



Fall
2026

PROFESSIONAL

DEVELOPMENT CATALOG

CLAYTON STATE
UNIVERSITY

*Center for Excellence in
Learning and Teaching*

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CLAYTON STATE UNIVERSITY- CELT



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Message from the Director

Dear Colleagues,

As we begin the Fall 2026 semester, I am pleased to share the Center for Excellence in Learning and Teaching (CELT) Professional Development Catalog. This semester's offerings reflect our continued commitment to supporting you as you navigate an evolving teaching and learning environment while remaining focused on what matters most, creating meaningful learning experiences for our students.

Throughout the semester, you will find opportunities designed to support both your immediate teaching needs and your continued professional growth. Our programming explores areas such as artificial intelligence and emerging technologies, effective and innovative teaching practices, accessibility and inclusive course design, student engagement, digital learning tools, and the scholarship of teaching and learning. Whether you are looking for a new strategy to use in your next class, interested in exploring an emerging technology, or ready to take a deeper dive into your teaching practice, there is something here for you.

This catalog is also an invitation. Professional development is most valuable when it creates opportunities for us to learn not only from CELT, but also from one another. I encourage you to attend a workshop, join a conversation, experiment with something new, and share what is working in your classroom. Your experiences, questions, and ideas help shape the work we do and the programming we provide.

On behalf of the CELT team, thank you for the many ways you invest in our students and in the teaching and learning community at Clayton State. We look forward to learning alongside you this fall and supporting you throughout the semester.

Go Lakers!



Martha Fairley

Executive Director

Center for Excellence in Learning and Teaching



WHAT IS A LEARNING PATHWAY?

A learning pathway is a curated sequence of learning activities focused on a specific theme or competency area (e.g., teaching and learning, leadership, student success, technology integration, or equity and inclusion).

Pathways include:

- Learning Outcomes
- Professional Learning Activities
- Reflection or Application activities

Who should participate?

- Faculty (where applicable)

Why participate?

- Deepen professional expertise
- Develop new skills
- Engage with colleagues across Clayton State University



COMPLETING A LEARNING PATHWAY

What to do?

- Participate in pathway workshops
- Submit a pathway artifact
- Complete the capstone activity associated with that pathway.

Criteria for Completion

A pathway is considered complete when you:

- Participate in the designated pathway session.
- Submit the artifact associated with the pathway
- Apply what was learned to teaching or academic work
- Submit a brief reflection on the learning experience

Contact [CELT](#) with questions.

"HYFLEX IS NOT JUST A DELIVERY METHOD—IT IS A COMMITMENT TO EQUITABLE, HIGH-QUALITY LEARNING ACROSS ALL MODALITIES. THIS CERTIFICATION ENSURES OUR FACULTY ARE FULLY PREPARED TO DELIVER ON THAT PROMISE."

- Martha Fairley

Welcoming: Cohort #1 **HyFlex Certification Course**

Design engaging, high-quality courses across face-to-face, synchronous, and asynchronous modalities.

Ready to Transform Your Teaching?

What You'll Gain

- Design courses for all modalities
- Use D2L Brightspace effectively
- Increase student engagement
- Integrate technology
- Align with student success outcomes

Certification Modules

- Foundations of HyFlex Teaching
- Designing the HyFlex Course in D2L
- Engagement Strategies
- Technology & Implementation
- Assessment & Feedback
- Student Success & Readiness

The second certification cohort is initially designed for the College of Business faculty. We welcome interest from faculty across the university for future cohorts. Please reach out if you would like to be notified when the next cohort launches.

Foundations for Faculty Success: A New Faculty Learning Pathway

Academic Affairs and the Center for Excellence in Learning and Teaching (CELT) invite new faculty to participate in the **Foundations for Faculty Success: A New Faculty Learning Pathway**, a year-long professional learning experience designed to support your success at Clayton State University.

Through four interactive cohort sessions, faculty will explore effective teaching practices, student engagement strategies, promotion and tenure preparation, and long-term professional growth while building connections with colleagues across campus.

Yearlong Learning Journey

September | Small Signal, Big Impact: Recognizing Signals to Support Student Success
December | Reflecting on Fall, Preparing for Spring
February | Promotion & Tenure Essentials
April | Reflection, Portfolios & Faculty Showcase

Why Participate?

