

Adjunct Certification Program Lone Star College System



Syllabus and Program Calendar

Campus Contact for questions about the Adjunct Certification Program

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Facilitator Information

Facilitator: Bruce Caraway

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209P

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Faculty email:

bruce.e.caraway@lonestar.edu

Office Hours :

Tuesdays 10am – Noon

Wednesdays CIT Open Lab 11am - 1pm

Wednesdays 1 - 2pm Thursdays 1 - 2pm

Thursdays CIT Open Lab 2 - 3:30pm

**Anticipated Response Time to e-mails
and voicemails:** Within 24 hours

Faculty Website: carawayclass.com

Purpose: The purpose of the Adjunct Certification Program is to recognize and reward adjunct faculty who make a commitment to the System and to provide an opportunity to enhance their teaching effectiveness.

Commitment Statement: Lone Star College System is committed to providing adjunct professional development as a foundation for improving student and adjunct success in the classroom and in the college community.

Goals:

- To provide support and encouragement for adjuncts.
- To provide an atmosphere of free expression and mutual respect.
- To build on what adjuncts know, understand, and are able to do.
- To encourage the practice and adaptation of new teaching and learning techniques and ideas.

Benefits of Participation:

- Develop institutional practices which foster a commitment to student learning.
- Impact student learning outcomes through improved teaching.
- Improve teaching techniques and classroom interactions.
- Develop collaborative and collegial relationships across disciplines.
- Learn about Lone Star College System philosophy and resources.

*******Participants who successfully complete this program will have access to an online alumni resource site.

The program is designed to be completed in a 8- to 10-week period involving approximately 26-28 hours of activities (i.e., online and textual readings, online postings, written assignments and face-to-face discussion sessions). Each cohort group is facilitated by a Lone Star College System faculty member.

Upon successful completion, each participant will receive a one-time payment in the amount of \$500.00

Disclaimer: Participation and/or certification is not intended as a guarantee or promise of future full-time employment.

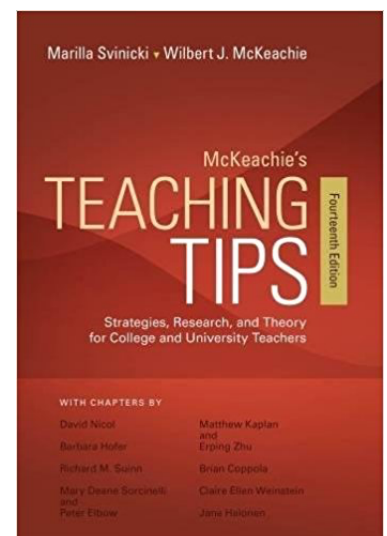
Course structure and objectives: The Adjunct Certification Program is structured around 5 components of successful instruction. *After successfully completing this program, participants will be able to*

