

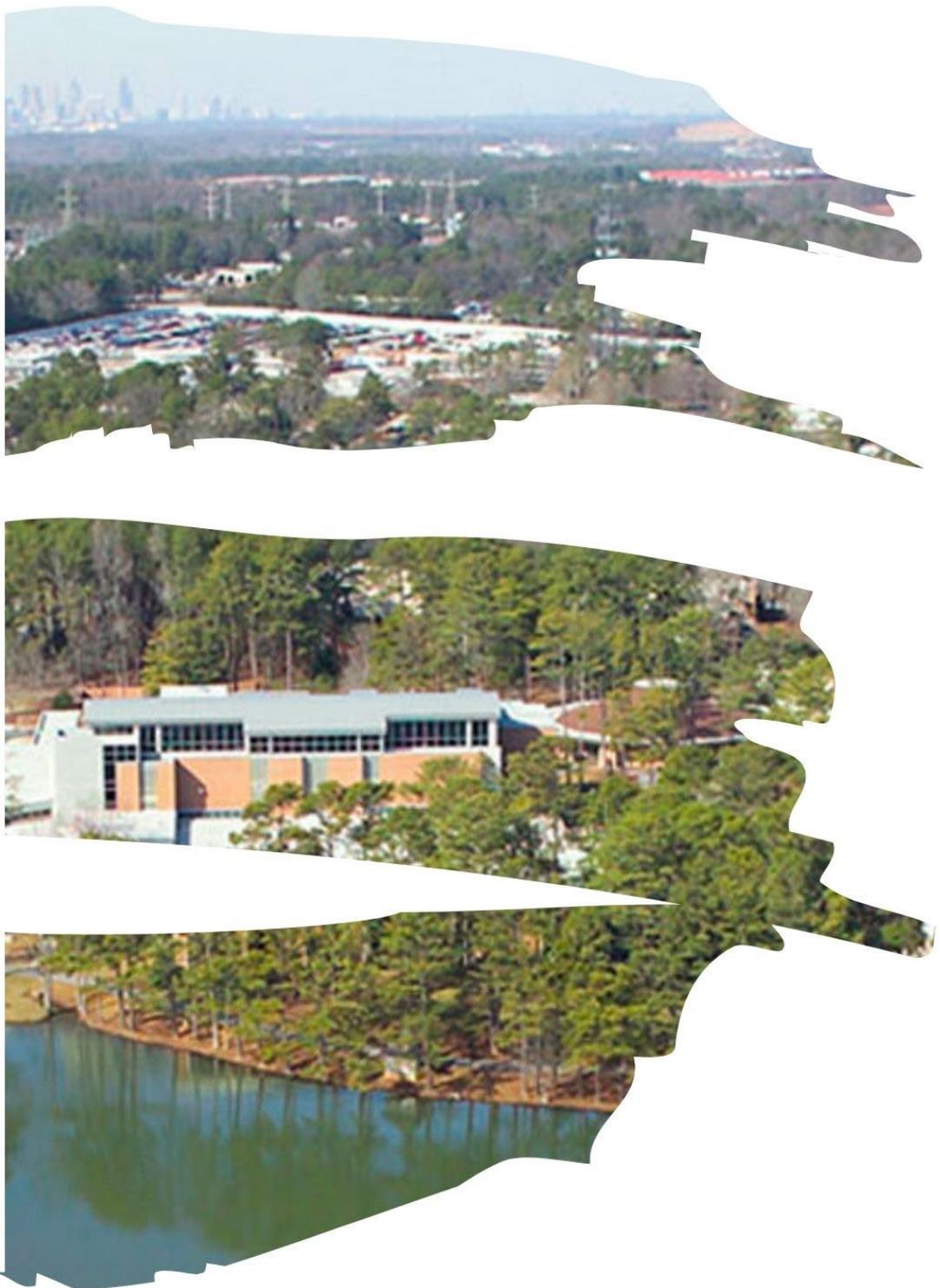
**SPRING
2026**

Information on the
Spring workshops

**Professional Development
Catalog**

Discover Learning at
Clayton State's Center for
Excellence in Learning and
Teaching