- Build a network of faculty colleagues
- Strengthen teaching and student engagement strategies
- Develop a sustainable reflective practice
- Learn about evaluation, promotion, and tenure processes
- Showcase your accomplishments and professional growth

Format: Select Fridays throughout the academic year • Sessions limited to 2 hours
Join us as we learn, reflect, and grow together during your first year at Clayton State University.

Sponsored by Academic Affairs and the Center for Excellence in Learning and Teaching (CELT).

The image is a vertical poster with a warm, autumnal theme. At the top left, there is a cluster of large, detailed orange and yellow maple leaves. A single leaf floats in the upper right. Below the top leaves, a horizontal branch with several small green and yellow leaves is centered. The background is a soft-focus photograph of a valley with rolling hills covered in autumn foliage, a body of water, and distant mountains under a hazy sky. In the bottom left foreground, a rustic ceramic mug filled with dark liquid sits on a wooden surface, next to a pile of knitted scarves in orange, brown, and grey. To the right of the mug, there are two pumpkins: a large orange one and a smaller white one with orange stripes. Next to the pumpkins are some pinecones and a branch with clusters of small, round, reddish-brown berries. The title 'Workshops Ahead' is centered in a large, dark brown serif font. It is flanked by decorative horizontal lines with leaf motifs.

Workshops Ahead

Workshops At-A-Glance

Fall 2026 Faculty & Professional Development Track Overview

TRACK 1: DIGITAL INNOVATION IN TEACHING AND LEARNING

Sessions focusing on artificial intelligence, interactive web tools, digital badging, and media software.

SESSION TITLE	DATE(S)	TIME
YuJa for Teaching & Accessibility	Wed, Sep 16, 2026	12:00 PM – 1:00 PM
The Augmented Researcher: Human-AI Collaboration	Tue, Sep 22, 2026	1:00 PM – 2:00 PM
Beyond ChatGPT: Practical AI Tools for Engagement	Wed, Sep 23, 2026	2:30 PM – 3:30 PM
Beyond the Certificate: Platforms for Digital Badging	Thu, Sep 24, 2026	11:00 AM – 11:45 AM
Choose Your Own Adventure (Now With Learning Outcomes)	Tue, Sep 29, 2026	11:00 AM – 12:00 PM
Microsoft Teams Breakout Rooms	Wed, Sep 30, 2026	1:00 PM – 2:00 PM
Creating Interactive Content with Articulate Rise 360	Wed, Oct 7, 2026	12:00 PM – 1:00 PM
AI in Industry Panel: Preparing Students for AI	Wed, Oct 14, 2026	12:00 PM – 1:30 PM
Let's Build a Socratic Gem: Design an AI Learning Partner	Wed, Oct 28, 2026	12:00 PM – 1:00 PM
Beyond the Badge: Designing Meaningful Micro-Credentials	Wed, Nov 4, 2026	11:00 AM – 11:45 AM

TRACK 2: PEDAGOGY & COURSE DESIGN

Sessions centered on accessible course building, Quality Matters, transparent assignment design, and student engagement.

SESSION TITLE	DATE(S)	TIME
Speaking the Same Language: Toolkit for QM Champions	Wed, Sep 23, 2026	1:00 PM
Small Signals, Big Impact (Early Intervention)	Fri, Sep 25, 2026	1:00 PM – 2:30 PM
Teaching for Every Learner	Wed, Oct 7, 2026	10:00 AM – 11:00 AM
Designing Transparent Assignments with TILT	Fri, Oct 16, 2026 Mon, Nov 2, 2026	2:00 PM – 3:00 PM 10:00 AM – 11:00 AM
From Passive to Participatory: Active Learning Online	Wed, Oct 21, 2026	2:00 PM – 3:00 PM
Designing Effective Online Assessments	Wed, Nov 11, 2026	10:00 AM – 11:00 AM
Beyond "I Agree": Discussion Board Strategies in D2L	Wed, Nov 18, 2026	1:00 PM – 2:00 PM

TRACK 3: INSTITUTIONAL GRANTS, COMPLIANCE & DROP-IN SUPPORT

Grants, IRB processes, and recurring hands-on support labs.

