

FEB. 10 – APRIL 25, 2014

Now Online! Certified Faculty Developer (CFD)

Get the professional development you want,
Get the recognition you deserve

“Richly rewarding.”

*Loreta H. Ulmer, CFD, Ed.D.
Old Dominion University, Norfolk, VA*



“Information That Works!”

New! By Request. Now Online Certified Faculty Developer (CFD)

The professional development you want, the recognition you deserve

Every institution in higher education should have at least one Certified Faculty Developer on staff. Faculty development is too important. A lack of faculty development is too costly.

Finally, certification specific to those coordinating and training faculty, especially online faculty

Come to the Certified Faculty Developer Institute online and become a Certified Faculty Developer (CFD).

Why Your Institution Should Participate

There are two reasons why your institution should have a Certified Faculty Developer (CFD) on staff:

Faculty development is a good investment.

Faculty development creates income and reduces costs. Professionally trained faculty members are able to use their time more effectively, teach hybrid and online courses as well as face-to-face, and are more apt to adjust to new technologies and pedagogical strategies.

In the increasingly competitive environment facing higher education in the years ahead, your institution cannot afford to fall behind in teaching quality.

Return on Investment (ROI) is substantial.

When you send your faculty developer to become a Certified Faculty Developer, that person improves the professional development of your staff, resulting in an enormous Return on Investment (ROI) for all your faculty. Faculty development enhances the quality of all your faculty.

Unique

Here's why you should send your faculty developer to become a Certified Faculty Developer (CFD):

Foremost authorities

The instructors for the LERN Institute are the foremost authorities on online learning and faculty development. Each is an author, consultant and a popularly requested speaker at conferences. Your instructors are engaged daily in research on best practices, the latest trends, and emerging technologies in the rapidly changing environment of higher education today.

Information not available anywhere else

The Certified Faculty Developer curriculum is the most sophisticated, advanced, comprehensive and intensive curriculum in the field. You will receive strategies and techniques not found anywhere else.

Who Should Participate

Any person on faculty or staff engaged in faculty development should participate. Whether faculty development is a full-time position, a part-time position, or a part of an administrator's duties, this training and designation is relevant. Deans and other decision makers will also benefit from getting the most advanced, comprehensive, and intensive professional development available in faculty development.

Benefits

- The Faculty Development Manual is included in your materials.
- PowerPoint slideshows on faculty development and online teaching topics to present to faculty your institutions. Unique benefit!
- After you pass the exam, you get a framed certificate and a real medal.
- After passing the exam, you earn the right to have the initials CFD after your name.

Outcomes

The goal of LERN's Faculty Developer certification is to prepare faculty developers to assist faculty in improving instructional quality at their institutions.

Upon certification, faculty developers will:

- Identify current trends and issues that need to be addressed by faculty development programs.
- Be aware of the latest innovations and best practices in instructional strategies.
- Be apprised of emerging technological advances.
- Understand the needs and characteristics of today's learners.
- Be able to address the changing role and needs of faculty.

Join the Best Experts

“The ROI was significant.”

*Sandi Melton, CFD
Arkansas State University*



Les Howles is a leading online media expert and is a senior e-learning consultant at the University of Wisconsin – Madison. He has more than 20 years experience as an instructional design and technology consultant in corporate, government, medical and academic settings.

He works with faculty, researchers, trainers and subject experts to develop instructional programs, multimedia applications and e-learning courses. He has a graduate degree in educational technology from the University of Oregon and undergraduate degrees in education and educational psychology.

Les is a frequent presenter at national, local and regional conferences, as well as a guest speaker at various universities.

Kassia Dellabough, Ph.D., is Director, Office of Professional Outreach & Development for Students, School of Architecture & Allied Arts, University of Oregon, Eugene.



Dellabough teaches a wide array of subjects ranging from Applied Creativity: Thinking Outside the Box to Presentation Skills and Portfolio Development. She currently teaches a general education Art and Human Values course both face-to-face and online. She was one of the pioneer faculty to teach online at the university in 1997 and serves as mentor for faculty across campus for online teaching.

Mary I. Dereshiwsky, Ph.D., COI, is a leading authority on online teaching and creator of the concept and practice of ‘continual engagement’ in online teaching. She has taught thousands of faculty about teaching online, has critiqued hundreds of online courses, and heads up the advisory board of the Certified Online Instructor (COI), the leading designation for online faculty in higher education.



