The National Center for Teaching and Learning
Teaching, Learning and Training Catalogue

Orientations

(Adjunct) Faculty Orientation: 4.5 hour On-Ground Training and On-Boarding

This comprehensive orientation and training will provide participants with an extensive foundation for teaching success at their campus location. This orientation will begin with a “get to know each other” dinner, which will allow faculty to meet key institutional staff and faculty followed by a series of modules which will provide new adjuncts the following:

- An introduction to the institutional mission, goals, and operational standards and their relation to student success.
- Opportunities to fill out important paperwork for HR and payroll
- Hands-on training of universal resources available for faculty working under TCS ES (e-College, email, Library etc).
- Hands on training of campus specific resources specifically related to adjunct work (copy machines, classroom technology etc).
- A basic introduction to the TCS Model of Education and tips for classroom success.
- Opportunities for Q & A

(Adjunct) Faculty Orientation: 90 minute Webinar

This one hour webinar provides participants a basic introduction to systemic resources and processes for teaching within TCSES. This presentation will

- Review the institutional mission, goals, and operational standards and their relation to student success.
- Connect new faculty with some of the universal resources available for faculty working under TCS ES.
- Provide a basic introduction to the TCS Model of Education and tips for classroom success.
- Opportunities for Q & A
New Faculty On-Boarding Program (Monthly Series)

Getting acclimated to any new organization can be a challenge, but adjusting to the “pushes and pulls” of faculty life can present its own set of unique obstacles. Please know that the NCTL is here to help support you.

This brings me to a wonderful program that we will be beginning at TCSPP this coming Academic Year. In addition to the general orientation that you will receive from our Human Resources Department we are asking that you also attend the NCTL’s Academic On-boarding Series, a monthly program which will provide you an in depth look at topics essential to your success as a faculty member. Here is a list of all of the monthly topics:

- “Nuts and Bolts” Needed to Start Your Term off Right
- Student Advising and Managing Student Related Issues
- Scholarship and External/Internal Grant Procurement
- Faculty Promotion and Annual Performance Reviews
- Best Practices in Teaching, Course Design and Assessment

Each session will also have an open time which will allow us to discuss and problem solve any issues that you may be dealing with at that particular time. Most importantly however, the time will allow us to get to know one another and build cross campus relationships.
**Training**

**Academic Policies and Procedure Updates (1 hour session)**

This training discusses important academic policies and procedures updates.

This webinar will cover:

- Satisfactory Academic Progress (SAP)
- Attendance
- Transfer Credit/Course Waiver
- Enrollment in a New Academic Program
- Registration
- And more

**ACCESS for Faculty: What All Faculty Need to Know About Accommodating Students with Disabilities (1 hour session)**

During this training, faculty will learn more about implementing accommodations in the classroom and online.

Questions answered during the training include:

- A student sent me their accommodations letter the day before the final exam. What do I do?
- May I consult with a colleague about a student’s accommodations?
- Do I refer a student to ACCESS if they have a medical emergency (e.g. hospitalized for pneumonia)?
- How do I accommodate a dissertating student?
- Who should proctor exams for students with exam accommodations?
- How do I best support students while holding them to appropriate academic and professional standards?
Advising and Instructing International Students

In order to assist faculty in having successful interactions with international students, this presentation will provide an overview of some of the cultural challenges that international students may encounter, especially as it pertains to U.S. classroom culture, the student-faculty relationship, academic integrity, and plagiarism. In addition, this presentation will provide faculty with a general overview of immigration regulations governing international students in F-1/J-1 status and the limitations in place relating to education and work options while in the United States. Statistics concerning the composition of the international student population will also be presented.

Ask an I.D. (30 minute session)

This training will include an open forum with our team of Instructional Designers to get customized help for Canvas questions. Participants will begin by setting and prioritizing the schedule by suggesting the topics or functions that they would like addressed in this training. The Instructional Designers will be able to access every course offered to date in order to customize responses to the needs of the participants. Participants are encouraged to cite or request specific courses or functions that they are attempting to address.

The goals will be:
(1) To address specific needs for training or user refinement
(2) To increase the skill level of participants through open problem solving of existing issues

The agenda for these sessions will be open and catered to meet the specific needs of its participants.

Canvas Training for Beginners (90 minute On-Ground Lab)

This training is targeted toward the new or beginner level user. Upon completion, the instructor should be able to operate within a basic setup course.

The participant outcomes will be:

(1) Understand how to log in and update profile on canvas
(2) Create announcements and communicate with students using Canvas tools
Canvas Training for Intermediate Users (90 minute On-Ground Lab)

This training is targeted at intermediate users that are able to operate the basic functions of the course, and this training will target more advanced course setup and editing features. Upon completion of this training the instructor should be able to setup a basic course in Canvas.

The outcomes will be:

1. Understand grading functions and how to provide feedback to students using speed grader.
2. Set up calendar and use administrative functions of course shell
3. Design more interactive discussion boards and engagement strategies

Faculty-Led Study Abroad Program

This presentation will provide faculty with guidance about how to initiate and implement a successful study abroad program. The session will include discussion on planning an international trip, developing a budget, and creating a course syllabus and itinerary. The presentation will also provide tips for success and answers to frequently asked questions.

Faculty Media Training (1 hour On-Ground or Webinar)

If you are interested in building your spokesperson skills and/or have been a spokesperson (and are interested in a refresher course), then we invite you to join us for media training. Content will include interview and media management tips including:

- What to do when the media calls
- Preparing your message(s)
- How to deliver your message
- How to prepare for the interview
- “Dos and don’ts”
- Dealing with unexpected questions
Faculty On Boarding Series: Scholarship and External/Internal Grant Procurement (1 hour On-Ground or Webinar)

This training session will give faculty an in-depth look at the resources, policies, and strategies available to help them obtain and manage grants to fund their research and scholarship information.