SESSION TITLE	DATE(S)	TIME
Affordable Learning Georgia No/Low Cost Textbook Grant Round 30	Thu, Sep 10, 2026 Wed, Sep 23, 2026	12:00 PM – 1:00 PM 9:00 AM – 10:00 AM
Simple Syllabus Walk-In Support	Wed, Sep 23, 2026 Wed, Sep 30, 2026 Fri, Nov 6, 2026 Fri, Nov 20, 2026	12:00 PM – 1:00 PM 9:00 AM – 10:00 AM 12:00 PM – 1:00 PM 10:00 AM – 11:00 AM
Understanding the IRB Process	Tue, Oct 13, 2026	2:00 PM – 3:00 PM

SESSION TITLE	DATE(S)	TIME
YuJa Walk-In Support	Fri, Oct 16, 2026	11:00 AM – 12:00 PM
	Mon, Oct 26, 2026	1:00 PM – 2:00 PM
	Tue, Nov 3, 2026	10:00 AM – 11:00 AM
	Wed, Nov 11, 2026	2:00 PM – 3:00 PM
	Thu, Nov 19, 2026	11:00 AM – 12:00 PM

Faculty Workshop & Support Catalog

Fall 2026 Professional Development Series & Support Sessions

SEPTEMBER 2026

1 Affordable Learning Georgia No/Low Cost Materials Grant Round 30

DATE & TIME: Thursday, September 10, 2026, 12:00–1:00 p.m.; and Wednesday, September 23, 2026, 9:00–10:00 a.m.

BRIEF DESCRIPTION

This workshop guides Clayton State faculty and staff through the Affordable Learning Georgia Round 30 Request for Proposals and the campus submission process. It covers the grant tracks, priority categories, examples of successful projects, the Round 30 timeline, internal routing requirements, and post-award expectations.

LEARNING OBJECTIVES

- Identify the appropriate grant track by distinguishing among Textbook Transformation, OER Improvement, and Research grants and matching needs to the appropriate award type, funding level, and collaboration requirement.
- Build a competitive proposal by applying ALG review criteria and priority categories to strengthen project impact and student-savings justification.
- Navigate the submission and award process by following ALG and Clayton State timelines, preparing required materials, routing through SRP/ServiceNow, and describing post-award and close-out responsibilities.

2 YuJa for Teaching & Accessibility: Creating More Accessible Learning Experiences

DATE & TIME: Wednesday, September 16, 2026, 12:00–1:00 p.m.

BRIEF DESCRIPTION

This hands-on workshop introduces faculty to YuJa Panorama and its integration with D2L Brightspace. Participants will review accessibility reports, address common issues in course materials, use remediation guidance, and explore alternative formats that improve access for diverse learners.

LEARNING OBJECTIVES

- Interpret YuJa Panorama accessibility reports to identify and prioritize accessibility improvements within D2L course materials.
- Apply YuJa remediation tools and guidance to address common accessibility issues in documents, presentations, and course content.
- Leverage alternative formats and accessibility features to enhance access and engagement for diverse learners.

3 The Augmented Researcher: Human-AI Collaboration in Research

DATE & TIME: Tuesday, September 22, 2026, 1:00–2:00 p.m.

BRIEF DESCRIPTION

Agentic AI platforms support stages of the research and discovery cycle through AI-agent architectures. This workshop introduces ways to strategically leverage these platforms to support research and reduce AI hallucinations.

LEARNING OBJECTIVES

- Understand various AI-agentic research platforms and their use in different stages of the research cycle.
- Use at least one platform to support their research.

4 Simple Syllabus Walk In Support

DATE & TIME: Wednesday, September 23, 2026, 12:00–1:00 p.m.; Wednesday, September 30, 2026, 9:00–10:00 a.m.; Friday, November 6, 2026, 12:00–1:00 p.m.; and Friday, November 20, 2026, 10:00–11:00 a.m.

BRIEF DESCRIPTION

Need help with Simple Syllabus? Drop in for personalized assistance with creating, updating, troubleshooting, or publishing your syllabus to ensure it is accurate, accessible, and ready for students.

5 Speaking the Same Language: A Communication Toolkit for QM Champions

DATE & TIME: Wednesday, September 23, 2026, 1:00 p.m.

BRIEF DESCRIPTION

This interactive session equips QM Champions with a practical toolkit for navigating communication across institutional levels. Participants explore how faculty, instructional designers, administrators, and staff connect and sometimes clash, then consider strategies to align messaging, build understanding, and foster collaboration in their QM journey.

