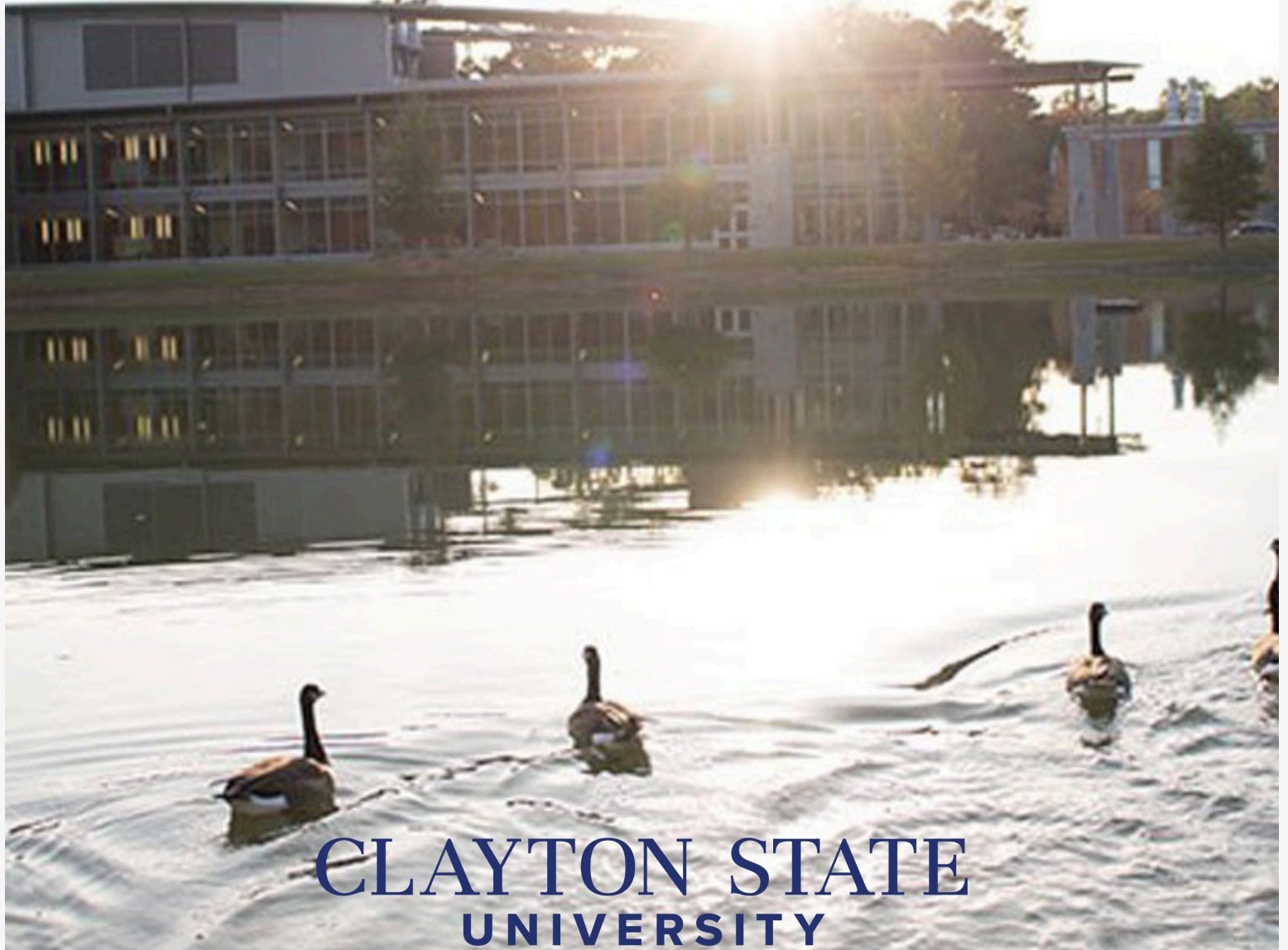


Summer 2026

PROFESSIONAL DEVELOPMENT CATALOG



**CLAYTON STATE
UNIVERSITY**

*Center for Excellence in
Learning and Teaching*

James M. Baker University Center UC 138

678-466-4190

WWW.CLAYTON.EDU/CELT

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**CLAYTON STATE
UNIVERSITY**

*Center for Excellence in
Learning and Teaching*



Dear Clayton State Faculty,

Welcome to the Summer 2026 Professional Development Catalog from the Center for Excellence in Learning and Teaching (CELT) at Clayton State University.