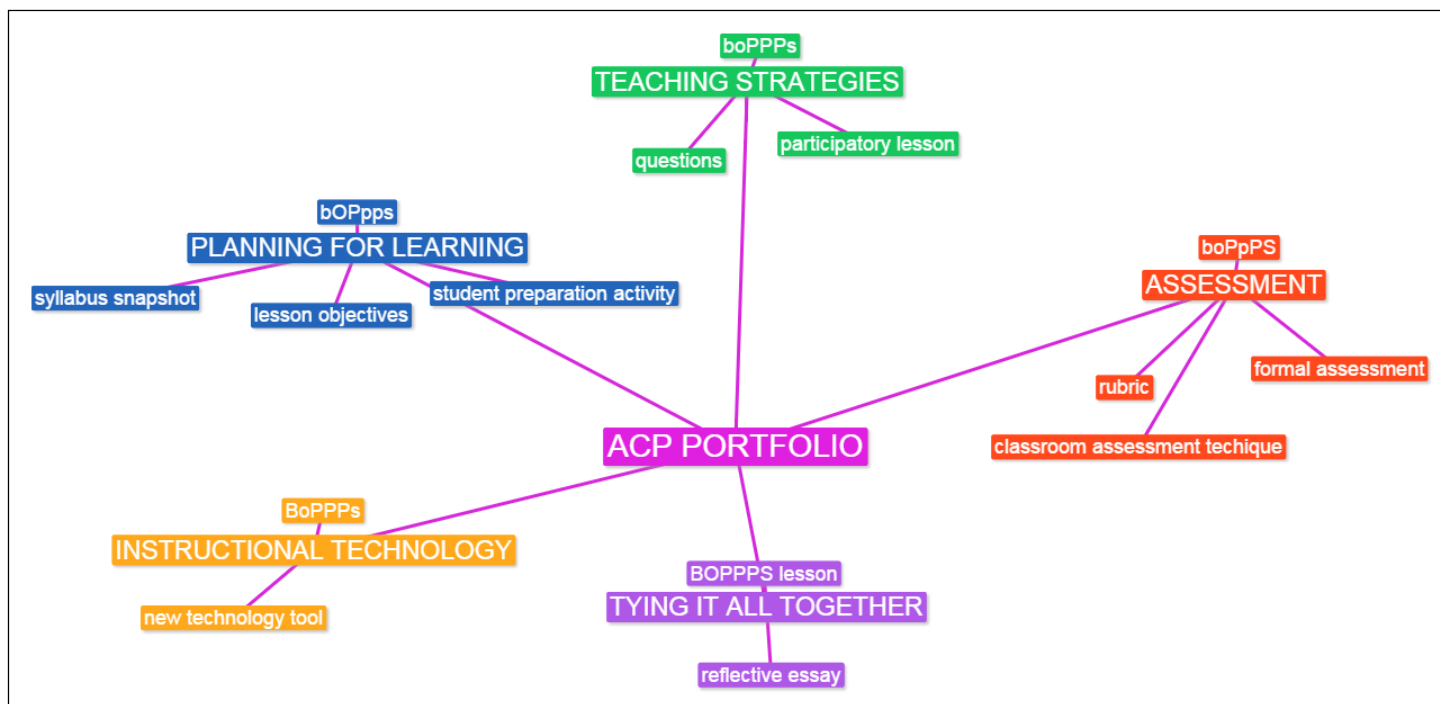
- **Plan for Learning**
 - Create a syllabus snapshot
 - Create a lesson using the BOPPPS model
 - Write SMART lesson objectives
 - Identify the levels in Bloom's cognitive taxonomy
 - Employ effective strategies to encourage students to prepare for class
- **Employ a Variety of Teaching Strategies**
 - Define teacher-centered, interactive, experiential, and independent learning techniques
 - Locate online lesson repositories and resources

- Incorporate at least one new instructional strategy in a lesson plan
- Create questions that address various levels of Bloom's cognitive taxonomy
- **Assess Effectively**
 - Develop an assessment strategy that aligns with the course outcomes
 - Utilize various formative assessment tools that are quick, engaging, and informative
 - Create effective subjective and objective tools and processes.
 - Cite the principles of effective evaluation.
 - Develop an assessment rubric
- **Use Instructional Technology**
 - Explain how technology can enhance teaching and learning
 - Employ at least one new instructional technology to encourage student engagement
 - Locate instructional technology resources
- **Foster a Positive Learning Environment**
 - Utilize effective strategies for dealing with various student challenges
 - Employ motivational theory to structure classes that foster student motivation to learn

In order to successfully complete the program, participants must:

- Attend **ALL** 5 face-to-face meetings with the initial cohort
- Meet all stated deadlines
- Read required assignments (selected chapters and online articles)
 - Textbook: Svinicki, M., & McKeachie, W. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (Fourteenth ed.). Belton, CA: Wadsworth.
- Actively participate in online discussion topics. This generally requires an original reply and at least two responses to classmates' posts to each topic.
- Complete on-line evaluations
- Present a 10 minute overview of BOPPPS lesson
- Complete a reflective essay
- Complete all required elements of the ACP Portfolio (see image below; details in separate document)
- Compile and submit an electronic portfolio of all completed assignments
- Score a minimum of 80% on all required elements of the course