Julie Coates is author of the pioneering book, “*Generational Learning Styles*” and co-author of the new book, “*The Pedagogy of the 21st Century*.” She also teaches faculty about generational learning styles in the University of South Dakota graduate program in adult and higher education.

She has taught faculty on campus, does consulting with educational institutions, and is a highly sought speaker for conferences and presentations. She is an authority on demographics, gender, the brain, and students with Asperger’s.

Her keynote speeches and sessions on trends and generational learning styles have garnered rave reviews and standing-room-only crowds. She has conducted seminars in Australia, Europe, Canada and throughout the United States. Coates has spoken at Radcliffe and has been on PBS television.

“LERN has done an outstanding job.”

*Paula Hanger, CFD, Norman Moore
Technology Center, Norman, OK*

William A. Draves is a nationally known authority on teaching online. He is author of “*Advanced Teaching Online*,” and “*How to Teach Adults*,” the most popular book on the topic. He has taught more than 8,000 faculty about teaching online. He has been interviewed by the *New York Times*, *Wall Street Journal*, *BBC*, *NPR* and other national media.



He does writing, consulting, speaking and on-site faculty development. He has keynoted conferences and given presentations in Russia, Japan, Australia, Europe, U.K., Mexico, and throughout Canada and the United States.

One of education’s leading futurists, Draves has been called a “world class speaker” by Maureen Geddes, Vice President of the Ontario, Canada, Speakers Association.

Curriculum

1. Best Practices for the Online and F2F Classroom

Get the latest models and benchmarks for teaching online, and for the face-to-face (F2F) classroom. Technology, the move to the flipped classroom and a focus on the learner all are changing how we teach today. Discover the latest state of the art and best practices. Take home the leading online course critique standards for your online instructors, and a checklist of the best practices for the in-person classroom.

2. Understanding Learning Styles

Generations learn differently. So your Boomer and Gen X faculty have different learning and teaching styles from your Gen Y (and coming soon, Gen Z) students. Find out what every instructor needs to know about learning styles to enhance their teaching. After attending this session you will know more about your students, and discover something new about yourself.

3. Continual Engagement: Fostering Online Discussion

Being engaged with your online learners throughout the course is one of the three biggest weaknesses of online teachers. It is also one of the three biggest ways to take your online courses to the next level, and make it a superior learning experience for your learners. Get the best tips on how to build student success through teacher interaction; construct, encourage and foster online discussion; and how to give online learners feedback.

4. Designing Visuals for Deeper Learning

From an expert on multimedia in higher education, learn how to design visuals that really teach and help learners construct new knowledge. In this session you'll learn evidence-based design principles to transform your online and face-to-face lecture slides from text-heavy bullet lists into engaging visuals that promote active learning. Techniques involving the use of storyboards, information topologies and effective handout design will be shared.

5. Designing Multimedia for e-Learning

Take your institution's online courses to the next level by learning how to skillfully blend images, text, narration and interactive elements to help students learn complex content better. In this session you'll learn evidence-based principles that guide the design of multimedia-based learning materials and how to train your faculty to effectively use various modalities to promote better learning online and in the classroom. You'll also learn about the effective use of audio recordings, games, simulations, interactive scenarios and more.

“I learned so much in the course.
It is well worth the effort
for anyone working
with instructors.”

*Rob Carrillo, CFD, Lead Distance Education
Coordinator, Iñisaġvik College, Barrow, AK*

6. New eTools for Developing Content Objects

Start taking advantage of the growing number of eTools both commercial and non-commercial for rapid development of web-based content objects. Adopt new strategies for online course design by incorporating media rich and interactive web-based learning objects to increase learner engagement with course content.

7. Grading and Assessment

Get the best practices in designing assessment for online learners, learn how frequent quizzes actually increase learning, and how multiple assessments are one of the most exciting developments in education for both the online and F2F classroom. Then, discover why traditional grading practices are being challenged and the future of grading in the 21st century. You will come away with totally new information about assessment and the future of grading.

8. Enabling Retention and Completion

With society needing more graduates and skilled workers, your institution is being asked to boost your retention and completion rates. Find out the top 11 retention and completion strategies for the classroom that take no additional faculty time, and involve little or no cost to your institution. You'll come away with proven techniques for your faculty to enable more learning, more student success, and improve upon your institution's completion rates.

