



Phase I Syllabus

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Description of Training

Phase I, an online training program, is equivalent to a two-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 virtually. The virtually day begins at 9:00 a.m. and ends by 3:00 p.m. A working lunch is built into the schedule so bring a sandwich or snack.

Participants MUST complete online activities PRIOR to completing the virtual day. Registration to complete the online activities can be accessed at [Faculty Development Training Registration – TCSG Office of Technical Education](#). Once Phase I is completed the participants should return to that site to register for part 2 of Phase I and the Phase II online training.

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.
- Define the six types of micromessages, micro-inequities and micro-affirmations.
- Recognize implicit biases as they relate to micromessages.
- 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.
- Determine appropriate assessment and evaluation methods and tools.
- Discuss student advisement for academic success and retention.
- Discuss how to make an online course effective.

Methods of Instruction

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 participants registers.

Note: Participants are required to complete all online activities including the NAPE certification and the in-session training PRIOR to receiving credit for the training. 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

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?
- Engaging generations in class

Web Tools

- Participants will be shown a variety of web tools during the training session that can be used to enhance teaching. Tips for using Blackboard Learn more effectively will also be provided
 - Blackboard Gradebook
 - Blackboard Retention Center
 - Blackboard Ally
 - SoftChalk
 - Respondus.