Faculty Workload Document Training (30 minute On-Ground or Webinar)

Please join us for a short training on the procedures and guidelines for filling out your faculty workload plan for Academic Year 2015-2016. This training will cover:

• General overview of the document and how it differs from previous workload documents
• Outline of processes and procedures for completion and submission
• Opportunities for Q&A

Getting Published (1 hour session)

This training session discusses the publication process, the purpose and importance of publishing, and provides information of what, when, and where to publish.

Graduate Student Success Program (GSSP): How Can Faculty and Students Use It? (1 hour session)

Graduate Student Success Program (GSSP) was created two years ago in Canvas to provide an opportunity for new students to review material related to critical thinking, academic writing, learning styles, and time management and to allow students to learn at their own pace, under the supervision of NCADE’s facilitators. In Fall 2015, GSSP was expanded and became NCADE’s resource hub for Master’s and pre-dissertation Doctoral students. Currently, about 1,500 students are registered in the program.

This demonstration will familiarize faculty with GSSP by covering the following topics:
- What is GSSP?
- What is the content of GSSP?
- How can faculty use it in class or to assist individual students?
- How can faculty and students enroll in the GSSP?
- Questions and suggestions from the webinar participants

**Grantsmanship 101: Getting Started in Grantseeking (1 hour session)**

This presentation will discuss tools for finding and applying for public and private grants for research, teaching, and community engagement, including:

- How to find funding opportunities
- How to begin developing a proposal
- How to identify the funding sources that best fit a project and an institution

**Initiating International Faculty Exchange**

Lead by the Associate Director of International Services, this presentation will provide an overview of the J-Exchange Visitor Program and how faculty can utilize this program to sponsor international faculty as visiting scholars at The Chicago School of Professional Psychology.

**Introduction to the New myChicagoSchool Website (1 hour session)**

Join The Division of Student Affairs for a guided tour of the improved myChicagoSchool website, a dynamic and attractive interface for TCSPP students and beyond. The myChicagoSchool website has replaced eGo. Where myChicagoSchool was formerly available only to those with TCSPP credentials, the website now provides information that may be accessed by prospective students, community partners, alumni, employers, and other constituents. Learn where to access academic and co-curricular resources to support TCSPP students throughout their academic journey.
**IRB Online Application System Training (1 hour session)**

The focus of this training session will be to familiarize yourself with the new online submission system that has replaced the paper IRB forms.

**Library Databases Workshop**

This workshop will focus on using the Chicago School Library’s online databases and catalogs to support the faculty member’s research. Basic and advanced technique using MetaSearch, EBSCOhost, OCLC and ProQuest will be covered, as well as requesting materials via Interlibrary Loan. Obtaining books through the Chicago School’s catalog and I-Share will also be discussed.

**Online Course Evaluation Training (1 hour On-Ground or Webinar)**

Hour-long trainings on TCS’s online student evaluation system. Subjects addressed at this training include:

- General navigation of the online evaluation system.
- Methods for collecting, organizing, and interpreting data.
- Explanation of important dates.
- Strategies for maximizing response rates.
- Strategies for discussing feedback with students.
- Common Questions, Myths, and Concerns regarding student ratings: What the research tells us.

**Pathways to the Professoriate (1 hour session)**

This presentation includes three short sections which include:

- “The Virtual Adjunct”
- The Pathway of a TCSPP Affiliate Faculty Member
- Faculty Appointment: A Dean’s Perspective
Partnering with Career Services (1 hour session, with three parts)

As a faculty member, we invite you to access and promote Career Services. Many of the questions you will receive from students can be handled by our team of Career Specialists.

Part 1: Ask an Expert!
Learn about the classroom presentation Career Services can do on resume/CV writing, job search techniques, networking, and interviewing. Presentation also includes an orientation to the technology tools utilized for these specific purposes.

Part 2: Incorporating Career Services into the Classroom
Discover valuable resources to aid in teaching or discussing topics such as resume/CV building, cover letters, and interviewing.

Part 3: Life after Grad School
Faculty members make great impressions on students and form relationships that can last for many years. Knowing what students are doing with their degree is vital information needed for recruiting incoming students, mentoring current students, and evaluating academic programs. We want to introduce you to a simple method of communicating updates on alumni you connect with post-graduation.

Program Modification Request (PMR) Training (1 hour session)
Join this online training session to learn more about the 2015/2016 Program Modification Request (PMR) process. This session will cover the following areas:

--Overview of Program Modification Request (PMR) process
--Overview of Program Modification Request (PMR) form

This training will highlight specific updates including:

• Program Modification Support Committee (PMSC) - Members/Purpose
• Linkage of PMRs to Academic Program Review cycles
• Deadlines for Submission

Staying Safe on Campus: The Faculty Perspective
This presentation will offer practical, proactive tips for faculty to keep themselves safe in their offices and classrooms. Participants at this workshop will explore realistic “what if” scenarios, review emergency preparedness plans, and discuss how to use campus resources for assistance.
Additionally, the presentation will cover behavioral warning signs, referral options when concerned about a student or colleague, and ways to talk with students about safety concerns.

**Strategies for Faculty to Create Awesome Online Videos (1 hour session)**

This workshop will benefit professors who desire to create engaging content and develop course modules that utilize effective multimedia tools. It will discuss types of educational videos (i.e. webcams, screencast, animations, video editing, etc.), options for software and platforms, logistics (e.g. presentation, scripts, lighting, etc.), and general tips and techniques.