As one academic year closes and another begins, summer offers a valuable time to pause, reflect, and rethink how teaching, course design, and student learning are supported. It also gives faculty a chance to invest in professional growth by refining their practice, exploring new approaches, and learning with colleagues across disciplines.

This summer's professional development opportunities are designed with both flexibility and impact in mind. Faculty will have access to structured learning pathways that support deeper course redesign grounded in quality course standards, as well as opportunities to build confidence in emerging and evolving instructional approaches. Whether focusing on course alignment, improving accessibility and digital course quality, or refining overall course design, these experiences are intended to support intentional, student-centered learning.

In addition, hands-on, just-in-time support is available for instructional tools that are increasingly central to CSU's teaching and learning environments. Faculty can drop in or attend online for guidance, troubleshooting, and coaching related to curriculum processes and digital learning platforms, as well as accessibility tools that support accessible and usable course design. These supports are complemented by opportunities to explore instructional strategies and technologies that foster collaboration, active learning, and engagement in both face-to-face and online learning environments.

Across all the summer offerings, the goal is to partner with faculty in creating high-quality, accessible, and engaging learning experiences that support student success and reflect the excellence of Clayton State University.

Thank you for the work you do every day to support our students. I look forward to supporting your professional learning needs this summer.

**Martha Fairley, Ed.S.
Executive Director
Center for Excellence in Learning & Teaching
Faculty Development and Online Education**

“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

Introducing....

HyFlex Teaching Certification Program

Ready to Transform Your Teaching?

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

What You'll Gain

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

**!!New Cohort Starting
June 2026!!**

**CLAYTON STATE
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Certification Modules

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

The inaugural 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.

Design Once. Teach Everywhere. Engage All

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



LEARNING PATHS AT CLAYTON STATE UNIVERSITY

Learning Pathways at Clayton State University are designed to support faculty 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 a real world context
- Recognize professional learning through credentials and documentation



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.



Participation in the Course Redesign with Quality Matters (QM) Learning Pathway is a structured professional development opportunity designed to support you in building a clear, engaging, and student-centered course aligned with national QM standards.

Over eight weeks, you will focus on one QM standard at a time, applying what you learn directly to your course. This pathway is not just informational; it is hands-on and outcome-driven. Each week includes a targeted focus and a required deliverable that contributes to your overall course redesign. Each workshop will include 30 minutes of instruction, with the final 30 minutes for hands-on work on the week's Standard. Each session will meet on Wednesday at 11 AM.

What is expected:

- Attend or engage with each weekly session or module
- Actively apply QM concepts to your course materials
- Submit the weekly deliverable aligned with each standard
- Complete all eight standards to demonstrate full pathway completion

Why it matters: This pathway ensures your course is clearly organized, aligned, accessible, and designed to support student success. By completing the full sequence, you create a fully redesigned course that meets Quality Matters Standards and reflects best practices in teaching and learning.

Completion requirement: To complete the pathway, all weekly deliverables must be submitted. Each component builds toward a cohesive, QM-aligned course, so full participation is essential. The capstone will involve submitting and passing a course review using the QM standards.

Course Redesign with Quality Matters

Learning Pathway

Week 1 – Standard 1: Course Overview & Introduction

- Clear course welcome & orientation
- Update "Start Here" section



Week 2 – Standard 2: Learning Objectives & Competencies

- Measurable outcomes
- Revise learning objectives



Week 3 – Standard 3: Assessment & Measurement

- Aligned assessments
- Create assessment plan



Week 4 – Standard 4: Instructional Materials

- Curate course content
- Align materials to objectives



Week 5 – Standard 5: Learning Activities & Interaction

- Engaging activities
- Foster student interaction



Week 6 – Standard 6: Course Technology

- Integrate tech tools
- Enhance learning experience



Week 7 – Standard 7: Learner Support

- Student support resources
- Guide to services



Week 8 – Standard 8: Accessibility & Usability

- Ensure accessibility
- Conduct usability review



SUMMER 2026 FACULTY DEVELOPMENT CATALOG

[Sign Up for Summer Workshops Here](#)

