



2013-2014

The Adjunct Certification Training (ACT) program provides adjuncts the tools and resources that might not otherwise be easily accessible. It offers adjunct faculty a sense of community and connection to the College. In turn, the students benefit by the adjunct's professional growth. While many adjuncts bring a wealth of real world experience into the classroom, they do not necessarily have a teaching background. For those who do possess teaching credentials, that experience often comes from the secondary level. ACT gives the participant an understanding of the adult learner in the classroom and the elements that go into college level teaching.

The Adjunct Certification Training program will:

- Familiarize adjuncts with the College's mission and philosophy
- Provide adjuncts with andragogical* tools and resources
- Provide training in the art of teaching
- Create a vital connection between the adjunct and the College.

Adjuncts will complete the program by **April 5, 2014**. Upon completion of the program, the adjunct will:

- Understand the practice of teaching in the post-secondary classroom
- Be aware of the mission of higher education
- Incorporate technology into the classroom
- Teach to a diverse learning environment.

PROGRAM REQUIREMENTS

- ✓ **ACT Online Orientation**
- ✓ **Required Modules**
 - UbD: A Practical approach to Instructional Design
 - Blackboard (Bb) Basics
 - Instructional Strategies to Address the Needs of Diverse Learners
- ✓ **Two (2) elective modules**
- ✓ **Reflection Journal**

Orientation is a prerequisite to official enrollment in the program. Completion of the course is required by **April 5, 2014**. Facilitators for required modules will determine cancellation due to insufficient enrollment; maximum enrollment per module is 15.

Application Requirements

- ✓ Completed application
- ✓ Current resume
- ✓ Completion of orientation

Note: Application and related materials are due no later than September 6.

NCC extends appreciation to Johnson County Community College in Overland Park, Kansas for permitting use of its adjunct certification training model in the development of this program.

ACT ORIENTATION

Prior to enrolling in this program, all participants must complete the **ACT Online Orientation prior to September 13th** in order to officially enroll in ACT.

REQUIRED MODULES

UbD: A Practical Approach to Instructional Design

Too many educators fall into what Grant Wiggins and Jay McTighe have called the “coverage trap.” In their diligent efforts to cover the curriculum, instructors find themselves presenting an extensive amount of information that is often disconnected and lacking in relevance for their students. As a result, facts are soon forgotten once the final exam is done. This workshop will introduce participants to Understanding by Design (UbD), an instructional planning tool developed by Wiggins and McTighe. Geared to help teachers create learning experiences that promote a depth of student understanding, the key to the UbD approach is “backwards planning.” This workshop will also demonstrate how instructors can easily structure a course syllabus using the principles of UbD.

Facilitator: Robyn H. Griswold, A.M., Ed.M.

Dates: Thursday, September 26, 2013 6-8 pm Rm: 219
Saturday, March 22, 2014 10am-12pm Rm: TBA

Blackboard (Bb) Basics

For users that are new to Blackboard and those who have some experience with Blackboard, this workshop will get you started and introduce you to learning opportunities and tools available in Blackboard 9.1. Whether you are using Blackboard (Bb) 9.1 in the classroom to enhance your face-to-face learning or to facilitate a 100% online or a hybrid course, this 2-hour module will help you become familiar and with Bb 9.1 and a far more confident user. It is required that you have access to a Blackboard account prior to attending this session.

Facilitator: Alan Foucault, Coordinator of Online Learning
Center for Academic Technology

Dates: Monday, September 16, 2013 6-8 pm Rm: 102
Saturday, February 1, 2014 9am-11pm Rm: TBA

Instructional Strategies to Address the Needs of Diverse Learners

When it comes to teaching, it is important to remember that “one size doesn’t fit all.” Our students have assorted interests; they come to us with different levels of prior knowledge; and they possess varied learning styles. This workshop will introduce participants to the principles of differentiated instruction – an approach that allows us to design lessons that effectively address the needs of diverse learners. Emphasis will be placed on providing participants with practical resources and classroom-ready ideas.

Facilitator: Robyn H. Griswold, A.M., Ed.M.

Dates: **Saturday, October 26, 2013** **10am-12pm** **Rm: 215**
 Thursday, February 27, 2014 **6-8pm** **Rm: TBA**

ELECTIVE MODULES - *Select two (2)*

Elective modules are collaboratively determined by the adjunct, his/her department chair, and Sally Bashalany, ACT Coordinator.

Multicultural Awareness

This workshop provides interactive activities, discussion and handouts to facilitate an improved understanding of American culture, how it affects us, and how it shapes our perceptions of those from other cultures. Through better understanding of our own culture and how it relates to others, we create a more tolerant community setting.