**Learning Objectives:**
- Identify tools for creating interactive videos
- Showcase examples of educational video platforms that are free, cheap, and/or native to the Canvas LMS environment
- Share tips, techniques, and best practices for creating video

**Showdown at the Policy Corral**

The Student Handbook might not be the most exciting thing you’ve read this year, but it gets moody if you ignore it, so this presentation will help you identify the important academic policies that every academic cowpoke should know and follow.

*Part 1: Are you gonna register or whistle Dixie?*

A look at registration from a student’s perspective including adding/dropping courses, auditing a course, transfer policies, transfer credits, waiving courses, and leaves of absence. A quick and dirty lesson about the policies and procedures both students and faculty members can expect to encounter as students navigate the registration process.

*Part 2: Rustling up some grades and attendance*

From demonstrating satisfactory academic progress to repeating coursework to asking for incompletes, students will keep you on your toes. We’ll guide you through the technical side of grading: the how, the where, and the when. We’ll also discuss the importance of posting attendance and how the eFaculty portal is your friend.

*Part 3: FERPA: The Good, the Bad and the Compliant*
An overview of the Family Educational Rights and Privacy Act and how it applies to faculty members inside and outside the classroom.

**Student Affairs Committee Training: Processes and Procedures (1 hour On-Ground or Webinar)**

Join us for a special training on the processes and procedures of the Student Affairs Committee (SAC). This webinar will go over the following topics:

- Define SAC and explain its purpose
- Provide overview of the SAC referral process
- Provide guidelines and policies for drafting SAC referrals
- Provide an overview of SAC hearing process
- Describe SAC-Clinical Psychology committee and how it differs from institutional SAC

**Student Handbook Training (1 hour session)**

This presentation offers an opportunity for faculty to learn more about the Student Handbook. Subjects addressed will include:

- An overview of School Documents
- Academic Catalog and Student Handbook overview
- A review of updated policies including:
  - Institutional Policies
  - Academic Policies and Procedures
  - Students Rights and Responsibilities
  - Student Life
  - Financial Aid and Student Account Policies

**Student Support Resources (1 hour On-Ground or Webinar)**

Do you know the deadline to submit an incomplete grade? What wellness resource is available to students 24/7?

Join The Division of Student Affairs as we present vital student resources to assist with student
retention and success. Gain awareness and knowledge capital when interacting with students to address the unique challenges and experiences that require YOUR increased level of understanding.

**Supporting Students with Disabilities**

According to the U.S. Census Bureau, 49.7 million Americans have a disability. This presentation will explore the Americans with Disabilities Act and Section 504 of the Rehabilitation Act as they apply to institutions of higher learning. Participants can expect an overview of the accommodation request procedure, faculty rights and responsibilities, a summary of common types of disabilities, and tips for helping students with disabilities to succeed in the classroom.

**TCS Approach to Online Instruction (1 hour On-Ground or Webinar)**

This training is intended to improve the faculty’s understanding of the basic standards for teaching online at TCS. In addition, foundations, principles and resources for improving hybrid and online pedagogy are addressed in this non-technical training.

The goals will be:
(1) To distinguish the basic standards for online instructors at TCS (email responsiveness, timely feedback, participation
(2) To examine student engagement in the online environment for best practices.
(3) To construct strategies for effective grading, feedback, and participation for instructors.
(4) To promote academic freedom in the hybrid and online classroom.

**TCS IRB Online Application System Student & Faculty Training (1 hour On-Ground or Webinar)**

Beginning Fall 2014 the current paper IRB forms will replaced by a new online submission system.
Register to attend a webinar training session to learn how to use the new system!

**Tk20: An Introduction for the Purposes of Program Review (1 hour On-Ground or Webinar)**
Please join us for an introduction to Tk20, a new electronic platform for collecting, archiving and analyzing student learning outcome data. After this training, participants will be able to

- Describe Tk20 and how it integrates with TCSPP’s Learning Management System, Canvas
- Summarize the value of Tk20 in the collection and analysis of learning outcome data for the purposes of Program Review and reporting
- Identify the steps necessary for setting up signature assignments and rubrics in Tk20 to aid in the collection of learning outcome data
- Identify the steps necessary for pulling a simple report for the purposes of program analysis
- Use student learning outcome assessment results to drive program development and effectiveness.

TK20 Training (1.5 hour On-Ground or Webinar)

You are being contacted because the course you are teaching this term contains a signature assignment that your program is using to assess learning outcomes as part of their annual program review. Recently, TCSPP purchased a new software called TK20, which provides programs greater opportunity to collect, organize, and analyze student learning data for greater academic effectiveness. The institution is currently piloting this software this term and your class has been selected as part of the pilot. Please attend one of these short trainings (30 minutes) provided by the NCTL to introduce you to this exciting new software.

TK20 Training for Department Heads: Pulling and Reading Reports (45 minute On-Ground or Webinar)

Outcomes for participants include:

- Participants will be able to identify different types of reports in TK20 and apply them to programmatic needs
- Participants will be able to read and analyze reports for academic and programmatic effectiveness
Training #1: Assessment 101: What do I have to do with assessment? (1 hour On-Ground or Webinar)

Objectives addressed:

- Describe the concept of the "Assessment Cycle" and how it can be applied to both program and classroom efficacy reviews.
- Identify the differences between Institutional Learning Outcomes, program Learning Outcomes, Course Learning Outcomes, and Module Learning Outcomes.
- Define signature assignments and capstone assignments.
- Provide a brief Tk20 refresher.

