COMING EVENTS

Academic Assessment Committee Brown Bag
Wednesday, Oct. 14, 2–3 p.m. (E-210E)

Assessment Basics
Wednesday, Oct. 6, Noon–1 p.m. (E-210E)

BL: Blackboard Collaborate
Tuesday, Sept. 8, 10–11 a.m. (E-210W)
Wednesday, Oct. 14, 11 a.m.–Noon (E-210W)

BL: Setting up the BL Grade Center – A Refresher
Tuesday, Sept. 1, 1–2 p.m. (E-210W)

BL: Using Blackboard Learn to Enhance Classes
Monday, Sept. 21, 1–4 p.m. (E-210W)
Wednesday, Oct. 7–Tuesday, Oct. 13 (ONLINE)
Friday, Oct. 16, 9 a.m.–Noon (E-210W)

BLS: Teaching Online Seminar
Saturday, Sept. 12–Sunday, Oct. 4 (ONLINE)

BLS Topic 1: Getting Started
Friday, Oct. 2–Thursday, Oct. 8 (ONLINE)

BLS Topic 2: Presenting Content
Friday, Oct. 9–Sunday, Oct. 18 (ONLINE)

BLS Topic 3: Discussions, Blogs, Journals, and Wikis
Monday, Oct. 19–Sunday, Oct. 25 (ONLINE)

BLS Topic 4: Assessments
Monday, Oct. 26–Sunday, Nov. 1 (ONLINE)

CAAS Tech for Teachers
Monday, Sept. 14, 1–2:30 p.m. (A-137)

Creating an Accessible Word Document for Instruction
Tuesday, Oct. 20, 1–2 p.m. (E-210W)

Creating Your Online Instructor Presence
Tuesday, Sept. 8, 1:30–2:30 p.m. (E-210W)
Monday, Oct. 12, 3–4 p.m. (E-210W)

Curriculum Boot Camp
Friday, Sept. 25, 9 a.m.–Noon (E-210E)
Monday, Oct. 5, 12:30–3:30 p.m. (E-210E)

Curriculum Processes
Tuesday, Sept. 1, 1–1:30 p.m. (E-210E)
Wednesday, Oct. 7, 12:30–1 p.m. (E-210E)

Grants 101
Friday, Oct. 9, 10–11 a.m. (E-210E)
Wednesday, Nov. 11, 1:30–2:30 p.m.

Learning Redefined by Competencies
Tuesday, Sept. 22, 2–3 p.m. (E-210E)
Monday, Oct. 12, 1–2 p.m. (E-210E)

Low Cost/No Cost Textbook Alternatives
Tuesday, Sept. 22, 3–4 p.m. (E-210W)
Thursday, Oct. 29, 10–11 a.m. (E-210W)

Prezi
Thursday, Sept. 29, 2–3:30 p.m. (E-210W)

Sm ard Board – Brightlink Interactive Projector and Smart KAPP
Friday, Sept. 4, 9:30–11:30 a.m. (E-210E)
Monday, Sept. 14, 1:30–2:30 p.m. (E-210E)

Sm ard Board - Creating Dynamic, Engaging Classroom Experiences
Monday, Oct. 19, 2–4 p.m. (E-210W)

Sm ard Board - Math Features
Wednesday, Sept. 23, 1–2:30 p.m. (E-210W)
Thursday, Oct. 15, 2:30–4 p.m. (E-210W)

Sm ard Board - New Tools for GED/ESL
Thursday, Sept. 24, 4:30–6 p.m.

Sm ard Board Overview
Tuesday, Sept. 15, 5–6 p.m. (E-210W)
Wednesday, Oct. 14, 3–4 p.m. (E-210W)

Successful Student Engagement Techniques (SEFs)
Tuesday, Sept. 15, 1–3 p.m. (E-210E)

Tips for Effective Rubrics
Wednesday, Oct. 7, 12:30–2:30 p.m. (E-210E)

Tips for New or Returning Instructors
Friday, Oct. 2, 10–Noon (E-210E)
Tips for Effective Syllabi
Friday, Oct. 2, 1–2 p.m. (E-210E)

Web 2.0: Choose Your Own Adventure
Monday, Oct. 12–Nov. 8 (ONLINE)
Changing lives one light-bulb moment at a time, Tri-TOP is a comprehensive, competency-based curriculum for full- and part-time faculty members who want to enhance their teaching skills and learn from each other.