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 **CLAYTON STATE
UNIVERSITY**
*Center for Excellence in
Learning and Teaching*

WWW.CLAYTON.EDU/CELT

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LETTER FROM THE DIRECTOR

March 9, 2026

Dear Colleagues,

Welcome to CELT's Spring 2026 Professional Development Catalog. At Clayton State, each semester provides new opportunities to reflect on teaching, explore innovative ideas, and strengthen the learning experiences created for our students.

This spring's professional development offerings are designed with the realities of today's classrooms in mind. Whether you teach face-to-face, online, or in hybrid formats, the sessions in this catalog offer opportunities to explore instructional strategies, student engagement approaches, emerging technologies, and evidence-based teaching practices that support strong learning outcomes.

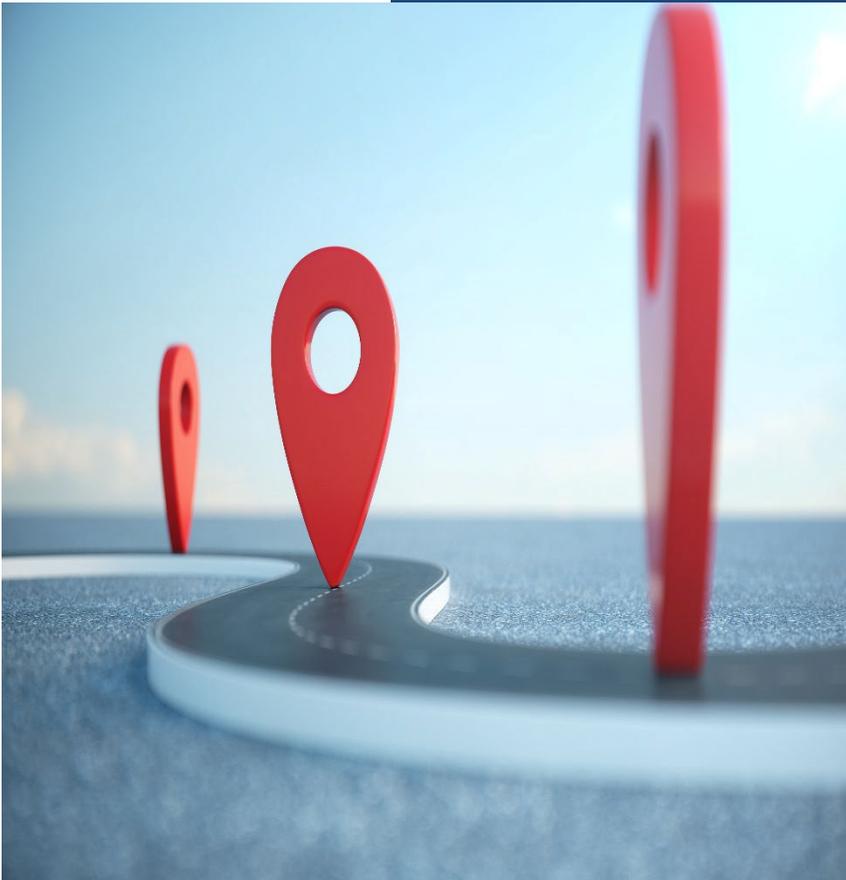
Thank you for the important work you do each day to support student learning and success. CELT is honored to partner with you in that effort.

Sincerely,

Martha Fairley
Executive
Director of CELT



Learning Pathways, At Clayton State University



Learning Pathways are designed to support faculty and staff by providing a thoughtful, connected approach to professional development and growth. Aligned with institutional priorities and individual goals, each pathway brings together experiences that build knowledge, skills, and confidence over time.

Learning pathways are designed to:

- Support continuous professional growth
- Promote consistent skill development
- Encourage application of learning in real world context
- Recognize professional learning through credentials and documentation

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 and staff (where applicable)

Why participate?

