

SPRING 2018

Faculty Development Program for New Teachers

(Classes are also open for any faculty needing Recertification Credits or FQAS Hours)

ZERD 100: Peer Support - An Introduction to Teaching (2 crs/80 FQAS hrs)
Blended MKE

Mondays (02/05, 02/12, 03/05, 03/12, 04/09, 04/16, and 05/07; 5:00 p.m. – 7:00 p.m.) plus online hours.

Instructor: P. McFarland

Peer Support is one of the required classes for the Faculty Development Program for New Teachers in FQAS. Peer Support is also open to teachers earning their Recertification credits or Renewal hours. Peer Support can substitute for certification course #52: Teaching Methods.

Peer Support introduces and models research-based teaching best practices and prepares participants for teaching at MATC. Participants learn the basics of navigating MATC systems, digital communication, classroom management, teaching methods and assessments, and the basic neuroscience of teaching and learning. Participants are paired with an experienced instructor who has been trained in peer mentoring. This relationship and the course offer new instructors a safe place in which to learn about MATC, to ask questions about the college and about teaching, as well as to share successes and challenges from the classroom. Participants will begin developing their Faculty Development for New Teachers' portfolios.

ZERD 101: Understanding Classroom Environments (2 crs/80 FQAS hrs) Online

(01/29-05/13/2018)

Instructor: K. Braier

This course is one of the required classes for the Faculty Development Program for New Teachers in FQAS. This course is also open to teachers earning their Recertification credits or Renewal hours.

This course examines several factors that contribute to an effective classroom environment at MATC. These include understanding theories of learning, motivation, and the impacts on the adult learner, promoting a culture of student success with classroom behavior exploration, and exploring teaching strategies. In addition, participants examine how their own professional behaviors and mindset impact the classroom environment. Participants continue to add to their Faculty Development for New Teachers' portfolios.

ZERD 102: Instructional Planning (2 crs/80 FQAS hrs) **Online**

(01/29-05/13/2018)

Instructor: S. Wilson

This course is one of the required classes for the Faculty Development Program for New Teachers in FQAS. This course is also open to teachers earning their Recertification credits or Renewal hours.

This course guides participants through creation and implementation of complete learning plans. These learning plans include course calendar planning, instructional activities, and assessments. These instructional elements are also aligned with classroom management strategies. Participants will identify competencies and learning objectives. Based on these, they will develop lesson plans, teaching methodologies, rubrics, and formative and summative assessment strategies. Participants continue to add to their Faculty Development for New Teachers' portfolios.

ZERD 103: Course Design (2 crs/80 FQAS hrs) Online
(01/29-05/13/2018)
Instructor: S. Wilson

This course is one of the required classes for the Faculty Development Program for New Teachers in FQAS. This course is also open to teachers earning their Recertification credits or Renewal hours.

Prerequisite: ZERD 102 Instructional Planning

In this course, participants will develop a Course Outcome Summary (COS) in the Worldwide Instructional Design System (WIDS) using the knowledge they gained from ZERD 102: Instructional Planning. Participants continue to add to their Faculty Development for New Teachers' portfolios.

ZERD 106: Integrate Reading Strategies (1 cr/40 FQAS hrs) Face-to-Face
(02/01 8 a.m.-12 noon; 02/05 8 a.m.-12 noon; and 02/22 8 a.m.-noon & 1-5 p.m.) plus online hours.
Instructor: M. Reeves

This course provides instructors with strategies and best practices to enhance students' study skills and expand students' reading skills including comprehension, fluency, and vocabulary skills. Instructors will revise their current curriculum to facilitate students' application of reading skills to academic tasks as they read to acquire and retain content-based information.

ZERD 201: Cultural Competence (1 crs/40 FQAS hrs) Blended
(Face-to-Face 04/13 & 04/20 8a.m.–12 noon; Online 04/21-05/31,
Face-to-Face 06/01 8 a.m.-12 noon, lunch 12-1 p.m., 1-5 p.m.)
Instructor: M. Reeves

This course is designed to provide participants with the necessary tools to embed diversity concepts throughout their teaching and college-specific practices.

ZERD 203: Teaching Direct from High School (1 crs/40 FQAS hrs) Online
(03/03-05/06/2018)
Instructor: K. Braier

This course will focus on new teaching methodologies to address learning styles, cultural and socio-economic differences, as well as past educational experiences, special needs and motivational skill set of students who come to MATC directly from high school. Creating a culture of success, teachers will explore current learning activities, including use of social media, varied technology, and flipped classrooms.