You choose which cohort to enter based on your level of competence as described in the tracks below, either Watt, Kilowatt, Megawatt or Gigawatt. Three cohorts will be offered each year (Fall, Spring and Summer). Beyond featuring our regular CTE events, Special Topics will cover emerging educational topics, introduce innovative instructional technologies, and support Strategic Plan Action Items and/or other college initiatives. Special Topics will be designated each semester in the CTE Catalog.

Upon satisfactory completion of each track’s learning objectives, eligible full-time faculty members can earn Professional Growth Units (PGUs), while eligible adjunct instructors can earn either Wellness Points or a cash award.

**PROGRAM REQUIREMENTS**

- You must enroll via email to cte@triton.edu requesting entry into the program by the stated deadline each semester, indicating the level (Watt, Kilowatt, Megawatt or Gigawatt) you intend to achieve.
- Each cohort will contain no more than 20 participants. The enrollment period will remain open for 3 weeks beyond the first day of credit classes listed in the College Catalog or until the cohort is full, whichever comes first.
- Enrollment is offered on a first-come/first-serve basis.
- You may claim credit for CTE workshops completed within 1 year prior to enrollment via email to cte@triton.edu.
- Workshop attendance alone does not qualify toward track completion. To qualify for the award associated with a given level, all objectives associated with that level must be satisfactorily completed within 1 year of enrollment.
- Awards are non-SU RS creditable earnings and will be processed within 60 days of completion of all objectives associated with a given level. No additional compensation will be provided for repeating a level.

**ELIGIBILITY**

- Eligibility is defined as having taught at least 1 class for Triton College between July 1 and June 30 of the year of entry into program or scheduled to teach at least 1 class in the current or consecutive semester of entry into program.
- To confirm your eligibility, contact Human Resources at Ext. 3748 or send an email message to joeklinger@triton.edu.

For more information about this or any other CTE offering, call (708) 456-0300, Ext. 3371 or send an email message to cte@triton.edu.
## Tri-TOP Levels of Achievement

<table>
<thead>
<tr>
<th>Track</th>
<th>Audience</th>
<th>Contact Hours</th>
<th>CTE Workshops</th>
<th>Learning Objectives</th>
<th>Award</th>
</tr>
</thead>
</table>
| Watt  | New or returning faculty | 9 Minimum     | 1. BL: Using Blackboard Learn to Enhance Classes (3 hours)  
2. Assessment Basics (1 hour)  
3. Smart Board Overview (1 hour)  
4. Tips for New or Returning Faculty (2 hours)  
5. Tips for Effective Rubrics (1 hour)  
6. Tips for Effective Syllabi (1 hour)  
7. Special Topic (1-2 hours) | All accomplished in Blackboard Learn (BL)  
- Upload 1 each into Tri-TOP Discussion Forum and comment upon others' submissions  
- Rubric for a Summative or Formative Assessment tool  
- Syllabus for an assigned course  
- Upload 1 Syllabus to BL practice shell  
- Create Basic Grade Book in BL practice shell | Full-time Faculty: 3 PGUs (maximum)  
Part-time Faculty: $225 (maximum)  
OR 9 hours Wellness Points (maximum) |
| Kilowatt | Intermediate faculty | 9 Minimum     | 1. BLS Topic 6: Grading Center and Reports (2 hours)  
2. Collaborate I (1 hour)  
3. Collaborate II (1 hour)  
4. Low Cost/No Cost Textbook Alternatives (1 hour)  
5. Smart Board Topic of choice above the Smart Board Overview level (1-2 hours)  
6. Successful Student Engagement Techniques (SETs) (2 hours)  
7. Special Topic (1-2 hours) | In BL  
- Create 1 Learning Module  
- Upload 1 OER element  
- Upload 1 assessment tool that incorporates Smart Board Student Response System AND/OR a SET  
- Apply a BL Rubric to the assessment tool  
- Grade 1 assessment using BL rubric tools  
- Generate 1 Course Report  
- Facilitate 1 mock Collaborate Session  
- Share how you applied what you learned in the Smart Board workshop during a face-to-face class | Full-time Faculty: 3 PGUs (maximum)  
Part-time Faculty: $225 (maximum)  
OR 9 hours Wellness Points (maximum) |
| Megawatt | Advanced faculty       | 9 Minimum     | 1. 3D Technology (2 hours)  
2. Smart Board Topic of choice above the Smart Board Overview level (1-2 hours)  
OR  
BL Topics of choice (2 - 6 hours)  
3. Curriculum Boot Camp (3 hours)  
4. Web 2.0 Tools (2 hours)  
5. Special Topic (1-2 hours) | • Create 1 new BL shell for a new term that contains a Syllabus, Grade Book, and incorporates elements from your chosen BL Topics workshops. Upload or link results of Web 2.0 Tool for student use in the new BL shell or as a demonstration for faculty use in the Tri-TOP shell.  
• Revise or create 1 course for submission to the College Curriculum Committee  
• Upload 1 assessment tool mapped to the Learning Objectives on your chosen Course Outline  
• Incorporate 1 3D object into a lesson plan and upload  
• Share how you applied what you learned in the Smart Board workshop during a face-to-face class | Full-time Faculty: 3 PGUs (maximum)  
Part-time Faculty: $225 (maximum)  
OR 9 hours Wellness Points (maximum) |
| Gigawatt | Powerhouse faculty    | 1-3           | | • Achieve Gold Faculty Status  
• Design and present at least 1, one-hour workshop in the CTE as part of its Fall or Spring Catalog  
• Facilitate 1 BL discussion forum in a selected CTE online workshop or seminar  
• Create a video (approximately 15 minutes) on a CTE Topic that can be incorporated into a selected online workshop or seminar or the CTE blog | Full-time Faculty: 3 PGUs (maximum)  
Part-time Faculty: $225 (maximum)  
OR 9 hours Wellness Points (maximum) |
ACCESSIBILITY MATTERS