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



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Available Pathways

PATHWAY 01

Open Educational Resources (OER)

WORKSHOPS

Intro to OER

OER Spanish Language & Culture Textbook with Audio

Navigating the Grant Development Process

CAPSTONE

OER Implementation Plan

Identify one course, locate ≥ 2 OERs, map them to course outcomes, and outline an adoption or creation plan (optional ALG grant concept).

PATHWAY 02

CourseLeaf Curriculum Management

WORKSHOPS

CourseLeaf Refresher

CourseLeaf Walk-In Support

CAPSTONE

Submission-Ready Curriculum Artifact

Complete a draft CIM or CAT submission (course, program, or catalog update) ready for workflow approval.

PATHWAY 03

Faculty Wellness & Emotional Intelligence

WORKSHOPS

How to Avoid Faculty Burnout

Emotional Intelligence Symposium

CAPSTONE

Personal Wellness & EI Action Plan

Develop a 10-day plan with burnout-prevention strategies and one EI-based communication or leadership practice.

PATHWAY 04

AI in Teaching & Learning

WORKSHOPS

Intro to NotebookLM

NotebookLM-athon

Don't Fear the Chater

CAPSTONE

AI-Enhanced Teaching Artifact

Create one AI-supported instructional resource (study guide, discussion prompts, chatbot use case) plus a brief ethical-use statement for students.

PATHWAY 07

HyFlex Teaching

WORKSHOPS

HyFlex Teaching Strategies

Microsoft Teams Breakout Rooms for Learning

CAPSTONE

HyFlex Lesson Blueprint

Design one complete HyFlex lesson with engagement strategies for in-person and online students, including a breakout-room activity and assessment check.

More Pathways

If you have any questions about the Capstone Activity, please contact CELT@clayton.edu

PATHWAY 05

Adobe Digital Media Creation

WORKSHOPS

Adobe Premiere Pro I

Adobe Premiere Pro II

Adobe Premiere Pro III

CAPSTONE

Instructional Video Asset

Produce a 2–3 minute polished video for a course or program, exported in a web-ready format.

PATHWAY 06

Neurodivergent-Inclusive Teaching

WORKSHOPS

Designing Classrooms Where All Minds Thrive

Supporting Neurodivergent Students in Active Learning

CAPSTONE

Inclusive Course Redesign

Revise one module or lesson to reduce cognitive load and improve accessibility; submit a short reflection describing changes and impact.

• Active — Started Last Semester

Scholarship of Teaching & Learning (SoTL)

Email CELT for information on how to join this pathway.

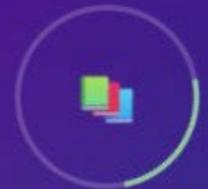
WORKSHOP

3-Minute Teaching Moment (3MTM)

CAPSTONE

SoTL Micro-Dissemination

Produce a 3MT-style slide pair and 250-word teaching insight summary suitable for a teaching portfolio or campus showcase.



Continuous
Learning

Completing A Learning Path

What to do?

1. Participate in pathway workshops
2. Complete the capstone activity associated with that pathway.
3. Submit a pathway artifact

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.



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What Is a Faculty Learning Pathway?

- ▶ Structured Professional Development
- ▶ Focused Learning Activities
- ▶ Practical Application in Courses or Research



Why Complete a Learning Pathway?

- ▶ Apply Skills to Teaching & Scholarship
- ▶ Engage with Key Topics
- ▶ Create Useful Artifacts
- ▶ Gain Recognition

Steps to Completion

1 Attend Workshops



2 Complete Capstone Project



3 Submit Your Artifact



Criteria for Completion

- Sessions Completed
- Artifact Matches Pathway
- Learning Applied
- Finish in One Term
- Meet Submission Deadlines
- Reflection Submitted

Support & Resources

Workshops & Guidance

Templates & Examples

What You Earn



Digital Badge or Certificate



Professional Development Hours



Teaching Artifact

Participate • Apply • Reflect • Earn

SPRING 2026
Faculty Development Series II
Program Guide

Clayton State University · March – April 2026

All Team links will be sent 24–48 hours before each session.