9. Faculty Development Planning

Take away the keys to successful faculty development planning, programming and marketing of faculty development programs. Find out how to do quick no-cost needs assessments. Learn how to design surveys for faculty and get a high response rate. Acquire advanced program planning techniques. Get the world's best evaluation form. Get techniques on designing an effective web site for faculty development. Discover why testimonials are the “magic” promotion, and more.

10. Designing Hybrid Courses

Within 20 years, almost all courses will be hybrid. New studies show that hybrid (blended, flipped) courses can be even more effective than both traditional face-to-face and totally online classes. Hybrid courses also lower facility costs, and save faculty and students time. Come discover the four essential keys to designing successful hybrid courses. Take away the guidelines for training faculty on converting their face-to-face courses to hybrid, enhancing learning for your students.

Agenda

Content and interaction delivered in two formats:

Online Course

- Participate anytime throughout the week.
- For optimal professional development, log on two to three different times during the week.
- Feel free to work ahead, or back, if you have scheduling conflicts.

Live Webinars

- Weekly one-hour live webinars
- Can't attend? No problem, each webinar is recorded so you can listen at your leisure.

Faculty interact and engage in both the online classroom and as many webinars as possible.

You participate as much as you can.

Week 5: March 10 – 14, 2014

Designing Multimedia for e-Learning

Webinar: Tuesday, March 11

2-3 p.m. ET; 1-2 p.m. CT; Noon – 1 p.m. MT; 11 a.m. – Noon PT

Week 6: March 17 – 21, 2014

New eTools for Developing Content Objects

Webinar: Tuesday, March 18

2-3 p.m. ET; 1-2 p.m. CT; Noon – 1 p.m. MT; 11 a.m. – Noon PT

Week 7: March 24 – 28, 2014

Grading and Assessment

Webinar: Tuesday, March 25

2-3 pm ET; 1-2 pm CT; Noon – 1 pm MT; 11 am – Noon PT

Week 8: March 31 – April 4, 2014

Enabling Retention and Completion

Webinar: Tuesday, April 1

2-3 p.m. ET; 1-2 p.m. CT; Noon – 1 p.m. MT; 11 a.m. – Noon PT

Week 9: April 7 – 11, 2014

Faculty Development Planning

Webinar: Tuesday, April 8

2-3 p.m. ET; 1-2 p.m. CT; Noon – 1 p.m. MT; 11 a.m. – Noon PT

Week 10: April 14 – 18, 2014

Designing Hybrid Courses

Webinar: Tuesday, April 15

2-3 p.m. ET; 1-2 p.m. CT; Noon – 1 p.m. MT; 11 a.m. – Noon PT

Week 11: April 21 – 25, 2014

CFD Exam

The CFD Exam will be administered on two days, Tuesday, April 22, and Thursday, April 24. You can take the exam online with a local proctor from your institution, or you can take the exam with paper-and-pencil/pen and a local proctor at your institution.



“The CFD adds more weight to job security.”

Steve Szymoniak, CFD, Texas State Technical College, Harlingen

Feb. 10 – April 25, 2014

Week 1: Feb. 10 – 14, 2014

Best Practices for the Online and F2F Classroom

Webinar: Tuesday, Feb. 11

2-3 p.m. ET; 1-2 p.m. CT; Noon – 1 p.m. MT; 11 a.m. – Noon PT

Week 2: Feb. 17 – 21, 2014

Understanding Learning Styles

Webinar: Tuesday, Feb. 18

2-3 p.m. ET; 1-2 p.m. CT; Noon – 1 p.m. MT; 11 a.m. – Noon PT

Week 3: Feb. 24 – 28, 2014

Continual Engagement: Fostering Online Discussion

Webinar: Tuesday, Feb. 25

2-3 p.m. ET; 1-2 p.m. CT; Noon – 1 p.m. MT; 11 a.m. – Noon PT

Week 4: March 3 – 7, 2014

Designing Visuals for Deeper Learning

Webinar: Tuesday, March 4

2-3 p.m. ET; 1-2 p.m. CT; Noon – 1 p.m. MT; 11 a.m. – Noon PT

Second Person Discount!

Send a team of two people and get more for your investment. Studies show that when two people from the same institution attend a professional development event, the institution receives far more new information and benefit. To encourage teams, we are offering the second registration at a big discount.