ACCESSIBILITY AND UNIVERSAL DESIGN

Triton is committed to creating a learning environment that is accessible for all students. In an effort to create greater awareness of Accessibility and the principles of Universal Design for Learning (UDL) on campus, the CTE will offer three workshops this fall with an accessibility focus. In mid-September, you will have the opportunity to experience the tools that our students can use in the Center for Access and Accommodative Services (CAAS). In October, Sara Gallagher, Instructional Design Specialist, will help you create an accessible Word document for instruction. In November, Marie-Ange Zicher, Instructional Technologist, will facilitate an exploration of UDL and accessibility guidelines and tools. Finally, Lauren Kosrow, Faculty, Library will publish a LibGuide on accessibility information, tools, and sites early in the fall term. Please watch for these and other announcements regarding opportunities to find out how to make your materials accessible to all learners.

CAAS Tech for Teachers

CAAS provides hardware and software that makes course content accessible for students with disabilities. Join us at CAAS to see and try some of the devices that our students use to access course content and learn how you can encourage your students to get the most out of them.

Monday, Sept. 14, 1–2:30 p.m. (A-137)

Creating an Accessible Word Document for Instruction

Do you know if your Microsoft Word documents are accessible? Are you familiar with features that will make a Word document more accessible? During this session, we will review a few options in Word including headings, lists and images to promote greater accessibility. You will have an opportunity to practice these features during the session.

Tuesday, Oct. 20, 1–2 p.m. (E-210W)

BL: Universal Design and Accessibility

Universal Design is a framework that guides the development of flexible learning environments to accommodate individual learning differences. We will explore what “Universal Design” entails, guidelines, and web sites that can assist you in developing content for all.

Wednesday, Nov. 18, 2–3 p.m. (E-210W)

COMPETENCY-BASED EDUCATION AND THE STRATEGIC PLAN

Developing and implementing competency-based curricula has been identified as an action under the Strategic Plan’s third initiative, through which we seek to close skill gaps and align college programming and curriculum with regional and global workforce needs by developing education pathways. Competency-based education (CBE) continues to gain popularity because of its ability to get students to degree completion faster, cheaper, and on a flexible learning schedule.

The US Department of Education defines CBE as “Transitioning away from seat time, in favor of a structure that creates flexibility (to allow) students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities” (2015). CBE strategies include online and blended learning, dual credit and dual enrollment for high school students, and project- and community-based service learning. Prior Learning Assessment (PLA) can also be incorporated into a CBE program. Because each student’s course of study depends upon identifying the gaps in her or his own knowledge, instead of on re-covering concepts and skills they’ve already mastered, practitioners argue that CBE generates high levels of student engagement, improved student outcomes, faster time to completion and substantial tuition savings.