Graphic of Portfolio Contents

PROGRAM CALENDAR

Date	Learning Activities	Assignments
Tue	Week 1: Planning for Learning	READ
Sept 19	Introductions and ACP Online Course	<ul style="list-style-type: none"> ISW BOPPPS Chapter 1: Introduction Chapter 4: Reading As Active Learning Bloom's Taxonomy
5:30-7:30p	Information on ACP Portfolio	
	Discussion and activities related to Module 1: Planning for Learning	<p>Due by 11:59pm Monday (9/25):</p> <ul style="list-style-type: none"> Reply to Introductions Slack Discussion Complete/Reply to Lesson Objectives Discussion Complete/Reply to Syllabus Snapshot Discussion

<p>Tue</p> <p>Sept 26</p> <p>5:30-7:30p</p>	<p>Week 2: Teaching Strategies</p> <p>Discussion and activities related to Module 2: Teaching Strategies</p>	<p>READ</p> <ul style="list-style-type: none"> • Chapter 5: Facilitating Discussion • Chapter 14: Active Learning: Group-Based Learning • Chapter 15: Experiential Learning: Case-Based, Problem-Based, and Reality-Based <p>Due by 11:59pm Monday (10/2):</p> <ul style="list-style-type: none"> • Complete Participatory Learning – The Second P Dropbox • Complete/Reply to Good Questions Discussion • Complete Week 2 Evaluation
<p>Tue</p> <p>Oct 3</p> <p>5:30-7:30p</p>	<p>Week 3: Assessment</p> <p>Discussion and activities related to Module 3: Assessment</p>	<p>READ</p> <ul style="list-style-type: none"> • Chapter 7: Assessing, Testing and Evaluating: Grading is Not the Most Important Function • Chapter 8: Testing: The Details <p>Due by 11:59pm Monday (10/9):</p> <ul style="list-style-type: none"> • Complete Rubric Dropbox • Complete/Reply Add a Cat Discussion
<p>Tue</p> <p>Oct 10</p> <p>No Meeting</p>	<p>Week 4: Assessment Cont'd</p> <p>Complete Module 3 readings and assignments</p>	<p>READ</p> <ul style="list-style-type: none"> • Chapter 11: Motivation in the College Classroom • Chapter 13: Different Students, Different Challenges <p>Due by 11:59pm Monday (10/16):</p> <ul style="list-style-type: none"> • Complete/Reply to Formal Assessment Discussion • Complete/Reply to Motivation? Discussion

		<ul style="list-style-type: none"> • Complete/Reply to Difficult Student Scenario Discussion • Complete Week 4 Evaluation
Tue Oct 17 5:30-7:30p	Week 5: Instructional Technology Discussion and activities related to Module 4: Instructional Technology	READ <ul style="list-style-type: none"> • Chapter 17: Technology and Teaching Due by 11:59pm Monday (10/23): <ul style="list-style-type: none"> • Complete Add Technology Dropbox
Tue Oct 24 No Meeting	Week 6: Instructional Technology Cont'd	READ <ul style="list-style-type: none"> • Chapter 17: Technology and Teaching Due by 11:59pm Monday (10/30): <ul style="list-style-type: none"> • Complete Week 6 Evaluation
Tue Oct 31 No Meeting	Week 7: Prepare your Portfolio Presentations	Due by 11:59pm Monday (11/6): <ul style="list-style-type: none"> • Complete BOPPPS Lesson Plan Dropbox
Tue Nov 7 5:30-8:30p	Week 8: Portfolio Presentations	By the start of class: <ul style="list-style-type: none"> • Complete ACP Showcase Portfolio Presentation Dropbox
Tue Nov 14 No Meeting		Due by 11:59pm Monday (11/13): <ul style="list-style-type: none"> • Complete Reflective Essay Dropbox • Post link to ePortfolio