Understanding Faculty Promotion (1 hour On-Ground or Webinar)

This presentation will provide faculty a comprehensive look at the flex-model faculty promotion process and provide strategies on how to get promoted. Participants will be introduced to basic “do’s and don’ts” of the promotion portfolio and have the opportunity to examine exemplar submissions from past applicants. We will explore both electronic and hard-copy portfolios during this presentation.

Understanding TCSPP’s Policy Exception Process (1 hour session)

Established in 2013, The Chicago School’s Policy Exception process provides an avenue for students to request an exception to institutional policy. This webinar is in an online training session to learn about the policy exception process and its role in supporting student success. This presentation is most beneficial for faculty and staff who advise students on school policy.

Understanding the Internal Grant Process (1 hour On-Ground or Webinar)

Local campus Faculty Development and Promotion Committees allocate thousands of dollars each year to support faculty research and development. This training will provide faculty an
overview of the small and large grant application and review processes as well as an opportunity to ask questions about how to best get funding for their research projects.

**Using Course Reserves at the Library**

Course Reserves are a very popular and heavily used service provided by the library. This workshop will answer all your questions about:

- The types of materials that go on the print reserve shelves;
- Reasons to use library e-reserves instead of eCollege to provide documents to your students;
- How to get an e-reserve page activated for your class.

**Using the Library’s Interlibrary Loan services**

Interlibrary Loan is a service that allows you to borrow books and articles not currently available in the Chicago School library’s print or digital collections. This informative workshop will answer all your questions about:

- What kind of materials you can borrow through Interlibrary Loan
- The process for requesting materials through Interlibrary Loan
- Average Interlibrary Loan turnaround times

**Vets on Campus**

Participants can expect to discuss ways to create a safe and welcoming place on campus for student veterans and their families. This presentation will look at active military personnel, veterans, dependents, and family members as they weave in and out of the educational experience. These students enter the classroom with enthusiasm, optimism, and a host of complex social, family, financial and educational issues. Join the conversation that identifies programs and support systems that assist returning vets and dependents in addressing the emotional, mental, career, family and financial challenges that go above and beyond the traditional college student transition.
Scholarship of Teaching and Learning Workshops and Presentations

Adjunct Faculty Promotion (1 hour On-Ground or Webinar)

This presentation will provide faculty a comprehensive look at the flex-model faculty promotion process and provide strategies on how to get promoted. Participants will be introduced to basic “do’s and don’ts” of the promotion portfolio and have the opportunity to examine exemplar submissions from past applicants. We will explore both electronic and hard-copy portfolios during this presentation.

Assessment 101: What do I have to do with assessment? (1 hour session)

Objectives addressed:

- Describe the concept of the "Assessment Cycle" and how it can be applied to both program and classroom efficacy reviews.
- Identify the differences between Institutional Learning Outcomes, program Learning Outcomes, Course Learning Outcomes, and Module Learning Outcomes.
- Define signature assignments and capstone assignments.
- Provide a brief Tk20 refresher.

Better Understanding the TCS Model of Education (90 Minute On-Ground or Webinar)

This presentation will:

- Introduce participants to the TCS Model of Education and the contextual framework for its creation.
- Allow participants to discuss ways of interweaving the TCS Model of Education within our classroom activities and assignments.
- Introduce the TCS Catalogue of Teaching Methodologies and its connection to the TCS faculty mentoring process.
- Provide opportunities for faculty to share their own innovative teaching methodologies.
Beyond the Podium: 21st Century Approaches to Teaching, Research, and Service (1 hour session)

This presentation will discuss new approaches in the way courses are designed, taught and evaluated. It will also discuss how research and service have been reinvented by many universities due to new advances in technology and the advent of globalization.

Building Effective Methods for Evaluating Student Learning (1 hour On-Ground Workshop or Webinar)

This workshop will expose participants to various methods for assessing student learning in their classes. Faculty will learn various summative, formative, indirect, and direct assessment strategies and the strengths and limitations of each. This workshop will also provide an introduction to different types of rubrics for evaluating student performance and participants will begin the processes for creating rubrics for their own courses. All participants will be provided a packet of assessment resources which will serve as a basic foundation for their own courses.

Course Design and Instructional Strategies for Realizing Teaching, Cognitive, and Social Presence in the Classroom (1 hour session)

The Community of Inquiry (CoI) framework is grounded in a collaborative constructivist view, with empirically relevant applications to higher education. This process model has been shown to be effective in online and blended educational environments, as it facilitates the development of a community of learners that supports meaningful inquiry and deep learning while striving to incorporate emerging and conventional educational technology. The CoI framework focuses on integrating social, cognitive, and teaching presences in order to establish an optimal educational experience.

This webinar will cover a brief overview of the empirical research which has been conducted to establish and validate the CoI framework. The presenter will discuss components of CoI which are relevant to our institutions and how we can apply the model to our course development and
course instruction processes. The presenter will also discuss the relevant CoI learning theories pertaining to andragogy and adult education.

Learning Objectives:
• Identify the components of the CoI framework
• Review the relevant adult learning theories in higher education
• Assess how you can better promote community within the classroom milieu

Creating Learning-Centered Syllabi for Greater Student Learning (1 hour On-Ground Workshop)

Participants at this workshop will:

• Understand the benefits of clearly articulated learning goals within syllabi and classroom assignments.
• Understand the relationship between program and course goals as you develop your course syllabi and daily activities.
• Examine models of TCSPP course syllabi.
• Apply the major principles of bloom’s taxonomy to the creation of course and assignment learning goals.
• Create and design learning objectives for course syllabi.