OPEN EDUCATIONAL RESOURCES WORKSHOPS

Introduction to Open Educational Resources

Presenter: David Greenebaum

Date & Time: March 18, 2026 | 2:00 PM – 3:00 PM

Location: UC 138 / Teams

Registration: [Register Here](#)

Open Educational Resources (OERs) are educational materials freely available for use, transformation, and redistribution. This workshop covers how OERs reduce student costs, explores different types and sources, and introduces Affordable Learning Georgia grants that can support faculty adoption.

Learning Outcomes

- Explain what OERs are and identify their defining characteristics, including how open licenses support free use, adaptation, and redistribution.
- Differentiate among common types of OERs and the permissions granted through open licensing.
- Locate and explore major OER repositories to identify materials suitable for their courses.
- Describe how OER adoption can reduce student costs and support affordable learning.
- Understand the basics of Affordable Learning Georgia (ALG) grants.

Open Educational Resources: A Spanish Language and Culture Textbook with Audio

Presenter: Dr. Rosario Vickery

Date & Time: March 5, 2026 | 10:00 AM – 11:00 AM

Location: UC 138 / Teams

Registration: [Register Here](#)

This presentation introduces *Aquí y allí*, an OER textbook for Elementary Spanish II that integrates full-text audio to support listening, speaking, reading, and writing skills. The session explores the textbook's design, instructional value, and role in inclusive, multimodal language instruction.

Learning Outcomes

- Describe the structure and pedagogical features of *Aquí y allí* as an OER Spanish language and culture textbook.
- Explain how integrated audio supports language acquisition, including listening comprehension and spoken language practice.
- Identify ways OER materials can enhance accessibility and cultural engagement in language courses.

From Opportunity to Submission: Navigating the Grant Development Process

Presenter: Ceimone Henderson-Strickland

Date & Time: March 19, 2026 | 10:00 AM – 11:00 AM

Location: UC 138 / Teams

Registration: [Register Here](#)

An overview of the grant development process from identifying funding opportunities to securing institutional approval. Covers federal, state, foundation, corporate, and affordable learning grants; strategies for locating opportunities; grant writing resources; and the administrative approval process.

Learning Outcomes

- Identify and differentiate major grant types relevant to their work.
- Locate funding opportunities effectively using grant databases, agency websites, and institutional resources.
- Describe key stages of the grant development lifecycle, including proposal preparation, internal review, and submission.
- Navigate institutional approval processes with confidence, understanding timelines, required documentation, and support services.

COURSELEAF SUPPORT

CourseLeaf Refresher

Presenter: Warnitris May & Martha Fairley

Date & Time: March 6, 2026 | 1:00 PM – 2:00 PM

Location: UC 138 / Teams

Registration: [Register Here](#)

A comprehensive 1-hour refresher covering the CourseLeaf ecosystem, including course proposals (CIM), program modifications, and catalog editing (CAT). Participants will learn when to use each system, how workflows and approvals function, and best practices for accurate curriculum updates.

Learning Outcomes

- Differentiate between CourseLeaf systems (CIM and CAT) and identify when to use each.
- Navigate CourseLeaf workflows and approval processes to submit curriculum changes accurately.
- Apply best practices for maintaining curriculum accuracy across courses, programs, and the catalog.

CourseLeaf Walk-In Support

Presenter: Warnitris May & Martha Fairley

Date & Time: March 10, 2026 | 12:00 PM – 2:00 PM | March 13, 2026 | 1:00 PM – 3:00 PM

Location: Drop-in — No registration required

Registration: No sign-up needed — drop in anytime during session hours

On-demand assistance for CourseLeaf tasks, including CIM and CAT. Drop in with specific questions, drafts, or workflow issues to receive individualized guidance for accurate, efficient curriculum updates.