Facilitator: Elizabeth Berry, M.A.

Dates: **Tuesday, October 1, 2013** **6-8pm** **Rm: 106**
 Saturday, March 29, 2014 **1-3pm** **Rm: 106**

Assessment of Student Learning

This workshop is designed to help faculty members determine the extent to which students are meeting expected learning outcomes of their courses. Participants will consider the rationale for assessment, will examine some assumptions about assessment, and will learn to select and create appropriate assessment methods. If available, it is strongly recommended that you bring a copy of your current course syllabus.

Facilitator: Jane Weber, M.A.

Dates: **Saturday, September 21, 2013** **9-11am** **Rm: 215**
 Wednesday, January 29, 2014 **4:30-6:30pm** **Rm: TBA**

Cooperative Learning Strategies **NEW !**

Cooperative learning is one effective way to differentiate instruction, but it’s more than telling students to work in groups. In this workshop, you will learn about the five essential elements that are at the center of every successful cooperative learning activity. You will also be introduced to a variety of cooperative learning structures and sample lesson plans that will make it easy for you to begin using this methodology in your classroom.

Facilitator: Robyn Griswold, A.M., Ed.

Date: **Thursday, April 3, 2014** **6-8pm** **Rm: TBA**

Challenges: Disabilities in the Classroom **NEW!**

A situation occurs in your classroom that has you scratching your head, wondering “how do I help this student”. This workshop will discuss prevalent disabilities that some students in your classroom may have, ideas on how to help these students as well as methods to implement accommodation plans. The more you understand, the more effective and effortless your instruction and assistance to the student will be. Participants will leave with a better understanding of various disabilities and information on best practices for helping varied learners in the classroom.

Facilitator: Melissa Olson, M.Ed.

Date: Wednesday, September 25, 2013 5-7pm Rm: 217

Conflict Resolution 101: Building the Skills That Can turn Conflicts into Opportunities

Conflict is not inherently destructive; indeed, it can present us with an opportunity to strengthen relationships and achieve personal growth. Our attitude and reaction to conflict is a critical factor: unresolved conflict is destructive; addressing, even welcoming, the conflict in our work and/or personal lives can transform an adversarial situation into something constructive.

In his classic treatise *The Art of War*, the Chinese general Sun Tzu commented that the best way to win a conflict is to stop it before it arises. This workshop will explain the five conflict resolution styles, when to use them effectively and techniques to de-escalate the conflict and diffuse anger.

Attendees are encouraged to bring in examples that will be used for discussion and role-playing exercises.

Facilitator: Jayne Barnes, Ph.D.

Dates: Wednesday, November 13, 2013 6-8:30pm Rm: 215
Saturday, February 8, 2014 10am-12:30pm Rm: TBA

Advanced Topics in Blackboard

This module is designed for advanced users of Blackboard interested in taking advantage of the learning opportunities in Blackboard 9.1. During the module, we will explore and discuss the exciting learning tools available in Blackboard 9.1. Participants will learn how they can use SafeAssign, Assignments, Journal, Wikis, Mash-Ups, and Discussion Boards to compliment a variety of learning styles. Completion of the Blackboard Basics module is required, and access to a Blackboard account is required.

Facilitator: Alan Foucault, Coordinator of Online Learning

Center for Academic Technology

Dates: Thursday, October 10, 2013 5-8pm Rm: 104
Saturday, February 22, 2014 9am-12pm Rm: TBA

Microteaching

This is a two-part module. First, adjuncts will have the opportunity to teach a lesson of their choice during a class session where they will be observed and videotaped. Second, the adjunct faculty member and facilitator will meet in a follow-up session at a later date to review the videotape and discuss potential for growth as an educator. Adjuncts will submit a lesson plan prior to the observation.

Facilitator: Sally Bashalany, M.Ed.

Dates and times TBD by participants

REFLECTION JOURNAL

At the conclusion of each module, participants are required to reflect upon the knowledge gained from that module and how they plan to incorporate that knowledge into their teaching. These insights will be recorded in an electronic journal on Blackboard which is due on or before **April 5, 2014**. Complete instructions will be provided to the participants at the start of the program.

“...[T]he ACT experience has strongly impacted my professional capability to deliver quality student learning experiences that will have long term influence on their professional development.” --Sean O’Reilly, Business & Technology Department

“No one wants a student to fail, so we need to reach inside ourselves a little further each day to try to help them. This, I believe, is the purpose of the ACT Program.” --Carol Kukowski, Developmental Studies Department

“The ACT program provided me with an opportunity to feel a part of the NCC community and appreciate the level of expertise, experience and commitment that each of the facilitators brings to NCC.” --Cheryl Pierce, Humanities and Communications Department