in the Workforce

- Generational characteristics
- Impact in the classroom
- Engaging generations in class