Learning Outcomes

- Receive targeted support for course proposals, program changes, and catalog edits.
- Clarify workflows, approvals, and system usage to move curriculum updates forward with confidence.

FACULTY WELLNESS WORKSHOPS

How to Avoid Faculty Burnout

Presenter: Shirley Chambers, LPC, CPCS

Date & Time: March 17, 2026 | 11:30 AM – 12:30 PM

Location: UC 138 / Teams

Registration: [Register Here](#)

This workshop helps faculty identify and understand burnout, recognize how it differs from everyday stress, and explore practical strategies for maintaining a healthy work-life balance. Participants leave with actionable tools to support well-being, resilience, and long-term career satisfaction.

Learning Outcomes

- Identify the key signs and symptoms of faculty burnout and recognize early warning indicators.
- Differentiate burnout from everyday stress and understand how chronic workplace pressures impact well-being.
- Reflect on personal and professional contributors to burnout, including workload, boundaries, and role expectations.
- Apply practical strategies to support work-life balance, resilience, and long-term career satisfaction.

Emotional Intelligence Symposium

Presenter: Continuing and Professional Development

Date & Time: March 26, 2026 | 9:00 AM – 4:00 PM

Location: UC 138 / Teams

Registration: [Register Here](#)

A one-day symposium bringing together industry leaders to help attendees unlock emotional intelligence skills. Featuring keynote speakers Jay Bailey (President/CEO, RICE), Rodney Bullard (CEO, The Same House PBC), and Dr. Nancy J. Lewis. Topics include managing stress, building

trust, and leading with confidence through interactive sessions on Self-Awareness, Self-Management, Social Awareness, and Relationship Management.

Learning Outcomes

- Understand the role of emotional intelligence as a strategic leadership skill and its impact on career advancement.
- Strengthen core EI competencies through expert insights and interactive sessions.
- Apply practical strategies for managing stress, building trust, and leading with confidence.
- Translate EI skills into actionable leadership practices that improve team dynamics and professional influence.

AI PATHWAY

Introduction to NotebookLM: A Pedagogical Exploration

Presenter: Dr. Jere Boudell & Martha Fairley
Date & Time: March 27, 2026 | 1:00 PM – 2:00 PM
Location: UC 138 / Teams
Registration: [Register Here](#)

Learn what NotebookLM is, how it differs from tools like ChatGPT, and how to use it to review, organize, and create useful content from course materials. The session emphasizes source-grounded learning and ethical classroom use cases.

Learning Outcomes

- Explain what NotebookLM is and how it differs from generative AI tools such as ChatGPT.
- Upload, organize, and manage course-related source materials within NotebookLM.
- Use NotebookLM to generate instructional content such as summaries, study guides, and discussion questions.
- Identify appropriate and ethical classroom use cases that align with academic integrity.
- Evaluate how NotebookLM can support course design, student learning, and faculty productivity.

Notebook LM-a-thon

Presenter: Dr. Jere Boudell & Martha Fairley
Date & Time: April 8, 2026 | 1:00 PM – 2:00 PM
Location: UC 138 / Teams
Registration: [Register Here](#)

A hands-on working session where faculty bring their own course materials and actively experiment with NotebookLM to create study guides, discussion prompts, summaries, and teaching supports in real time.

Learning Outcomes

- Apply NotebookLM to real course materials to generate study guides, summaries, and instructional supports.

- Experiment confidently with AI-assisted teaching workflows by iterating on prompts and outputs in real time.
- Evaluate practical use cases for NotebookLM in their own courses.

(with apologies to Blue Oyster Cult) Don't Fear the Chat-er

Presenter: Dr. Antoinette Miller

Date & Time: March 17, 2026 | 1:00 PM – 2:00 PM

Location: UC 138 / Teams

Registration: [Register Here](#)

This workshop explores direct applications of custom-built chatbots for Psychology courses (PSYC 1101, 4120, and 4130), used as just-in-time study buddies. It also covers how the University instance of Copilot can support student content research with ethical documentation, and previews emerging applications of Gemini/NotebookLM through Google Workspace.