Note: This is a Quality Matters (QM) workshop. You will need to register with Quality Matters to gain access to the link.

6 Beyond ChatGPT: Practical AI Tools for Teaching and Student Engagement

DATE & TIME: Wednesday, September 23, 2026, 2:30–3:30 p.m.

BRIEF DESCRIPTION

This hands-on workshop goes beyond basic AI prompting to explore practical uses of NotebookLM and Gemini for creating engaging learning resources and interactive student experiences. Faculty will see examples of AI-generated study tools, audio and video resources, and simple interactive classroom tools, then begin planning a resource for one of their own courses.

LEARNING OBJECTIVES

- Identify practical ways AI tools can support student learning, engagement, and course resource development.
- Use existing course materials to generate student learning resources such as study guides, audio or video overviews, and interactive learning activities.
- Explore how AI-powered development tools can be used to create simple interactive classroom resources without traditional coding experience.
- Develop a plan for one AI-supported learning resource or activity that can be adapted for use in their own course.

7 Beyond the Certificate: Technology Tools & Platforms for Digital Badging

DATE & TIME: Thursday, September 24, 2026, 11:00–11:45 a.m.

BRIEF DESCRIPTION

Digital badging platforms provide tools to recognize, issue, track, and verify specific skills and learning achievements. Using Credly as a primary example, this practical session introduces the badge lifecycle, from creation and issuance through acceptance, sharing, and verification, while addressing privacy, accessibility, integration, and institutional support considerations.

LEARNING OBJECTIVES

- Explore the functionality and capabilities of digital badging platforms, with particular attention to Credly.
- Explain the processes associated with badge creation, issuance, tracking, sharing, and verification.
- Identify privacy, accessibility, technology integration, and institutional support considerations associated with implementing digital badges.
- Consider potential applications of digital badges within their own courses, programs, or professional learning experiences.

8 Small Signals, Big Impact: Recognizing Signals to Support Student Success (New Faculty)

DATE & TIME: Friday, September 25, 2026, 1:00–2:30 p.m.

BRIEF DESCRIPTION

This interactive workshop equips new faculty to interpret early student engagement signals, including attendance, LMS activity, participation, and performance. Through case analysis, participants separate evidence from assumption and apply Clayton State's five-step early-intervention pathway: Notice, Reach Out, Alert/Refer, Connect, and Follow Up.

LEARNING OBJECTIVES

- Recognize engagement signals by identifying attendance, LMS interaction, and early performance patterns that indicate a student may need support.
- Distinguish evidence from interpretation by separating observable student behaviors from assumptions and framing supportive questions instead.
- Apply the early-intervention pathway to connect students with appropriate resources and sustain a reflective teaching practice.

9 Choose Your Own Adventure (Now With Learning Outcomes)

DATE & TIME: Tuesday, September 29, 2026, 11:00 a.m.–12:00 p.m.

BRIEF DESCRIPTION

This session shares a workflow for creating self-contained, browser-based interactive learning tools, including simulations, self-scoring instruments, and branching case studies, without requiring programming expertise. Using Gemini and/or Copilot, participants will see how faculty in any discipline can turn static readings into hands-on activities that work in any LMS.

LEARNING OBJECTIVES

- Identify course content that would benefit from an interactive format rather than a static reading or lecture.
- Write effective prompts or instructions in Gemini or Copilot to generate a self-contained HTML learning activity.
- Evaluate examples of interactive labs and branching case studies for design principles they could adapt to their own discipline.
- Outline next steps for piloting one interactive tool in an upcoming course using tools currently available to them.

10 Designing Effective Learning with Microsoft Teams Breakout Rooms

DATE & TIME: Wednesday, September 30, 2026, 1:00–2:00 p.m.

BRIEF DESCRIPTION

This workshop focuses on instructional strategies for designing, facilitating, and managing breakout room activities that promote engagement, accountability, and meaningful learning. Participants learn to align breakout activities with learning objectives and support student participation before, during, and after small-group work.

LEARNING OBJECTIVES

- Design breakout room activities aligned with learning goals that promote interaction, critical thinking, and collaboration.
- Apply facilitation strategies to support student engagement and accountability in Microsoft Teams.
- Identify best practices for preparing, monitoring, and debriefing breakout room work.