Creating Rubrics for Effective Assessment (1 hour session)

This workshop will:

• Describe the benefits of creating rubrics for classroom assignments and how they are used
• Examine different rubric models and determine the model that best fits their course
• Identify the steps in creating effective rubrics
• Begin the processes for creating rubrics for their own courses.

Community Engaged Scholarship 101

CES 101 will provide a foundation in the pedagogy, principles, methods, and theory of community engaged scholarship. Faculty and staff interested in developing service learning courses, collaborating with community partners, and engaging students are encouraged to attend. Extensive course and syllabi examples will provide participants with inspiration, ideas, and clear models for community engagement.
Creating a Natural, Critical, Learning Environment: An introduction to Surface, Strategic and Deep Learning and the Ken Bain Approach to Teaching. (1 hour On-Ground or Webinar)

Using teaching methodologies discussed in Ken Bain’s award winning book, *What the Best College Teacher’s Do* participants will create new ways to foster “meaningful classroom environments” for their students. Participants will be asked to reflect on the existing mental paradigms that their students most often bring to their classes and create strategies in order to challenge those paradigms to foster deeper student understanding.

**Designing Curriculum Maps (1 hour session)**

Objectives addressed:

- Describe the benefits of curriculum maps to determining program effectiveness
- Describe the steps to building and effective curriculum map
- Examine different models of curriculum maps and determine the model that best fits their program

**Diversity Workshop I: Creating, Sustaining, and Managing Classroom Dynamics (90 Minute On-Ground Workshop or Webinar)**

This workshop provides a broad overview for understanding and managing the dynamics of a diverse classroom. Faculty will have the opportunity to learn key aspects of working with diverse students and how best to understand their experiences, assumptions, and expectations as well as examine his or her own values, assumptions, and expectations for how teaching and learning happens in a specific course. Participating faculty will have the opportunity to work through case studies and discuss his or her own challenges and success stories. Participating Faculty will:

- Understand the benefits of engaging the diverse backgrounds and experiences of students
- Understand the different perspectives that students may bring into the classroom learning
- Recognize the different needs and assumptions presented by diverse students
- Learn to manage “hot moments” in the classroom
- Learn how to set the tone for active participation by all
Diversity Workshop II: Infusing Diversity into Your Course (90 Minute On-Ground Workshop or Webinar)

This workshop will provide the rationale and understanding for the need to infuse diversity into the curriculum/syllabi. Recognizing that this can often be challenging when working with the constraints of a mandatory syllabi and the breadth and depth of the material to be covered, this workshop is geared to facilitate the identification of clear methods that can work with pre-existing syllabi, with minimal requirements in additional time and/or content matter. Faculty who sign up for this workshop must be able to identify a specific course for which they would like to infuse diversity.

Participating Faculty will:

- Gain knowledge of expectations for infusing diversity into courses
- Learn various methods of infusing diversity
- Will see examples of how a curriculum was infused with diversity
- Identify specific methods that may work with a specific course that is currently being taught or will be in the near future

Getting Your CATs to Purr: Classroom Assessment Techniques for Greater Classroom Success (1 hour On-Ground or Webinar)

Unhappy indeed are the moments when we discover--often while grading the final exam--that what our students have learned is not at all what we thought we were teaching. Faculty, and for that matter students, need effective ways of monitoring learning throughout the semester. First introduced by Thomas A. Angelo and K. Patricia Cross in their book, Classroom Assessment Techniques: A Handbook for College Teachers, Classroom Assessment Techniques (affectionately known as CAT’s) are strategies that college teachers use to gauge the effectiveness of their teaching. These models serve as useful tools for asking the fundamental but often elusive questions "What are your students learning?" and its corollary, "How effectively are you teaching?" Participants at this workshop should be prepared for the following:

- Discuss the most important characteristics of successful classroom assessment techniques.
- Identify the seven basic assumptions of quality classroom assessment, and how they apply to the present state of higher education.
- Understand how a carefully designed assessment regimen can lead to higher faculty evaluation scores and greater student learning.
Instructional Skills Workshops (120 Minute On-Ground Workshops)

Instructional Skills Workshops (ISW) are a practical approach to developing skills of the teaching and learning process. These workshops are intensive application based opportunities for faculty to create and facilitate a series of lesson plans (typically, 10-20 minutes in length). Typically, ISW’s include:

- A review of important concepts, such as planning a lesson, increasing participatory learning and providing feedback to students
- The opportunity to teach three short lessons, and to receive constructive feedback from facilitator and peers
- Sessions on a variety of important teaching and learning topics such as learning styles, questioning skills, classroom activities and evaluation of student learning
- write a useful, practical lesson plan
  conduct an interactive classroom session
  consider differing learning needs of students
  use learning outcomes to organize teaching, to help students consider what they are expected to learn
  use common instructional aids effectively
  use good questioning techniques during a classroom session
  give constructive feedback
  increase classroom confidence and competence

Mastering Community Engaged Scholarship: Taking it up a Notch

Faculty and staff who have experience teaching service learning courses, developing curriculum, and maintaining successful community partnerships will learn to delve deeper into service learning pedagogy. Participants will be exposed to concrete examples of reflection models for use in the classroom. In addition, a “How To” approach will assist with course development specifics and building successful community partnerships. In culmination, small group consultations will offer collaborative assistance regarding the barriers and challenges experienced within the field of community engaged scholarship. Issues and resolutions will be shared in a large group format to build mastery of community engaged scholarship.
**Practical Action Research Workshop (2.5 hour On-Ground or Webinar)**

This workshop will map four core differences between Lewin's two-researcher types, and explain how to design and carry out both proactive and responsive action research.