Welcome to your Summer 2026 Professional Development Guide. Below is an optimized, consolidated layout of all scheduled offerings for June and July 2026. Multiple offerings of identical tracks have been grouped together under clear curriculum blocks with streamlined timetables, specific focus highlights, and targeted learning objectives to help you plan your professional growth effectively.

QUALITY MATTERS (QM) COURSE REDESIGN

This structured curriculum dives deep into individual Quality Matters standards to optimize online and hybrid course design, layout, usability, and student outcomes.

QM Standard 1: Course Overview & Introduction

June 3, Wednesday @ 11:00 AM

Focuses on creating a clear, welcoming course introduction so learners know how to get started and navigate the course structure. Faculty explore best practices for a "Start Here" area or syllabus overview, ensuring course design is transparent and aligned with QM Standard 1.

LEARNING OBJECTIVES:

- Identify key elements of an effective course introduction (clear instructions, course purpose, navigation guidance).
- Design or revise a welcome/orientation section to provide clear guidance on how to begin the course.
- Evaluate current course introduction to ensure it includes all essential information for learners.

QM Standard 2: Learning Objectives & Competencies

June 10, Wednesday @ 11:00 AM

Emphasizes writing clear, measurable learning objectives using Bloom's Taxonomy. Faculty will learn to distinguish between course and module objectives and ensure that objectives accurately describe what learners will be able to do.

LEARNING OBJECTIVES:

- Formulate measurable learning objectives using action verbs.
- Refine objectives to be learner-centered and achievable.
- Align module/unit objectives with broader course outcomes.

QM Standard 3: Assessment & Measurement

June 17, Wednesday @ 11:00 AM

Explores mapping learning objectives to assessments and incorporating clear instructions, criteria, and grading policies. Faculty will learn to design assessments that authentically measure student achievement.

🌀 LEARNING OBJECTIVES:

- Align learning objectives with appropriate assessment methods.
- Develop assessment plans that include clear rubrics and feedback mechanisms.
- Explain the alignment between specific tasks and the goals they measure.

QM Standard 4: Instructional Materials

June 24, Wednesday @ 11:00 AM

Provides guidance on choosing and organizing instructional materials that support learning objectives. Participants will learn how to verify that materials are current and provide varied perspectives to enhance learning.

🌀 LEARNING OBJECTIVES:

- Evaluate instructional materials for alignment with module learning objectives.
- Identify and update materials to ensure they are current and relevant.
- Document the link between specific materials and the objectives they support.

QM Standard 5: Learning Activities & Interaction

July 1, Wednesday @ 11:00 AM

Highlights designing interactive learning activities that actively engage students. Faculty will learn to incorporate different interaction types (learner-content, learner-instructor, learner-learner) to support learning goals.

🌀 LEARNING OBJECTIVES:

- Design interactive learning activities that align with objectives.
- Incorporate interaction strategies that promote student engagement.
- Plan the implementation of revised activities to support learner success.

QM Standard 6: Course Technology

July 8, Wednesday @ 11:00 AM

Discusses the purposeful use of technology tools to support learning objectives and enhance student engagement. Faculty will evaluate current tools and explore how to use technology to enrich the learner experience.

🌀 LEARNING OBJECTIVES:

- Evaluate technology tools for their ability to support learning objectives.
- Integrate technology appropriately to enhance student learning and interaction.
- Update course documentation to clarify technology requirements and support.

QM Standard 7: Learner Support

July 15, Wednesday @ 11:00 AM

Addresses incorporating key support services and resources into course design. Participants will learn how to communicate the availability of technical support, academic support, and student services to help learners succeed.

LEARNING OBJECTIVES:

- Identify key support services available to learners.
- Integrate support information into course materials and communications.
- Verify that learners are clearly informed of how to access essential support.