CFD Advisory Council

Dr. Virginia Donnell, Middle Tennessee State University; Dionne Felix, Calhoun Community College; Debbie Frazier, Community College of Beaver County; Brenda Kerr, Middle Tennessee State; Terry Kidd-McPhaul, Houston Community College; Libbie Moore, Piedmont Community College; Gregory Noack, Sauk Valley Community College; Melissa Rossi, Southwestern Illinois College; AnDeAn Woodford; Albert Schmid, Sullivan University; Christopher Taverna, SUNY Fredonia; Paul Reams, Kettering College.

Fees & Benefits

The fee includes the Faculty Development Manual, and also included are the slide shows.

There is no additional fee for taking the exam. After passing the exam, you will receive a framed certificate and CFD medal suitable for framing.

The registration fee is \$995 for the first person. Send a second person from your institution for just \$695.

Applications

In order to insure maximum participation, interaction and individual attention, attendance at the online Institute is limited. LERN reserves the right to decline applications from those who would not most benefit from the Institute.

Cancellations & Substitutions

Substitutions are available at any time when requested in writing. Cancellations must be requested in writing. Cancellations made 30 days or more prior to the event will receive a full refund. Within 30 days, no refund is available.

**“It will change
my training procedure.”**

*Gary Pitts, CFD,
Southern Crescent Technical College, Griffin, GA*

**“I was amazed at how much
I learned in such a
short amount of time.”**

*Cindy Officer, CFD
Gallaudet University, Washington, D.C.*

Credit Terms

Organizational purchase orders will be accepted in lieu of payment to hold your place. Our credit terms are net 30 days. All fees must be paid in full in order to attend the Institute.

About LERN

The Learning Resources Network (LERN) is a leading association in online teaching, programming and faculty development serving about 1,000 colleges and universities every year.

LERN also sponsors the Certified Online Instructor (COI) designation, the leading designation in the field for faculty in higher education. And LERN sponsors the Certified Program Planner (CPP) designation, the leading programming designation in higher education. More than 3,000 professionals have received a certified designation from LERN.

More than 600 institutions of higher education are members of LERN. Educators serve on the LERN Board of Directors and in its leadership councils, creating leadership standards for the field for the 21st century.

Services include consulting, conferences, magazines, technical assistance, seminars and online events. More than 8,000 faculty in higher education have taken an online course sponsored by LERN.

How to Apply

You can apply for the Certified Faculty Development Institute in any of these ways:

Online: Go to www.lern.org/faculty and click on Certified Faculty Developer (CFD).

Email: Send your application information to us at info@lern.org.

Fax: Complete and fax the attached application form, along with a purchase order or credit card information, to 888-234-8633.

Phone: You can reserve your place with a credit card by calling Tammy at 800-678-LERN (5376).

Mail: Complete and send the attached application form, along with a purchase order, check or credit card information, to LERN, PO Box 9, River Falls, WI 54022.

REGISTRATION – ONLINE CERTIFIED FACULTY DEVELOPER INSTITUTE 2014

Feb. 10 – April 25, 2014

Simply fill in the information below and fax it to 1-888-234-8633 with your credit card information or purchase order, or mail along with your check. If you have questions, call us at 1-800-678-5376. Feel free to copy this form for additional registrations.

FIRST PERSON — CERTIFIED FACULTY DEVELOPER (CFD) INSTITUTE

Name		
Department	Institution	
Address	City	
State/Province	ZIP/Postal Code	Country
E-mail	Phone	Fax

SECOND PERSON — CERTIFIED FACULTY DEVELOPER (CFD) INSTITUTE

Name		
Department	Institution	
Address (if different)	City	
State/Province	ZIP/Postal Code	Country
E-mail	Phone	Fax

Payment Method

- Payment enclosed.
Check # _____
- Bill my institution.
PO # _____
See credit terms.
- Charge to my credit card.



Registration Fees

- \$995 U.S. Regular rate
- \$695 U.S. 2nd Person

Account #	
Exp. Date	CVC#
Cardholder's Name (please print)	
Cardholder's Signature	

All fees are in U.S. dollars.



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**“Loved it!
I feel more confident
and prepared to assist
our faculty now.”**

*Courtney Mitchell, Norfolk State University
Norfolk, VA*



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Join the Best Experts!

Come and get

*The best professional development with
information not available
anywhere else*

Then take away

*Professional development
modules to train your faculty*

**And then get your
CFD designation**

*With a framed certificate
and a real medal*