**Strategies for Using Power Point to Enhance Lectures (90 Minute On-Ground Workshop or Webinar)**

Participants at this training will develop better skills for using Power Point Slides in their lectures. Subjects addressed at this training will include:

- An introduction to Power Point and its basic components (if needed).
- “Slide-ology” and “Presentation Zen”, two innovative methods for using power point to aid understanding and learning.
- Common pitfalls which can lead to poorly designed presentations.

**Taking a Step Back: Strategies for Facilitating Better Classroom Discussion (1 hour On-Ground Workshop)**

Participants at this workshop will learn:

- How to identify and overcome barriers to classroom discussion.
- Innovative strategies for developing critical thinking and active learning through discussion groups and discussion forums.
- Teaching methodologies to handle nonparticipants, emotional reactions, and classroom monopolizers.

**The Millennial Generation and Graduate Education (90 Minute On-Ground Workshop or Webinar)**

This presentation will seven core traits of the Millennial generation which have had significant impact on teaching and learning within organizations of higher education. Participants will have the opportunity to discuss the challenges and opportunities which come with teaching a multigenerational student body and explore teaching strategies to better address specific generational contexts.
Using Turnitin.com Effectively (30 minute Webinar)

Turnitin.com can be a powerful tool to help instructors quickly identify plagiarized student work. However, as with all classroom tools, instructors can be much more effective and efficient using turnitin when they become more familiar with the nuances of the software beforehand. Please join us for this short, 30 minute training which will walk faculty through the main bells and whistles of turnitin and provide some strategies for helping students avoid the danger of plagiarized work. Outcomes are as follows:

• Describe the institutional definition of plagiarism and strategies to set students up for success
• Identify the steps to activate turnitin.com within assignments in Canvas
• Recognize turnitin’s advance settings and understand how they can be used effectively in recognizing plagiarized work
• Identify steps to activate turnitin.com directly within the turnitin.com website
• Effectively interpret and analyze originality reports and similarity index scores

Writing a Philosophy of Teaching Statement Part I (1 hour On-Ground)

By sharing your philosophy of teaching with others, you open up a dialogue with your colleagues about pedagogy and good teaching methodologies. A teaching philosophy statement allows you to reflect on your own teaching values and describe how those values are carried through in the dynamics of your classroom.

At this workshop you will:

• Learn what a philosophy of teaching statement is and how it fits in with your role as a faculty member.
• Learn the short and long-term benefits of writing a philosophy of teaching statement, both in the classroom and in your own professional development.
• Begin the steps in writing your own teaching philosophy statement, sharing with one another your own unique values and methodologies of good teaching.
Writing a Philosophy of Teaching Statement Part II (1 hour On-Ground Workshop)

By sharing your philosophy of teaching with others, you open up a dialogue with your colleagues about pedagogy and good teaching methodologies. A teaching philosophy statement allows you to reflect on your own teaching values and describe how those values are carried through in the dynamics of your classroom.

At this workshop you will:
- Bring copies of your teaching philosophy draft to share with your colleagues
- Engage in small groups to workshop your drafts for style and content
- Discuss ways of using your teaching philosophy for promotion consideration and better student evaluation results.

Yes, You Can Teach Writing: Strategies for Delivering and Assessing Written Assignments for Better Student Success (1 hour On-Ground Workshop or Webinar)

Now over two decades old, one of the most successful movements to sweep through higher education is known as the writing across the curriculum movement. However, now that writing competence is no longer being held over the heads of English Departments, more and more faculty look for insight into delivering and grading effective writing assignments. After this workshop, participants will be able to:

- Coach the writing process to students without being buried in paper grading.
- Guide students to make significant, global revisions to their drafts by using ‘revision-oriented’ comments.
- Save time and create better organization in providing feedback by using ‘Track Changes’.
- Gather ideas for grading student writing using analytic and holistic scales.
Certificate Programs and Conferences

Adjunct Faculty Certificate Program
The goal of the Adjunct Faculty Certificate Program (AFCP) is to provide tools and resources that assist adjunct faculty in becoming more effective educators in the classroom. Certification requires an adjunct faculty member to complete the 5 specifically noted modules and at least one elective module. These are to be completed within a two-semester sequence. Upon completion of ACT, the adjunct instructor should be:

- Cognizant of the TCSPP and TCSES mission and how it links to effective teaching.
- Aware of policies and procedures of their department and campus.
- Comfortable in the school’s learning community.
- Equipped with more resources to enhance student learning in the classroom.

Annual Scholarship of Teaching and Learning Institute (1 Day)
The Annual Scholarship of Teaching and Learning Institute is a day long conference celebrating the scholarship of teaching and learning (SoTL) at your local campus. Developed under a predetermined thematic umbrella within the area of Teaching and Learning, the Institute begins with an external keynote speaker followed by faculty led breakout sessions that allow your faculty to share their own commitment to innovative teaching methodologies within their fields of study. The institute is a wonderful opportunity for faculty to share and learn from other faculty, as we will hear about these new ideas from our own community of educators. The day ends with our all faculty “happy hour” which will faculty one last chance to mingle with their colleagues and share what they learned during the course of the day!

Licensure and Certification Session (1 hour On-Ground or Webinar)
Please join us for an informational webinar on professional licensure and certification at TCSPP. We will provide an overview of the working being done to ensure a consistent, accurate, and comprehensive approach to licensure and certification matters across the institution, campuses, and degree programs. Topics include: guidelines for communicating with current and potential students, alumni, and the community regarding licensure and certification, pathways to getting your licensure and certification questions answered, and steps we are taking to ensure that all TCSPP stakeholders (faculty, staff, students) have continued support on all licensure and certification matters.”
Preparing Future Professional Faculty (PF²) Program

The PF2 intensive program focuses upon the needs of future professional faculty in colleges and universities. Selected students will engage in a series of seven 1 hour online seminars, and shadow a faculty member for short stints of time to get a sense of the diverse roles and responsibilities of faculty.