QM Standard 8: Accessibility & Usability

July 22, Wednesday @ 11:00 AM

Emphasizes applying usability principles and using accessibility checklists to evaluate course design. Faculty will focus on layout, navigation, and readability to improve the student experience.

LEARNING OBJECTIVES:

- Assess course materials and design using accessibility checklists.
- Implement improvements to enhance the accessibility and usability of the course.
- Apply usability principles to create a more intuitive learner experience.

HANDS-ON ACCESSIBILITY

Hands-on, platform-specific masterclasses designed to empower your technology-enhanced teaching environment.

YuJa for Teaching & Accessibility

This hands-on workshop introduces faculty to YuJa Panorama and its role in supporting accessible teaching and learning. Participants will learn how YuJa integrates with D2L to identify accessibility issues, provide clear fix guidance, and generate alternative formats that improve access for all learners. Faculty will leave with practical experience using YuJa on their own course materials.

AVAILABLE SESSIONS:

June 2, Tuesday @ 11:00 AM

July 2, Thursday @ 10:00 AM

July 30, Thursday @ 11:00 AM

Introduction to Kaltura

Learn to record, upload, manage, edit, and share video content using the Kaltura platform embedded directly within the LMS ecosystem. Perfect for creating robust asymmetrical lecture media.

AVAILABLE SESSIONS:

June 17, Wednesday @ 2:00 PM

July 16, Thursday @ 10:00 AM

Microsoft Teams Breakout Rooms

Instructional strategies for using Microsoft Teams breakout rooms. Learn how to align breakout activities with learning objectives and support student participation.

AVAILABLE SESSIONS:

June 23, Tuesday @ 2:00 PM

July 14, Tuesday @ 1:00 PM

AI: Introduction to Gemini Gems for Faculty Workflow Design

Design your own AI-powered teaching assistant using Google Gemini Gems. Identify instructional tasks, build a structured assistant, and test a working Gem tailored to your course.

AVAILABLE SESSIONS:

July 7, Tuesday @ 1:00 PM

July 29, Wednesday @ 10:00 AM

Hands-On Accessibility Series

A modular series targeting specific components of material remediation. Bring your own course documents and files to modify and fix live alongside our system experts during these interactive labs.

SPECIALIZED SERIES BLUEPRINT:

Documents, Images, & Links

June 10, Wednesday @ 2:00 PM

Accessible Word setups, descriptive alt-text structure, and native checker utility optimization.

Tables & Graphs

June 25, Thursday @ 10:00 AM

Clean structure designs, avoiding merged cell data corruption, and text-based descriptive alternatives for complex visual diagrams.

Audio & Video

July 8, Wednesday @ 1:00 PM

Synchronized captioning configurations, strict transcript compliance text, and universal audio narration principles.

Color Contrast & PDFs

July 22, Wednesday @ 2:00 PM

Meeting strict WCAG contrast ratios, layout styling analysis, and Acrobat remediation workflows for flat PDF files.

Foundations of HyFlex Teaching

Introduction to the HyFlex (Hybrid-Flexible) instructional model. Explore Brian Beatty's four foundational pillars — Learner Choice, Equivalency, Reusability, and Accessibility — and discover practical D2L Brightspace content system structures to run both modalities simultaneously without faculty burnout.

AVAILABLE SESSIONS:

June 30, Tuesday @ 2:00 PM

July 28, Tuesday @ 1:00 PM

Engagement Strategies Across Modalities

June 16, Tuesday @ 2:00 PM

Explore practical techniques for student participation, instructor presence, and active learning in online, hybrid, and in-person spaces.

SIMPLE SYLLABUS TRAINING

Zoom-based and in-person training sessions for Simple Syllabus, organized by audience track. Designed to support a smooth rollout of the Simple Syllabus platform across administrative and instructional roles.

System Administrator Training Track

These Zoom sessions are designed exclusively for system administrators responsible for configuring, managing, and supporting the Simple Syllabus platform at the institutional level. Participants will receive hands-on guidance on setup, user management, template configuration, and integration with the LMS.

