



TEACHING EXCELLENCE ~ NEW COMMUNITY COLLEGE FACULTY CERTIFICATION SERIES

VISION: Via an interactive certification program, cultivate a working knowledge of the community college, its academic life, and related teaching and learning issues for new faculty.

GOAL: The goals of the certification program are to:

- ✓ Enable faculty to become more aware of the community college environment and its mission; knowledgeable about academic and student success best practices; comfortable in learning communities; and competent and confident in the classroom
- ✓ Offer a portable certification that is recognized by community colleges as a highly respected standard of proficiency

PURPOSE AND STRATEGIES:

The sole purpose of the faculty certification series is for faculty to become effective facilitators of learning. This series is designed to orient new faculty to the community college environment by identifying the unique attributes of community colleges and the students they serve.

This certification series will be developed in modules with each module focusing on critically important areas of teaching and learning in the community college.

The principles of Quality Matters are infused in the design of this series and serve as the underpinnings for the content, learning activities, and assessments.

Upon completion of six modules, faculty will receive a Certificate in Community College Teaching and Learning, a portable and regionally recognized credential issued by Ferris State University—DCCL Program. This portable certification will position faculty to become more successful in their professional aspirations/career development.

LEARNING

OUTCOMES: Upon successful completion of this certification series, participants will be able to:

- ✓ Appraise the contribution of faculty to the mission of the community college
- ✓ Analyze the adult teaching and the learning experience
- ✓ Construct adult learner profiles found in community colleges
- ✓ Assess the relationship between learning styles and various student profiles
- ✓ Design learning outcomes, learning activities, and assessments to meet specific goals
- ✓ Select classroom management strategies that reinforce a community of learners

TARGET

POPULATION Community colleges needing this professional development resource for new faculty; it will also be available to individuals aspiring to teach, either full or part time, in the community college.

DELIVERY: This series will be delivered with a contemporary feel, and can be provided in an interactive online or bended format.

GRADUATE

CREDIT: Upon completion of series development, these modules will be submitted to Ferris State University for graduate credit consideration.

ASSESSMENT: Participants will be given a pre and post test to assess the certification’s effectiveness. Each module will have an assessment component built in to the section.

MODULES: Each module’s content: is based on theory, best practices, with considerable practical application; provides participants experiences that mimic a desirable classroom experience; and offers rigorous faculty engagement. Synchronous conversations are built into each module. The **six modules can be completed in 30-45 hours** and focus on these topics:

1. THE MISSION OF THE COMMUNITY

Time to Complete: 5-8 hours

- ◆ *Compare and contrast the traditional versus evolving missions of community colleges*
- ◆ *Articulate the expectations and limitations of the community college*
- ◆ *Analyze trends in higher education and the impact on community colleges*
- ◆ *Understand the student demographics that community colleges serve*
- ◆ *Integrate the community college mission into class design and delivery*

2. ADULT LEARNERS—WHO ARE THEY? WHAT ARE THEIR NEEDS?

Time to Complete: 5-8 hours

- ◆ *Understand the in-person and online learner*
- ◆ *Review student profiles, cultures, ages, and degree of technological savvy*
- ◆ *Compare and contrast learning styles*
- ◆ *Manage a diverse classroom*
- ◆ *Employ “community of learner” strategies*

3. DESIGNING PEDAGOGY THAT WORKS

Time to Complete: 8-10 hours

- ◆ *Articulate principles of effective pedagogy*
- ◆ *Align learning activities with various learning styles*
- ◆ *Design classroom activities to engage students in active learning*
- ◆ *Apply the elements of an effective syllabus to the classroom syllabus*

4. WHY COURSE ASSESSMENT MATTERS

Time to Complete: 5-8 hours

- ◆ *Demonstrate the significance of assessment in evaluating student learning*
- ◆ *Articulate the unique attributes of both formative and summative assessment*
- ◆ *Evaluate various assessment methods and techniques to measure learning*
- ◆ *Formulate learning activities to meet the established learning outcomes*
- ◆ *Synthesize assessment results to identify continuous improvement opportunities*

5. CLASSROOM MANAGEMENT—A KEY TO STUDENT SUCCESS

Time to Complete: 5-8 hours

- ◆ *Distinguish between ethical and unethical classroom ethics*
- ◆ *Establish classroom guidelines that foster positive student behavior*
- ◆ *Develop tools to provide effective and frequent student feedback*
- ◆ *Create a fair and non-discriminatory grading philosophy*
- ◆ *Employ strategies that motivate and inspire students*

6. MISCELLANEOUS MODULE

Time to Complete: 3-5 hours

- ◆ *Use technology as a Resource*
- ◆ *Review legal issues—ADA, FERPA, Copyright, etc.*
- ◆ *Establish Professional Development/Advancement Goals for the Faculty—present and future*