Sample Session Topics Include:

Changing Trends in Higher Education
Evolving Roles of Faculty
The Professor in Diverse Institutions
Teaching in an Online Environment
Issues of Diversity in Higher Education
New Pedagogies for Advancing Student Learning
Grant Writing
Resume/CV Writing/Academic Job Searches

The First Annual MCIC Conference
Nurturing Engagement: Exploring your Personal and Professional Development

TCSPP faculty members are dedicated to the professional and academic development of their students, and that dedication is sustained by attention to their own personal and professional development. The trajectories of career paths and personal quests often intersect in productive and positive ways as psychologists, as teachers, and as individuals. As engaged professionals, TCSPP faculty members contribute to and benefit from a number of different communities—sharing strengths and acquiring resources.

For this inaugural Multi-Campus Integration Conference, the organizing committee is seeking proposals for presentations that focus on personal and professional development. Faculty members are encouraged to submit proposals that explore the dedication to the development of others as well as celebrate the pursuit of self-enrichment and well-being.
The Second Annual MCIC Conference
The Vocation of Innovation: How TCSPP Faculty Advance the Practice and Teaching of Psychology

How are TCSPP faculty “called” to innovate both in their practice and their classrooms? The second annual TCSPP Multi-Campus Integration Conference seeks proposals to answer just this question. The contemporary work of a psychologist is as dynamic and multi-faceted as its historical foundation. Today, psychologists are social activists, they are healers, they are consultants, and at TCSPP, they are incredible teachers. For this year’s Multi-Campus Integration Conference, the organizing committee is seeking proposals for presentations that focus on either the practice or the teaching of psychology. In an effort to create collaboration and collegiality across departments and campuses, participants will present with their fellow TCSPP colleagues on a common theme. Faculty members are encouraged to submit proposals that explore their dedication to the advancement of psychology, whether that be in the community or in the classroom.

The Third Annual MCIC Conference
The Psychologist as Problem Solver

The field of professional psychology is in a continuous process of change, affected by forces such as demographics, technology, globalization, socioeconomic inequities, and changes in healthcare laws. In the midst of these multiple catalysts for changes, faculty members are preparing future professionals. The conference provides breadth and depth and faculty are encouraged to make team presentations if possible. Be creative. Where should the fields of psychology, broadly-speaking, be headed? What is your work that demonstrates the ingenuity, entrepreneurship, and partnerships with community groups that advances or expressed the concept of the Psychologist as problem solver?

The Fourth Annual MCIC Conference
Diversity in Action: How TCSPP Walks the Walk in the Practice and Teaching of Diversity and Multiculturalism

At the core of TCSPP’s mission rests a commitment to diversity in the way its members practice and teach psychology and the related health sciences. However, what does that really look like in action? The Multi-Campus Integration Committee in Collaboration with the Multicultural and Diversity Affairs Committee invites scholars to share research and critically debate how TCSPP educators should take into account increasing cultural, linguistic and religious diversity among teachers, students, and clients. Following an opening plenary speech, this year’s conference will be organized around the following themes: Power and identity in the policy and practice of teaching, racism, bilingual education, serving under-represented populations in teaching and practice, and pedagogical and therapeutic differentiation. Papers covering policies
aimed at increasing the differentiation of the teaching and psychological workforce - or changes in policy that restrict or hinder this process - are also invited for this theme.
Adjunct Hour (60 Minute On-Ground or Webinar)

WHAT GOES ON DURING ADJUNCT HOUR?

This is mostly up to you. Adjunct hour is an opportunity to meet with fellow adjuncts, just like yourself, to discuss teaching challenges, tips, and techniques in an informal setting. We will provide the coffee and snacks; you bring the ideas, questions, or stories from your own classroom experiences. This is a good way to stay connected to fellow colleagues while further promoting the scholarship of teaching!

Faculty Learning Communities (60 Minute On-Ground and On-Line)

Learning communities typically consist of five to seven faculty members who meet in cross-disciplinary teams once a month. Each member takes a turn presenting information about the instructional strategies they use in their classes (eCollege, learner focused groups, problem based opportunities etc). Using a guided discussion format, the team members discuss ways to incorporate these methodologies in their own classes.

The goals of these sessions include

- developing a heightened awareness of faculty teaching practices,
- collaborating on course planning and development,
- creating a spirit of inquiry, and
- helping faculty understand the context of and prior beliefs about their teaching.

Operationally, the faculty learning community sessions are structured to accommodate time for the following activities

- one faculty member presents an area of their teaching that they want to improve,
- other faculty members ask both clarifying and thought provoking questions, as well as provide feedback on the issue to the presenting faculty, and
- team members reflect on what they have discussed.
Academic Thought Leader Series: Practical Action Research

Kurt Lewin, the influential Gestalt psychologist, coined the term, “action research.” He spawned a large legacy of two types of social psychologists: traditional researchers concerned with creating theory and testing hypotheses, and action researchers concerned with solving problems and making change.

This seminar will map four core differences between Lewin's two researcher types, and explain how to design and carry out both proactive and responsive action research.