 AVAILABLE SESSIONS (ZOOM — SYSTEM ADMINISTRATORS ONLY):

Wednesday, June 3 — 2:00 PM–3:00 PM EDT

Friday, June 5 — 10:00 AM–11:00 AM EDT

Faculty Training Track

These Zoom sessions are open to all faculty and course instructors and provide a comprehensive introduction to using Simple Syllabus for course syllabus creation and management. Participants will learn to navigate the platform, customize syllabus templates, and meet institutional compliance requirements.

 AVAILABLE SESSIONS (ZOOM — FACULTY & COURSE INSTRUCTORS):

Friday, June 5 — 2:00 PM–3:00 PM EDT

Tuesday, June 9 — 2:30 PM–3:30 PM EDT

Thursday, June 11 — 11:30 AM–12:30 PM EDT

Faculty Walk-In Support Sessions

Drop-in support sessions offered both in-person and via Microsoft Teams for faculty and course instructors needing one-on-one assistance with Simple Syllabus. Bring your course materials and any questions — no appointment needed. Multiple time slots are available on select days.

 AVAILABLE SESSIONS (IN-PERSON & TEAMS — FACULTY & COURSE INSTRUCTORS):

 Thursday, June 11
2:00 PM – 3:00 PM EDT

Drop-in support for faculty getting started with Simple Syllabus after the morning training session.

 Monday, June 15
10:00 AM – 11:00 AM EDT | 2:00 PM – 3:00 PM EDT

Two support windows available. Bring course documents or questions about syllabus setup and template customization.

 Tuesday, June 16
10:00 AM – 11:00 AM EDT | 2:00 PM – 3:00 PM EDT

Final walk-in support week. Individualized help with any remaining Simple Syllabus questions before the end of the onboarding period.



OPEN LABS & DROP-IN SUPPORT TIMETABLES

No appointment required! Stop by during these flexible windows with active project designs, draft proposals, or technology issues for individualized 1-on-1 support.

YuJa Walk-In Support & Media Management Labs

Date & Day	Time	Session Specific Context & Troubleshooting Support Focus
June 2 (Tuesday)	2:00 PM	Troubleshooting common issues and answering general questions about YuJa features.
June 4 (Thursday)	10:00 AM	General troubleshooting and technical assistance for YuJa video and accessibility tools.
June 9 (Tuesday)	10:00 AM	Drop-in session for individualized guidance on video management, captioning, and accessibility reporting.
June 11 (Thursday)	11:00 AM	Support for faculty working with video content or accessibility Panorama reports.
June 16 (Tuesday)	11:00 AM	Quick fixes and instructional guidance for YuJa video management.
June 18 (Thursday)	3:00 PM	Afternoon drop-in session for help with accessibility reporting and media workflows.
June 23 (Tuesday)	11:00 AM	Answering questions about the YuJa Panorama accessibility score and fixing specific document issues.
June 25 (Thursday)	3:00 PM	Final June drop-in for media management and accessibility troubleshooting.
June 30 (Tuesday)	11:00 AM	Technical assistance and general feature questions.
July 2 (Thursday)	2:00 PM	Troubleshooting common issues and answering general questions about YuJa features.
July 7 (Tuesday)	11:00 AM	Individualized help with video storage and accessibility workflows.
July 9 (Thursday)	10:00 AM	Drop-in session for media accessibility and video management.
July 14 (Tuesday)	10:00 AM	Assistance with YuJa features and troubleshooting.
July 16 (Thursday)	2:00 PM	Support for accessibility issues and video editing in YuJa.
July 21 (Tuesday)	11:00 AM	General technical guidance for faculty using video resources.
July 23 (Thursday)	11:00 AM	Final technical troubleshooting for the month of July.
July 28 (Tuesday)	10:00 AM	Troubleshooting and general questions about YuJa features.
July 30 (Thursday)	2:00 PM	Final summer drop-in session for YuJa support.

CourseLeaf Walk-In Curriculum Management Labs

Date & Day	Time	Session Specific Context & Troubleshooting Support Focus
June 18 (Thursday)	1:00 PM	On-demand assistance for CourseLeaf tasks, including CIM and CAT. Drop in with questions, drafts, or workflow issues for individualized guidance.



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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 CELT@clayton.edu

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THANK YOU!