Learning Outcomes

- Explain how custom-built course-specific chatbots can function as just-in-time learning supports.
- Describe the design, development, and implementation process for creating instructional chatbots.
- Evaluate practical strategies for integrating LLMs into course design with ethical, transparent engagement.
- Apply prompt-building techniques using the University Copilot to support student research.
- Identify emerging opportunities for instructional use of Gemini and NotebookLM within Google Workspace.

ADOBE PRODUCTS

Adobe Premiere Pro Series

Presenter: Kyle Marcano

Date & Time: Session I: April 14, 2026 | 10:00 AM – 11:00 AM Session II: April 22, 2026 | 1:00 PM – 2:00 PM Session III: April 30, 2026 | 11:00 AM – 12:00 PM

Location: UC 138 / Teams

Registration: [Register Here](#)

A three-part workshop series introducing the fundamentals of video editing in Adobe Premiere Pro. Each session builds on the previous. Participants will learn to import and organize media, assemble and refine short videos, add transitions and audio, and export a polished, web-ready video. Note: Each session builds upon the previous.

Learning Outcomes

- Import and organize video, audio, and image files within Adobe Premiere Pro.
- Assemble and refine a short video using basic editing tools and timeline controls.
- Add simple transitions and audio enhancements to improve flow and clarity.
- Export a polished, web-ready video suitable for sharing or presentation.

NEURODIVERGENT TEACHING

Learning Differences in Academic Spaces: Designing Classrooms Where All Minds Thrive

Presenter: Dr. Damika Howard-Wayne

Date & Time: March 20, 2026 | 9:30 AM – 10:30 AM

Location: UC 138 / Teams

Registration: [Register Here](#)

This interactive workshop invites faculty to reimagine their courses through a learning-difference-aware lens, shifting from reactive accommodations to proactive, inclusive design. Grounded in evidence-based practices and practical D2L strategies, the session emphasizes flexibility, transparency, and reduced cognitive load.

Learning Outcomes

- Identify common cognitive and learning barriers embedded in course design, structure, and communication.
- Apply accessible, student-centered practices within D2L that improve clarity, consistency, and navigation.
- Implement evidence-based instructional strategies that reduce cognitive load and enhance engagement.
- Design inclusive learning experiences that proactively support diverse learners.

Supporting Neurodivergent Students in Active Learning Classrooms

Presenter: Terri A. Dunbar, UGA Assistant Director for Teaching Engagement

Date & Time: April 13, 2026 | 10:00 AM – 11:15 AM

Location: UC 138 / Teams

Registration: [Register Here](#)

This workshop explores hidden barriers that neurodivergent students may face in active learning classrooms — including challenges with focus, information overload, and anxiety — and provides strategies for designing neuroflexible learning spaces that benefit all students.

Learning Outcomes

- Explain what neurodivergence is and how it may impact a student's learning experience.
- Critically examine active learning classrooms for factors that may serve as facilitators or barriers for neurodivergent students.
- Identify strategies that support the strengths of neurodivergent students.

HYFLEX TEACHING

HyFlex Teaching Strategies

Presenter: Dr. Carin Lightner-Laws
Date & Time: April 7, 2026 | 12:00 PM – 1:00 PM
Location: UC 138 / Teams
Registration: [Register Here](#)

Drawing on faculty, staff, and student surveys, this session helps educators design, implement, and continuously improve HyFlex and online courses. Participants explore digital tools, engagement strategies, and practical approaches for both synchronous and asynchronous environments.

Learning Outcomes

- Design and implement engaging HyFlex and online courses using intentional, student-centered strategies.
- Identify and apply digital tools and techniques that increase interaction in online and HyFlex environments.
- Assess their own preparedness to teach HyFlex courses, recognizing strengths and areas for growth.
- Develop actionable strategies for continuous improvement based on reflection and evidence-informed practices.