However, CBE does not come without unique challenges that are largely based in the practicalities of designing differentiated and varied course content, multiple educational pathways and translating competencies to course credits, among other considerations. In the workshop “Learning Redefined by Competencies,” we hope to begin the conversation about CBE and how we can start thinking differently about innovative ways to address the variety of student needs, now and in the future.

Join Lore Carvajal, Chair, Behavioral Sciences and Paul Jensen, Dean, Continuing Education in the CTE to learn how CBE might enable us to enable students with complex schedules to apply their existing knowledge and skills toward completing our degrees or certifications as efficiently as possible.

Sources:

The Grants Development Office is pleased to announce the following grants that were awarded to Triton College.

- **Alliant Credit Union - $5,000.** These funds will support the development of a Veterans Resource Center designed specifically to meet student veterans’ academic and career goals from one centralized campus location.

- **Walter S. Mander Foundation - $4,000.** These funds will be used to create a Sustainable Agriculture Youth Training Program at Proviso East High School. Faculty and students from our Sustainable Agriculture Technology program will work with Proviso’s Garden Team to develop and facilitate a “learn and do” agriculture training program.

- **ICCB/Perkins Career and Technical Education – $475,756.** This grant allows us to improve Career and Technical Education programs to facilitate the academic achievement of those students.

- **Department of Education TRIO Student Support Services – $219,672 per year for 5 years.** These funds will support the continuation of Triton’s TRIO program, serving up to 160 students a year.

The Grants Development Office is currently working with Anthropology faculty on an application for the National Endowment for the Humanities $100,000 Humanities Initiatives at Community Colleges grant. This grant would help us focus on strengthening the teaching and study of the humanities and will enable us to enhance existing humanities programs, resources, or courses, or to develop new ones.

The Grants Development Office provides assistance to faculty, staff and administrators in securing funding for special projects, research and general operating expenses related to the overall mission and vision of Triton College. The office works collaboratively with all departments to identify and pursue external funding opportunities that will help to develop, enhance and enrich the educational programs and services available to Triton students and community at-large. For more information, call Ext. 3615, visit www.triton.edu/Grants-Development-Office or attend “Grants 101” on Friday, Oct. 9, 10-11 a.m. in the CTE, Room E-210E.

**WHAT RESEARCH AND INSTITUTIONAL EFFECTIVENESS CAN DO FOR YOU**

Do you wonder about enrollment, retention, persistence, graduation, demographics, and course success? These are just a few of the topics for which the Office of Research and Institutional Effectiveness provide data and analysis. Research and Institutional Effectiveness supports analysis and decision-making throughout the college by providing leadership in the gathering, processing, and reporting of quality information. Functions of the office include: completion of state and federal reporting requirements, monitoring and analyzing funding, supporting budget planning and providing institutional information to college stakeholders. If you have questions about your department, the effects of certain initiatives, or are writing a report that will be strengthened with institutional data, let us know!

The office is located in Room F-209.

**Hannah Ballas**, Senior Research Associate, started her career in Institutional Research at Triton College in late June, 2013. She is responsible for validating and submitting data to the Illinois Community College Board (ICCB) and completing the daily headcount enrollment reports. She also assists in projects and research requests related to Human Resources Data, 10th Day Data, Grants, Feasibility Studies, Course/Program Enrollment, Integrated Postsecondary Education Data System (IPEDS), Student Success, High School Marketshare, and Surveys. Hannah holds a Bachelor’s Degree in Psychology from Eastern Illinois University and a Master’s Degree in Psychological Science, with a concentration in Cognitive and Social Processes, from Ball State University in Indiana. During graduate school, she also learned about Institutional Research because Ball State is one of nine schools in the nation that offers a graduate certificate in Institutional Research. Hannah can be reached at Ext. 3515 or at hannahballas@triton.edu.

**Marylou Murphy**, Senior Research Associate, has been working with higher education data for most of her career, which started in information systems and then transitioned to institutional research. She started at Triton in late October, 2014. She’s glad to be experiencing higher education at a community college.