FQAS, Blackboard & Computer Courses

(Open for Faculty needing Recertification Credits or FQAS Hours)

ZERD 011-800: Preparation for Online Teaching (2 crs/80 FQAS hrs) Online

Instructor: T. Adams

Prerequisite: COMPSW 197 Introduction to Blackboard

ZERD-011 is required for any faculty interested in teaching online classes

This course will provide participants with an introduction to designing and delivering an online course. The course will provide a theoretical framework for course design and delivery; demonstrate the importance of engaging students' interactive experience; emphasize the importance of building an online learning community; promote strategies for integrating educational technologies into online teaching; review best practices related to course design; and model approaches for incorporating a variety of online assessments. After completing this course, participants will be able to understand the pedagogical concepts, trends and mechanics of online course design and delivery; recognize the types of learning tools and resources available in an online environment; conduct a self and peer assessment of an online course design; and apply the principles learned in this course to begin designing or enhancing an online course. Blackboard will be utilized as the content management system. Online hours are incorporated for completion of assignments and the final project.

COMPSW 184: Google Apps for Education (1 cr/40 FQAS hrs) MKE

Instructor: M. Sykes

This course involves techniques and strategies to develop a collaborative online environment for sharing course materials and for communicating online through interactivity and encouraging student engagement. Google Apps includes Gmail (webmail services), Google Calendar (shared calendaring), Google Docs (online document, spreadsheet, presentation, and interactive sharing), Google Video (secure and private video sharing), Google Sites (online website creation with videos, images, gadgets and documents integration) and Google Hangouts (for student group work and faculty interaction).

COMPSW 184: Google Apps for Education (1 cr/40 FQAS hrs) MKE

Instructor: M. Sykes

This course involves techniques and strategies to develop a collaborative online environment for sharing course materials and for communicating online through interactivity and encouraging student engagement. Google Apps includes Gmail (webmail services), Google Calendar (shared calendaring), Google Docs (online document, spreadsheet, presentation, and interactive sharing), Google Video (secure and private video sharing), Google Sites (online website creation with videos, images, gadgets and documents integration) and Google Hangouts (for student group work and faculty interaction).

COMPSW 197: Introduction to Blackboard 9.x* (1 cr/40 FQAS hrs) MKE

Instructor: E. Dischler

4:30 PM- 8:30 PM Tuesdays: February 27 and March 6 - with additional online requirements

The basics of the Blackboard Learning Management System are covered in this course. Topics include customizing both the student and instructor views, creating, loading and editing content, user management, assessment options, creating assessments, managing the online grade book, using discussion boards, tracking student activities, archiving, copying, exporting and importing content and site management, design and security. The project in this course is to begin using some of the Blackboard features for one or more of your online or face-to-face courses.

**This course is the prerequisite to ZERD 011, which is required for any faculty interested in teaching online classes.*

COMPSW 197: Introduction to Blackboard 9.x* (1 cr/40 FQAS hrs) MKE

Instructor: D. Bartley

Saturdays, February 3 and February 10, 2018 from 8 AM to 12 PM with additional online requirements

The basics of the Blackboard Learning Management System are covered in this course. Topics include customizing both the student and instructor views, creating, loading and editing content, user management, assessment options, creating assessments, managing the online grade book, using discussion boards, tracking student activities, archiving, copying, exporting and importing content and site management, design and security. The project in this course is to begin using some of the Blackboard features for one or more of your online or face-to-face courses.

**This course is the prerequisite to ZERD 011, which is required for any faculty interested in teaching online classes.*

COMPSW 198: Intermediate Blackboard 9.x (1 cr/40 FQAS hrs) MKE

Instructor: E. Dischler

4:30 PM- 8:30 PM Tuesdays: March 13 and March 20 - with additional online requirements

Prerequisite: COMPSW 197 Introduction to Blackboard

This course builds upon knowledge gained in the introduction course of Blackboard. The course will be taught in a blended format. You will be required to complete pre-class assignments

before the first face-to-face meeting. The main focus of this course will be assessments and enhanced communication features. The grade center will be explored in greater detail. Learners will become familiar with the plagiarism tool adopted by the college. The project for this course is to present a teaching project and begin using some of the learned Blackboard skills in your courses.

COMPSW 198: Intermediate Blackboard 9.x (1 cr/40 FQAS hrs) MKE

Instructor: D. Bartley

Saturdays, February 24 and March 3, 2018 from 8 AM to 12 PM with additional online requirements

Prerequisite: COMPSW 197 Introduction to Blackboard

This course builds upon knowledge gained in the introduction course of Blackboard. The course will be taught in a blended format. You will be required to complete pre-class assignments before the first face-to-face meeting. The main focus of this course will be assessments and enhanced communication features. The grade center will be explored in greater detail. Learners will become familiar with the plagiarism tool adopted by the college. The project for this course is to present a teaching project and begin using some of the learned Blackboard skills in your courses.