11 Teaching for Every Learner: Practical Strategies for Accessible Classrooms**DATE & TIME:** Wednesday, October 7, 2026, 10:00–11:00 a.m.**BRIEF DESCRIPTION**

This interactive workshop provides practical strategies for creating more accessible learning environments. The session explores accessible course design, Universal Design for Learning, D2L strategies, and proactive approaches for reducing barriers before they affect student participation and success.

LEARNING OBJECTIVES

- Identify common barriers that may impact students with disabilities and other diverse learners in classroom and online learning environments.
- Apply practical UDL and accessibility strategies to course content, assignments, assessments, and classroom activities.
- Identify ways to improve accessibility within D2L and digital course materials.
- Use proactive instructional practices that support access and inclusion while maintaining academic standards and course expectations.

12 Creating Interactive Course Content with Articulate Rise 360**DATE & TIME:** Wednesday, October 7, 2026, 12:00–1:00 p.m.**BRIEF DESCRIPTION**

Learn how to use Articulate Rise 360 to create engaging learning module content that supports student engagement in any course format.

LEARNING OBJECTIVES

- Understand how Articulate Rise 360 facilitates student engagement.
- Create a basic course module in Articulate Rise 360.
- Add interactive content, multimedia, and knowledge checks.
- Publish and share content in D2L Brightspace.

13 It's Not You, It's the Regulations: Understanding the IRB Process

DATE & TIME: Tuesday, October 13, 2026, 2:00–3:00 p.m.

BRIEF DESCRIPTION

This workshop provides a practical overview of the Institutional Review Board process for research involving human participants. Participants will learn how to determine whether review is required, prepare compliant protocols and informed consent materials, and navigate review procedures while advancing their research agendas.

LEARNING OBJECTIVES

- Determine whether a proposed project constitutes human subjects research and identify the appropriate level of IRB review: exempt, expedited, or full board.
- Prepare key IRB application materials, including study protocols, recruitment plans, consent documents, and data management procedures.
- Apply ethical principles and federal regulations governing research with human participants to the design and conduct of their studies.
- Navigate the IRB review, approval, and continuing oversight processes to maintain compliance throughout the lifecycle of a research project.

14 AI in Industry Panel: Preparing Students for an AI-Driven Workforce

DATE & TIME: Wednesday, October 14, 2026, 12:00–1:30 p.m.

BRIEF DESCRIPTION

As artificial intelligence transforms nearly every industry, higher education faces an important question: How do we prepare students not only to use AI, but to thrive in an AI-enabled workforce? In alignment with CSU's course-to-career initiatives connecting learning, innovation, and career readiness, this panel brings together industry leaders, employers, faculty, and students to examine the evolving relationship between AI and workforce success. The discussion will move beyond whether students should use AI to focus on the competencies, mindsets, and experiences graduates need for careers in which AI is becoming standard practice.

YuJa Walk In Support

DATE & TIME: Friday, October 16, 2026, 11:00 a.m.–12:00 p.m.; Monday, October 26, 2026, 1:00–2:00 p.m.; Tuesday, November 3, 2026, 10:00–11:00 a.m.; Wednesday, November 11, 2026, 2:00–3:00 p.m.; and Thursday, November 19, 2026, 11:00 a.m.–12:00 p.m.

BRIEF DESCRIPTION

Have questions about YuJa? Stop by for one-on-one support with video creation, media management, captioning, accessibility features, and integrating YuJa tools into your course to enhance teaching and learning.

16 Designing Transparent Assignments with TILT: Increasing Student Success Through Purpose, Tasks, and Criteria

DATE & TIME: Friday, October 16, 2026, 2:00–3:00 p.m.; and Monday, November 2, 2026, 10:00–11:00 a.m.

BRIEF DESCRIPTION

Many students struggle with assignments because expectations are unclear. This interactive workshop introduces the Transparency in Learning and Teaching framework and helps faculty redesign an assignment around purpose, required tasks, and criteria for success to promote engagement, equity, and academic success.

LEARNING OBJECTIVES

- Explain the three core components of the TILT framework: Purpose, Task, and Criteria for Success.
- Evaluate an existing assignment for transparency and identify opportunities for improvement.
- Apply the TILT framework to revise or create an assignment that clearly communicates expectations and supports student success.