Thought Leader Series: Higher Education & Diversity

America's colleges and universities have been instrumental in shaping the economic, political, and technological trajectory of the larger society. Within the recent past, the institutions have intentionally changed their perspective on social involvement so that they are no longer identified as "ivory towers", but now consider themselves to be "engaged institutions." Despite the changed perspective, the representation of people of color from underserved communities within the academy continues to be underwhelming. As America moves rapidly towards becoming a "majority minority" nation, most colleges and universities now identify diversity as a "core value", but as far as racial and ethnic representation are concerned, the higher education community seems to be encouraging in its rhetoric, but disappointing in its performance.

Thought Leader Series: Policy Issues in Mental Health

Pierre-Gerlier (PG) Forest joined Johns Hopkins University in 2013 after a long career in Canada, where he was actively engaged in different sectors of health and social policy. As head of the newly established Institute for Health and Social Policy, PG Forest works with reputed scholars and graduate students interested in the development and implementation of innovative policies addressing the multiple determinants of public health and wellbeing. PG Forest is the author or co-author of more than 150 scientific papers and books, including Changing Health Care in Canada. In 2008, he was elected to the Canadian Academy of Health Sciences.
Thought Leader Series: Civic Hacking for the Helping Professions: Locally and Globally

To help inform and empower those in the behavioral and social sciences, Patrick Marcotte will describe tools and resources that have the potential to transform legislative decision making and community-based activism.

Patrick Marcotte is the executive director and cofounder of the Chicago Community Data Project, a nonprofit organization focused on helping community members, activists, and policymakers make data-informed decisions. His work has spanned the areas of psychiatric rehabilitation, autism treatment and education, pedestrian safety research with the Chicago Department of Transportation, and the implementation of literacy intervention resources across more than 500,000 K-5 classrooms worldwide. Patrick received his M.A. in applied behavior analysis from the Chicago School of Professional Psychology and studied psychology and economics as an undergraduate at Hofstra University.
Thought Leader Series: Immoral Acts in a Just and Moral Society: A Mental Health/Developmental Perspective

An assumption exists that the development of moral reasoning leads to a moral and just society. In some ways, this is true; otherwise, chaos would ensue. This assumption morphs in proportion because people then expect moral and just behavior from our fellow human beings. However, throughout history, we have evidence that reaching a level of moral development does not always lead to moral and just behavior. Immoral acts have occurred at an individual level with violent and unjust actions taken by individuals like Dylann Roof, John Wayne Gacy, Carl Eugene Watts or mass shootings such as occurred at Columbine High School, Virginia Tech, or the Amish School in Lancaster, PA. On a larger scale, immoral acts have occurred such as the Crusades, the Nazi concentration camps, the Rwandan genocide of Tutsis, or the now active horrific actions of ISIL. Are all these actions the result of insanity? What allows people who become adults and have a sense of right and wrong commit immoral and unjust acts? This seminar will not provide all the answers to those questions, but it will consider the two faces of moral development and what might contribute to an individual or group of people behaving in immoral and unjust ways.

Dr. Burlew is a retired professor of Counselor Education from Montclair State University in New Jersey and now an affiliate professor with TCSPP. He earned his Ed.D. in Counseling and Human Development from the George Washington University. Throughout the years, his research interests have focused on adult development, career and work-life issues, gay men, and counselor pedagogy. He served twice as the President of the Association for Adult Development an Aging (AADA), a division of the American Counseling Association (ACA), and also served as an ACA governing council member. He has published two books, one on sexuality counseling and one on organizational work adjustment, and numerous book chapters.
Teaching Online Pedagogy & Standards (TOPS)

Teaching Online Pedagogy and Standards is a certificate course aimed at training faculty in cutting-edge, online teaching methods. This course is meant to take faculty beyond “best practices” and into a superior standard of teaching. (Please note that space is limited and priority may be given to faculty teaching for online programs).

Dissertation Chair Training

Are you a faculty member new to TCSPP or new to Chairing Dissertations? The purpose of this course is to orient new Dissertation Chairs to the dissertation process, communicate best-practices within this academic endeavor, and highlight strategies that may facilitate learning, connection, and academic rigor.

TCS 588 Learning To Teach

This is an introductory course in pedagogy, which examines the skills, attitudes and preparation necessary to enter the college classroom as both a teacher and leader. This course will allow students to better understand the attitudes of an effective professor, and pedagogical best practices for engaging students and delivering content. The course includes readings about classical and contemporary educational theory and learning models. Students will examine issues and models involving course design and student engagement. Products from the course will include a teaching portfolio which will include a complete course syllabus, a preliminary statement of teaching philosophy, and the first teaching module or lesson plan of a course.

SME 101

"SME Workshop“ was specifically constructed to assist all SMEs through the course design process at TCSPP. This workshop will also allow SME’s to work closely with both Department Chairs and ES instructional designers to create a more efficient approach to meeting annual course design deliverables each term. Some of the more
exciting features of the workshop include:

- An introduction to institutional standards and systems like Quality Matters and Tk20
- A technology showcase where SME’s can customize technology to create more engaging classes
- Developmental training on course design specific to the online delivery platform
- Organized deliverables where SME’s “check-in” with the department chair for content review and approval.

One important thing to know about this workshop is that it is designed so that the facilitator can work with you at your own pace and expertise. We ask that you meet your deliverables by their intended due dates but if you are able to work ahead, please feel free to do so. The Course Map and syllabus will be the final deliverables for this workshop.

Course Learning Objectives addressed:

- Apply critical steps of the instructional design process to design a successful online course
- Identify best practices for aligning and mapping curriculum in order to align institutional learning outcomes with program learning outcomes, course learning outcomes and module learning outcomes
- Apply strategies for creating engaging assignments that appropriately assess course learning outcomes for a particular course.
- Apply strategies for implementing technology so that online students can remain engaged and informed.