



## APUS Faculty Professional Development Opportunities



### Starting July 2007

- ◆ Classes starting monthly: Monday, July 23<sup>rd</sup>, August 27<sup>th</sup>, September 24<sup>th</sup>, October 22<sup>nd</sup>, November 26<sup>th</sup>, December 24<sup>th</sup>

**Online Library and APUS Policies and Procedures Training** – Phil McNair, Vice President of Academic Services, American Public University System

#### The Online Library

During this one week course, you will be introduced to and become familiar with the APUS Online Library, a non-traditional, digital library consisting of a comprehensive repository of academic tools, scholarly resources, and more than 10,000 links to academic databases, books, journals, and documents. In addition to research materials, the Online Library maintains special services that can help your students with writing, math, Information Literacy, and tutoring. This course will help you learn to build assignments into your classes that will require or encourage your students to visit the Online Library where they will conduct research and take advantage of its other resources. Prospective new APUS faculty members will also be enrolled with you as this workshop is part of our new initial faculty training and certification course. By integrating current, seasoned faculty members with potential new faculty, we anticipate that the interaction and communication in the discussion board area will be lively, engaging, and interesting to both the "old" and the "new" alike.

#### APUS Policies and Procedures

As an online instructor, you have administrative responsibilities that are imperative to both your students' success and to your own effectiveness. The second key component of this course will help you in learning and understanding APUS Policies and Procedures as they apply in your areas of responsibility. The purpose of this study is to familiarize faculty with key policies and procedures that pertain to both the faculty member and to the student. In the class you will learn how to respond to your students' primary policies and procedures concerns. You will also learn APUS policies in regard to the use of Educator Tools. The documents that will be addressed are the APUS Catalog, APUS Student Handbook, and the APUS Faculty Handbook, all available on the APUS website. Included in the course are both student and faculty quizzes to test your knowledge of APUS policies and procedures.

Upon completion of this week, you will be able to:

- Access the APUS Faculty and Student Handbooks and apply the policies and procedures outlined.
- Recognize the administrative responsibilities of the online instructor (attendance, student communications, reporting of grades, extensions, etc...).
- Demonstrate awareness of online instructor responsibilities through completion of an "Acknowledgement of Expectations" form.
- Identify the various resources available to assist online instructors and your students and determine when to utilize them.

**NOTE:** Sloan-C courses will require 5 to 10 hours of work per week

**NOTE:** Courses highlighted in yellow are Special Series Workshops

- ◆ *Classes starting monthly: Monday, July 2<sup>nd</sup>, August 6<sup>th</sup>, September 3<sup>rd</sup>, October 1<sup>st</sup>, November 5<sup>th</sup>, December 3<sup>rd</sup>*

**Introduction to American Public University System** – Jennifer Stephens, Ph.D., Director of the Center for Teaching, Learning and Assessment, American Public University System

This course is designed to introduce you to the faculty and staff at the American Public University System. You will learn about the history and background of the organization, including a review of APUS student and faculty population. As you get to know the organization, you will also be introduced to the tools and resources that are available to you as a faculty member. These valuable aids will assist you in your teaching effectiveness. Prospective new APUS faculty members will also be enrolled with you as this workshop is part of our new initial faculty training and certification course. By integrating current, seasoned faculty members with potential new faculty, we anticipate that the interaction and communication in the discussion board area will be lively, engaging, and interesting to both the "old" and the "new" alike.

Upon completion of this one week course, you will be able to:

- Identify staff members of the Academics department
- Identify the APUS student and faculty population
- Interact with your fellow APUS colleagues
- Identify resources available to assist in your teaching effectiveness
- Access the APUS Faculty Handbook
- Upload your bio
- Accept a task order

- ◆ *Classes starting monthly: Monday, July 9<sup>th</sup>, August 13<sup>th</sup>, September 10<sup>th</sup>, October 8<sup>th</sup>, November 12<sup>th</sup>, December 10<sup>th</sup>*

**Educator Training** – Jason Dom, Academic Technology Coordinator, American Public University System

This two week long *Educator Training* course is designed to sharpen your skills in our learning management system. In addition to text-based learning modules, the course incorporates "how-to" simulations and videos to capture various learning styles. You will enter a practice classroom where you will be required to complete assignments that demonstrate your proficiency in utilizing specific functions of Educator. You will be provided access to a classroom with "live content" where you can view the assignments, interaction, and discussions that take place in an actual model classroom. Prospective new APUS faculty members will also be enrolled with you as this workshop is part of our new initial faculty training and certification course. By integrating current, seasoned faculty members with potential new faculty, we anticipate that the interaction and communication in the discussion board area will be lively, engaging, and interesting to both the "old" and the "new" alike.