17 From Passive to Participatory: Active Learning Techniques for Online Higher Education Courses

DATE & TIME: Wednesday, October 21, 2026, 2:00–3:00 p.m.

BRIEF DESCRIPTION

This interactive workshop introduces practical, evidence-based active learning strategies for synchronous and asynchronous online environments. Participants will explore techniques that promote interaction, critical thinking, collaboration, and learner engagement while requiring minimal course redesign.

LEARNING OBJECTIVES

- Differentiate between passive and active learning approaches in online higher education courses.
- Identify and evaluate at least three active learning techniques that can be implemented in synchronous and asynchronous online learning environments.
- Design one active learning activity that aligns with a learning outcome in their own course.

18 Let's Build a Socratic Gem: Design an AI Learning Partner That Teaches Through Questions

DATE & TIME: Wednesday, October 28, 2026, 12:00–1:00 p.m.

BRIEF DESCRIPTION

In this hands-on second workshop in the Gemini Gems learning pathway, faculty move beyond answer-generating AI and explore how Gemini Gems can be designed as Socratic learning partners. Participants should already be familiar with Gemini and Gemini Gems. This is not an introductory course.

LEARNING OBJECTIVES

- Explain the difference between an answer-generating AI assistant and a Socratic AI learning partner.
- Identify a course concept or learning task that could benefit from guided questioning.
- Design a Socratic interaction using questioning, scaffolding, feedback, and reflection.
- Build a custom Gemini Gem using role, purpose, behavioral instructions, boundaries, and interaction rules.
- Test and refine a Socratic Gem by intentionally introducing common student behaviors and misconceptions.
- Evaluate whether the Gem supports learning without completing the student's work.
- Identify appropriate faculty oversight, student transparency, and boundaries for using a Socratic Gem in a course.

NOVEMBER 2026

19 Beyond the Badge: Designing Meaningful Micro-Credentials That Demonstrate Learning

DATE & TIME: Wednesday, November 4, 2026, 11:00–11:45 a.m.

BRIEF DESCRIPTION

This interactive workshop moves from the technology of digital badging to the academic design of meaningful micro-credentials. Participants will explore how learning outcomes, competencies, assessments, and evidence of demonstrated skills work together to create credible micro-credentials with value for students, academic programs, and employers.

LEARNING OBJECTIVES

- Align badge and micro-credential design with specific, measurable learning outcomes.
- Explain the role of competencies, assessment, and evidence in establishing the credibility of a micro-credential.
- Evaluate examples of badge and micro-credential frameworks.
- Identify an initial opportunity for a meaningful badge or micro-credential within their discipline, course, or program.

20 Designing Effective Online Assessments: Strategies for Meaningful and Authentic Evaluation

DATE & TIME: Wednesday, November 11, 2026, 10:00–11:00 a.m.

BRIEF DESCRIPTION

This interactive workshop explores evidence-based strategies for online assessments that align with learning outcomes, engage students in authentic learning, provide meaningful feedback, promote academic integrity, and offer actionable insights into student progress.

LEARNING OBJECTIVES

- Differentiate between formative and summative assessment strategies in online learning environments.
- Evaluate an online assessment for alignment with course outcomes, student engagement, and academic integrity.
- Redesign an existing assessment using best practices for authentic, meaningful, and learner-centered evaluation.

21 Beyond “I Agree”: Engagement Discussion Board Strategies in D2L

DATE & TIME: Wednesday, November 18, 2026, 1:00–2:00 p.m.

BRIEF DESCRIPTION

This interactive workshop explores evidence-based strategies for designing engaging, student-centered discussions in D2L Brightspace. Faculty will create prompts that encourage critical thinking, improve student interaction, foster community, and use D2L features that support facilitation, peer engagement, and assessment.

LEARNING OBJECTIVES

- Identify characteristics of effective online discussion prompts that promote meaningful student engagement and interaction.
- Apply at least three discussion board strategies within D2L to increase participation, critical thinking, and peer-to-peer learning.
- Redesign an existing discussion activity using engagement-focused best practices and D2L features.



Thank you!

*Thank you for your dedication and commitment to
supporting our students.*

*If you have workshop ideas you would like to see offered or if
you would like to facilitate a workshop, reach out to CELT.*

*If you have any questions, please reach out to us via our
Email Address.*

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