Marylou is responsible for the daily credit hour comparison reports, 10th day reports, internal program review data, as well as compiling the ICCB program review. She is also a part of the Partnership for Assessment of Readiness for College and Careers (PARCC) Taskforce, the ERP management committee, and the ACT Compass Replacement Task Force. Like everyone in the research office, Marylou is also responsible for building surveys and other ad hoc reports.

Marylou received a Bachelor of Business with a Computer Management specialization from Eastern Illinois University and received her Master of Education, with Research Methods, from Loyola University Chicago. She’s glad to have completed her comprehensive exam as a milestone towards working on her PhD in Education, specializing in Higher Education Leadership, at Northcentral University in Prescott, AZ. Her dissertation topic focuses on students’ anxiety towards statistics. Marylou can be reached at Ext. 3565 or maryloumurphy@triton.edu.

**Kurian Tharakunnel**, Executive Director of Research and Institutional Effectiveness has over 20 years of experience in higher education. He worked as a faculty member for several years at universities in the United States and India before turning his interests to Institutional Research. From data source to data story, he has interests in all aspects of data science—database and data warehouse technology, data analysis techniques, data visualization, and storytelling with data. He has taught and published in the areas of Database Design, Data Mining, Management Information Systems, Computer Programming, Machine Learning, and Industrial Engineering.

Here he leads the Office of Research and Institutional Effectiveness and oversees research efforts that inform decision making across the campus. As the head of the office, he is also responsible for the institution’s state and federal reporting.
Kurian earned his doctoral degree in Management Information Systems from the University of Illinois at Chicago. He also holds a Master's degree in Industrial Engineering from National Institute of Technology, Calicut in India. Kurian can be reached at Ext. 3635 or kuriantharakunnel@triton.edu.

Robert Zimmerman, Director of Data Programming and Analytics, spent several years working towards a doctoral degree in experimental psychology with a focus on reading development and comprehension before transitioning into institutional research early in 2014. He began working at Triton in March, 2015, and he is primarily responsible for coordinating data management needs for the research department. Robert’s experience with navigating data systems as utilized for research allows him to help automate processes within the office with the goal of increasing efficiency and output. He is also responsible for acting as a liaison between Research and Information Technology for improving the accuracy and ease of state mandated reporting. His experience with research design and implementation, with an emphasis on survey construction, allows him to further aid Research with survey administration and other ad hoc requests from faculty and staff.

Robert received a Bachelor’s of Arts in Psychology and in Writing from North Park University, and received a Master’s in Social Science, with a concentration in Research Psychology, from the University of Chicago. After reaching ABD status at DePaul University toward a PhD in Experimental Psychology, he decided to pursue a career in institutional research in higher education. He also has several years’ experience teaching experimental and non-experimental research design and other Psychology courses. Robert can be reached at Ext. 3568 or at robertzimmerman@triton.edu.

TRIO: STUDENT SUPPORT SERVICES

The TRIO Student Support Services is a grant funded program through the Department of Education. TRIO serves 160 students who identify as first generation (neither parent has earned a Bachelor’s degree), those who qualify as low income, and/or students with a documented disability. Our program provides academic assistance, financial literacy sessions, transfer and cultural workshops, and more. Our goal is to provide support to students as they pursue their degree from Triton College graduate and transfer to a four-year institution.

We ask that you use TRIO in two ways:

1. Refer students, as you deem appropriate. Though students must meet certain eligibility requirements to participate, if you feel that a student could benefit from the support of this program, please walk the student to our office or refer them to A-106. We will then determine the student's eligibility. If the student is not eligible for TRIO, we will find other support services to accommodate him/her.

2. Each semester, the Program Director will send out an e-mail with a list of current TRIO participants in your course(s). Please make sure to use the TRIO Program as a resource for supporting the success of program participants in your course. You are encouraged to share with TRIO staff information about each participant's progress in your course, for example if the student has been absent or late to class multiple times, has low test/quiz scores, or is not engaging in course discussions. This allows TRIO staff to have a proactive conversation with students to address concerns. Please note that sharing this type of information is not a violation of FERPA regulations and is completely voluntary.

Please feel free to contact Jacquelyn Werner, TRIO Program Director, at Ext. 3484 or jacquelynwerner@triton.edu with any questions or concerns you may have regarding the TRIO Program or how we can work together to support our students.