Upon completion of this two week course, you will gain a working knowledge of the following online educational components:

- |                    |                     |
|--------------------|---------------------|
| • Announcements    | • Discussion Boards |
| • Syllabus         | • Mailbox           |
| • Course Materials | • Chatrooms         |
| • Assignments      | • Surveys           |
| • Exams            | • Technical Help    |
| • Online Library   | • Course Manager    |
| • Web Resources    |                     |

◆ Wednesday, July 11<sup>th</sup> – Friday, July 20<sup>th</sup>

**Workload Management Strategies for Online Educators Instructors** – Kathleen Ives, The Sloan Consortium and Shari McCurdy, University of Illinois (JUL-11-SLNC)

Online teaching can redefine faculty members' teaching schedules. While the advantages for participating in online education include flexibility; the reality of the 24/7 classroom can prove daunting due to the investment in curriculum development and planning as well as the need to be responsive to student inquiries. This workshop offers strategies enabling online educators to manage time demands while teaching online courses. Topics include: course planning, information presentation, frequency of interaction, and scheduling.

## Starting September 2007

◆ Monday, September 3<sup>rd</sup> – Sunday, September 9<sup>th</sup>

**Traits of Successful APUS Faculty and Students** – Jennifer Stephens, Ph.D., Director of the Center for Teaching, Learning and Assessment, American Public University System (SEP-03-APUS)

We have surveyed some of our faculty to find out what they think the traits of successful online instructors and students are. Interestingly, the traits of successful online students and the traits of successful online instructors are very similar. In light of this finding, this course you will help you identify those traits and analyze how they may impact your role as an instructor. You will not only learn to identify the challenges associated with teaching online, but you will also explore methods for overcoming these issues. In addition, the course will provide an arena for discussion with your fellow colleagues regarding the reasons students choose to enroll in online classes at APUS and together you will analyze how these will impact your roles as APUS instructors.

◆ Wednesday, September 12<sup>th</sup> – Friday, October 5<sup>th</sup>

**Getting Started: Online Course Development Basics** – Joan McMahon, Transforming Leaders, LLC; Selected Institutions (SEP-12-SLNC)

This workshop provides the foundation for designing and delivering online courses. Faculty members gain enhanced pedagogical knowledge and learn effective strategies for creative, online classroom facilitation. During the three-week workshop, facilitators will review the benefits and challenges of online curriculum development and teaching and address the qualities of effective online education. The major outcome of the workshop is to build a complete online course module relevant to your own educational interests.

◆ Wednesday, September 19<sup>th</sup> – Friday, September 28<sup>th</sup>

**Visual Pedagogy, Collaborative Learning, and Meaning-Making in Online Environments** – Nicola Martinez, SUNY Empire State College and Eric Feinblatt, Fashion Institute of Technology (SEP-19-SLNC)

Visual Communication and Interactive media are transforming teaching, knowledge production, and learning in 21st Century learning environments. Facilitators Martinez and Feinblatt have been collaborating on theory, research and best practices related to the use of the mediated image in learning. This workshop will provide participants with a brief introduction to theory, strategies, and examples of visual pedagogies that promote collaborative learning, followed by conversation and activities designed to illustrate the meaning-making; deeper levels of learning; and dynamic interaction elicited within visual approaches to the curriculum.

## Starting October 2007

◆ Wednesday, October 10<sup>th</sup> – Friday, October 19<sup>th</sup>

**Expanding Access to Adult Literacy through Online Learning** – *Reps from Project Ideal & Project Ideal Member States* (OCT-10-SLNC)

Fewer than 10% of adult learners have access to classroom-based education required to earn a high school diploma (Project Ideal, 2004). This workshop explores the potential of online learning as an alternative for adults when college/university brick and mortar options are not available and/or not a good fit. Experts in the field will discuss how the effective use of technology by educators and adult learners can assist in overcoming barriers that keep the vast majority of adults from getting the basic education skills they need.