COMPSW 199: Advanced Blackboard 9.x (1 cr/40 FQAS hrs) MKE

Instructor: S. McKennie

March 4th to March 24th **online with one hour on campus TBA**

Prerequisite: COMPSW 198

This course focuses on advanced features of the Blackboard Learning Management System (LMS). You will be required to complete pre-class assignments before the first face-to-face meeting. Topics include using the alternate formats of assessments and communication tools, creating reports, analytics, using the retention center, working with groups and other collaborative tools inside and outside the LMS. The project in this course is to build and present a course using best practices for online courses.

COMPSW 199: Advanced Blackboard 9.x (1 cr/40 FQAS hrs) MKE

Instructor: S. McKennie

4:30 PM- 8:30 PM Thursdays April 12 - May 3, with additional online requirements

Prerequisite: COMPSW 198

This course focuses on advanced features of the Blackboard Learning Management System (LMS). You will be required to complete pre-class assignments before the first face-to-face meeting. Topics include using the alternate formats of assessments and communication tools, creating reports, analytics, using the retention center, working with groups and other collaborative tools inside and outside the LMS. The project in this course is to build and present a course using best practices for online courses.

Certification Courses: MATC Offerings (Open for Faculty needing Certification Credits)

In this final year of the WTCS Certification Program being phased out and replaced by the new Faculty Quality Assurance System (FQAS), the certification courses listed below will be taught by MATC during the 2017-2018 Fall semester.

In addition to the four Certification Course being taught at MATC, three courses will be offered through WTCS and the other Districts. The details for these courses are not yet available, but the Certification Office will send out that information as soon as it is posted.

All Certification Courses should be complete and paperwork submitted to the MATC Certification Office by June 1, 2018.

ZCERT 050: Curriculum & Course Construction (2 crs) **Blended** **MKE**
Instructor: S. Wilson

This class prepares educators to employ the performance-based instructional design process. Participants designate performance expectations, design learning plans, develop assessment tasks, and produce a syllabus. Participants may choose to apply the process to classroom, lab, onsite industrial, online, or other distance learning environments.

ZCERT 053: Educational Psychology (2 crs) **Online**
Instructor: K Braier

Participants use principles of education psychology to connect teaching to learning. Focusing on the importance of a learner-centered educational environment, they apply what is known about how people learn to the process of planning, evaluating, and improving the quality of learning.

ZCERT 055: Guidance & Counseling (2 crs) **Blended** **Oak Creek**
Instructor: M. O'Brien

This class prepares teachers to assume an effective and appropriate role in meeting the guidance and counseling needs of learners. Participants differentiate the guidance and counseling services provided by professional counselors from the guidance and counseling needs appropriately met by teachers and other educators. Emphasizes the development of guidance and counseling skills such as detecting barriers to learning, referring learners to support services, employing intervention strategies, communicating in a learner-centered fashion, supporting the career development process, building learner confidence and self-esteem, resolving conflict, and analyzing legal and ethical implications.

ZCERT 069: Educational Diversity (2 crs) **Blended** **Milwaukee**
Instructor: M. Dockery

Participants of this course learn to pro-actively contribute to a learning environment that will meet the needs of diverse student populations. Participants examine organizational, classroom, and individual diversity issues, and develop strategies for increasing personal effectiveness in working with diverse groups. Participants are encouraged to apply competencies to meeting the needs of the specific diverse populations, or individual members of diverse groups, that make up their teaching and learning environments. These populations may include, but are not limited to diversity of: age, sex, ability, race, ethnic background, social/economic background, employment status, religion, sexual orientation, or affiliation.

CERTIFICATION COURSES: WTCS Offerings

Data & Evidence Analysis - February 7 - March 25 (Amy Kox & Kelly Ball)

Student Success (equivalent to #55 - Guidance & Counseling) February 7 - March 25 (Nancy Woodward)

Embracing Diversity (equivalent to #69 - Educational Diversity) February 7 - March 25 (Tina Rettler-Pagel)

- Class size will be limited to 24 students with a minimum requirement of 15.
- Course fees are \$150.00 for early bird registration and \$175.00 during the final week of registration.
- Course details and registration will be available in early December.
- More information will be emailed when the courses are open for registration.
- Course details and dates are subject to change based on WTCS discretion.