Triton College Student Support Services Program is federally funded through the U.S. Department of Education, Office of Federal Trio Program. Authority for this program is contained in Title IV, Part A, Subpart 2, Chapter 1, Section 402D of the Higher Education Act of 1965, as amended.

TECHNOLOGY CORNER

New Instructional Technology for the H-building

The newly renovated Health and Sciences Building (H-building) is equipped with instructional technology tools that are new to Triton’s campus. The BrightLink interactive projector has been added to 23 classrooms. These high-performance, network-ready projectors provide a fully integrated system that eliminates the need for a dedicated electronic whiteboard while still using the Smart Notebook software with which most faculty are already familiar. In addition, two moveable Anatomage tables provide faculty and students with interactive, customizable, 3D images that can be integrated into both lecture and lab. This new equipment reflects Triton’s dedication to providing students with a forward-thinking learning environment that complements students’ quality education.

INTRODUCING THE Teaching Professor Tips App

Get a daily teaching tip delivered to your Apple or Android smart phone or tablet with the new Teaching Professor Tips app. Brief and to the point, each tip provides a nugget of wisdom regarding assignment strategies, student engagement, classroom management, instructional vitality, and much more. The app is free and provides 365 tips per year at your specified time of day. You can share your favorite tips on social media or by email and send your own tips to the editor. Learn more about the app at www.magnapubs.com/teaching-tips-app/.

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Triton Prairie Garden certified as a Monarch Waystation in August

Four varieties of milkweed flourish in the Triton Prairie Garden, along with numerous other species of native flowers (and a few weeds). This August, the Prairie Garden was certified as an official Monarch Waystation by Monarch Watch, a non-profit organization dedicated to education, research and conservation.

As nearly everyone knows by now, Monarch butterflies—America’s favorite butterfly, and the state butterfly of Illinois—are in big trouble. Why is this? One simple yet vitally important reason is that Monarchs need good habitat full of milkweed to lay eggs on and other flowering native plants for nectar. As it happens, milkweed is the only plant species on which monarchs will lay their eggs and that, once hatched, the resulting caterpillars will eat. No milkweed, no monarchs. Unfortunately, milkweed has been in decline owing to increased use of herbicides on farms and in cities and suburbs.

Fortunately, there is now a national campaign called “Bring Back the Monarchs” that encourages people to grow milkweed and other flowering plants to help these beautiful creatures survive. The campaign is supported by the United States Department of Agriculture and Environmental Protection Agency and the National Pollinator Health Task Force. Anyone that has a garden or other area that meets certain qualifications, including growing milkweed, can certify as a Monarch Waystation. See http://monarchwatch.org for more information.

Science Lecture and Green Drinks event will bring smart grid education to the Triton community

Science Lecture: Wednesday, Oct. 7, 2–3 p.m. in B-204/210
Green Drinks: Wednesday, Oct. 7, 6:30–8:30 p.m. in B-204/210

Once each semester, The Green Committee, Sustainability Center and Science Department team up to sponsor a speaker who presents an afternoon Science Lecture for students, faculty and staff and an evening Green Drinks program for the general public. The Green Drinks event also features snacks and a cash bar provided by the Hospitality Industries Administration department. The topics are always broad and not tied to a particular, narrow discipline, making the events suitable for everyone. In the past speakers have discussed climate change, sustainable architecture and urban farming.

The next Science Lecture/Green Drinks will be October 7, and will feature a hands on smart grid workshop, including working, interactive displays. Upgrading our aging electrical grid to a smart grid to better handle distributed, renewable power from sources such as wind and solar will help Illinois move into the clean-power future. Come find out how the smart grid works and the benefits it provides—and suggest to students that they attend.

Transit News: Bike2Campus, Campus Connection passes for students and a revised Pace Bus survey

- Another Bike2Campus week is planned for Oct. 12 to 16. The bicycle committee, Student Life and the Sustainability Center are planning an on-campus event similar to the one held in April, with fun bike-oriented activities and prizes. More information to come!
- If your students take the bus to school, please let them know that they can buy a Pace Campus Connection Pass at the Cashier’s Office in the A Building. This is a great deal, since they can get unlimited rides for 5 months for $175.00. The amount is pro-rated if they purchase later in the semester.
- The transit survey that we did last fall was highly successful, and yielded useful data to Pace, Triton, and Dominican and Concordia Universities. This year the format has changed. A revised survey is linked to the Triton electronic orientation site and will also be administered at the other two schools to incoming students. Pace is finding the data useful and it will help future planning, hopefully to improve bus service in our area.