◆ Wednesday, October 17<sup>th</sup> – Friday, November 2<sup>nd</sup>

**Using the Quality Matters Rubric to Improve Your Online Course** – *John Sener, Sener Learning Services and Christina Sax, University of Maryland* (OCT-17-SLNC)

Sloan-C offers an interactive online workshop focused on learning how to improve online course(s). Learn how to use the rubric tool developed by nationally recognized, FIPSE- funded Quality Matters (QM) project. The QM rubric, centerpiece of the QM process, provides a research-supported framework with annotations and examples for applying quality practices to specific course design standards. Affirm the strong areas in your course(s) and generate specific ideas for improvements. Additionally, this course serves as a stepping stone for faculty interested in becoming certified course peer reviewers.

## Starting November 2007

◆ Wednesday, November 7<sup>th</sup> – Friday, November 16<sup>th</sup>

**Students as Customers: Retention in Online Education** – *Naj Shaik, University of Illinois at Urbana-Champaign* (NOV-07-SLNC)

This workshop takes an enterprise-level approach in exploring best practices in student retention. Issues pertaining to administrative and technical support will be addressed. The role of student as a 'customer' will be analyzed through an understanding of pre-enrollment assessments, individual learning styles, personalized instructor contact, online mentoring, collaborative projects, and online classroom size. Determining performance metrics will also be discussed. The role of the instructor as 'facilitator' will be explored in the retention process. What type of training is required? What additional tools should an instructor utilize to ensure students stay engaged in the online classroom? Subject-matter experts will present real-world case studies.

◆ Wednesday, November 28<sup>th</sup> – Friday, December 7<sup>th</sup>

**Copyright Compliance for Online Educators** – *Linda Enghagen, University of Massachusetts* (NOV-28-SLNC)

As an online educator, you need to know how copyright affects you when using materials to supplement your online courses. You also need to know how your original works can be protected. In this workshop, Linda Enghagen, of the University of Massachusetts at Amherst, will take you through the key copyright issues that you and your colleagues should be aware of when preparing and delivering your online courses.

## Starting December 2007

♦ Monday, December 3<sup>rd</sup> – Sunday, December 9<sup>th</sup>

**Effective Use of Discussion Boards in APUS Courses** – Jennifer Stephens, Ph.D., Director of the Center for Teaching, Learning and Assessment, American Public University System (DEC-03-APUS)

Can you build a sense of community within a distance learning course? In this faculty training learning module, we are going to explore the concept of "virtual community" and determine the reasons why it is important for online instructors to establish it. In addition, we will look at three components that help to make up virtual community: *Interaction, Communication, and Feedback*. Many new online instructors are not quite sure of how to incorporate these concepts into their course. Therefore, we intend to provide you with some practical applications; in this way, you will be armed with some specific strategies for creating and maintaining "virtual community" in your own online classes.

This course will thoroughly define the term "virtual community" and will help you realize the importance of creating/nurturing a sense of virtual community in your own online classes. The Discussion Board will serve you well as you discuss with your colleagues (1) the role that interaction plays in online classes, student satisfaction with online classes, and overall retention; (2) the central role of discussion boards in online classes as you identify various strategies for maintaining and facilitating discussion boards in your own online classes; and (3) what is meant by feedback, understanding how necessary it is for student success, and identifying various methods for providing feedback to online students. You will sharpen your skill at examining, analyzing and responding to sample discussion board prompts and student responses in an online class in your field and creating sample responses to student posts. While identifying some of the challenges of communication in the online environment (including tone, writing style, and clarity in writing) and determining ways to alleviate them, you will discover strategies and methods for building frequent, high quality interaction into your own online courses.

***To enroll in any workshop offering, please contact***

***Barbara Manuputy  
Faculty Development Specialist***

***[bmanuputy@apus.edu](mailto:bmanuputy@apus.edu)***



**American Public University System**  
www.apus.edu