Designing Effective Learning with Microsoft Teams Breakout Rooms

Presenter: Stanley Ross
Date & Time: April 3, 2026 | 10:00 AM – 11:00 AM
Location: UC 138 / Teams
Registration: [Register Here](#)

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 Outcomes

- 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.

QUALTRICS

Qualtrics III: Reports & Visualizations

Presenter: Stanley Ross
Date & Time: April 24, 2026 | 10:00 AM – 11:00 AM
Location: UC 138 / Teams
Registration: [Register Here](#)

An advanced workshop focused on transforming Qualtrics survey data into clear, meaningful insights through reports and visualizations. Participants explore built-in reporting tools, visualization options, and customization features to effectively analyze results and communicate findings.

Learning Outcomes

- Create and customize Qualtrics reports using charts, tables, and filters to highlight key findings.
- Select effective visualizations to accurately communicate survey results to different audiences.
- Generate and share polished reports and dashboards that support data-informed decisions.

CLASSROOM ASSESSMENT TECHNIQUES (CATS)

Using CATS to Better Understand Your Students

Presenter: Stanley Ross

Date & Time: April 20, 2026 | 1:00 PM – 2:00 PM

Location: UC 138 / Teams

Registration: [Register Here](#)

Classroom Assessment Techniques (CATS) offer simple, low-stakes ways to gather timely feedback on student learning, engagement, and misconceptions. This workshop introduces practical CATS that can be embedded into face-to-face, online, and HyFlex courses to check understanding and adjust instruction in real time.

Learning Outcomes

- Identify and select appropriate Classroom Assessment Techniques to assess student understanding and engagement.
- Implement CATS effectively to gather actionable feedback during or between class sessions.
- Use assessment results to inform instructional decisions and improve teaching and learning outcomes.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

3MTM: 3-Minute Teaching Moment

Presenter: Dr. Linda Hain & Martha Fairley

Date & Time: April 10, 2026 | 1:00 PM – 2:00 PM

Location: UC 138 / Teams

Registration: [Sign Up to Participate](#)

A dynamic faculty showcase modeled after the 3MT format where faculty share one impactful teaching moment in just three minutes using a maximum of two slides. As Part 2 of the SoTL series, 3MTM moves faculty from inquiry to dissemination, culminating in a collaborative whitepaper featuring all presenters.

Learning Outcomes

- Articulate a focused teaching inquiry by clearly describing a specific student learning challenge and the pedagogical strategy used to address it.
- Communicate evidence of teaching impact concisely using a three-minute, two-slide format.
- Translate classroom practice into scholarly teaching insights within a SoTL framework.
- Contribute to a shared body of teaching knowledge through a collective whitepaper.

MICRO-CREDENTIALS AND DIGITAL BADGING

Introduction to Micro-Credentials and Digital Badging

Presenter: Dr. Reginald Turner & Martha Fairley

Date & Time: March 31, 2026 | 2:00 PM – 3:30 PM

Location: UC 260 / Teams

Registration: [Register Here](#)

This workshop introduces faculty to micro-credentials and digital badges as complementary forms of recognizing learning alongside traditional degrees. Participants examine workforce, technological, and learner-driven trends, and consider how these approaches can enhance skill transparency, student motivation, and career readiness at Clayton State.

Learning Outcomes

- Define key concepts and terminology related to micro-credentials and digital badges.
- Identify workforce, technological, and learner-driven trends influencing the growth of alternative credentials.
- Evaluate the potential benefits and challenges of micro-credentials for teaching and student motivation.
- Assess opportunities for integrating micro-credentials to enhance skill transparency, career readiness, and academic rigor.

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Thank you for your interest, effort, and dedication in ensuring you are the best prepared faculty to support our students and represent the University, not only on a local, but on the global stage.

Thank you to all the faculty & staff members that worked hard to offer these professional development opportunities.

If you would like to offer a workshop, reach out to Academy@clayton.edu.

If you have any questions, please reach out to CELT@clayton.edu

Thank you!