Green Committee Updates

The Greening the Campus Committee is open to anyone who would like to come regularly to meetings and get involved with sustainability-related projects on campus. It’s a fun committee to belong to. For more information, please email co-chairs Joe Beuchel, josephbeuchel@triton.edu or Beth Cliffl, bethcliffel@triton.edu.
Facility Achievements


Antigone Sharris, Faculty, Engineering Technology, was awarded an Education and Technology Foundation teaching grant from the National Fluid Power Association for her department’s “Student Activity Based Learning Project.”

The objective of the teaching grants is to engage students in learning about fluid power, encourage teaching resources, connect talented students to our industry and foster ongoing forums between educators and industry. The primary goal of the project is for students to understand its components and how it works.

Campus Announcements

Join Interim President Moore for “20 on 20”

Mary-Rita Moore invites you to join her this year for a time of dialogue about matters important to you! The interim president will meet one-on-one with employees during day 20 of every month for 20 minutes of conversation. To schedule your appointment, contact Courtney White at Ext. 3742 or courtneywhite@triton.edu.

Get your information to students with the Welcome Center Cubes

The Welcome Center Cubes provide a great way to showcase current information about your department, programs or organization while promoting student interest. Keep in mind that the Welcome Center Cubes are one of the first things that students see when they begin their educational journeys. If you would like to feature your program in one of the cubes, contact Toni Johnson, Welcome Center Coordinator, at Ext. 3371 or tonijohnson@triton.edu.

Tell your students about Smarthinking

Smarthinking is an online tutoring service that Triton makes available to its students, and it now has an app! Smarthinking provides tutoring in mathematics (basic math through Calculus including Bilingual Math), Biology, Human Anatomy & Physiology, Chemistry, Organic Chemistry, Physics, Economics, Accounting, Finance, Statistics, Spanish, Writing, Reading, and its own technical support. Please join one of the following sessions to learn more about this service and the ways in which it can help your students succeed.

- Wednesday, Sept. 16, 1, 3 or 6 p.m.
- Tuesday, Sept. 29, 1, 3 or 6 p.m.

Register for the session of your choice at https://attendee.gotowebinar.com/rt/2223425084930371073. You will receive a confirmation email with information for joining your selected session.

Faculty Artistic Series

David Flippo, piano

Ingrid Mikołajczyk, soprano

Oct. 14, 2015, 7:30 p.m.

In this joint faculty recital, soprano Ingrid Mikołajczyk will be performing songs by Czech composer Vítězslava Kaprálová and pianist David Flippo will be performing jazz compositions and arrangements for piano. Meet the artists in a reception in the lobby following the concert!

For more Visual, Performing and Communication Arts events go to: www.triton.edu/entertainment
**IN THE CTE LIBRARY**

**UNIVERSAL DESIGN FOR LEARNING IN ACTION: 100 WAYS TO TEACH ALL LEARNERS**

**BY WHITNEY H. RAPP**

BROOKES PUBLISHING COMPANY, 2014 (224 PAGES)

Need creative ideas for moving UDL from theory to practice? This must-have, quick guide is ready for any teacher to pick up and start using now. Whitney Rapp, co-author of the acclaimed *Teaching Everyone*, walks you step by step through 100 UDL strategies that strengthen student engagement, learning, and assessment. Based on the latest research (but still practical and fun!), these highly effective ideas will help you address diverse learning needs and increase all students’ access to the general curriculum. Essential for every educator who wants to know what UDL really looks like, sounds like, and feels like—and how to use this proven approach to teach and reach all learners.

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**CENTER FOR TEACHING EXCELLENCE**

Liberal Arts Building, Rooms E-210E and E-210W

CONTACT: (708) 456-0300, Ext. 3371 • cte@triton.edu • www.triton.edu/cte

HOURS: Monday through Thursday – 8:30 a.m.–6 p.m. and Friday – 8:30 a.m.–4 p.m.

The Center for Teaching Excellence at Triton College helps members of its community to create, explore, and collaborate on innovative, high-quality, student-centered teaching methods in a diverse learning environment that fosters lifelong learning and student success.

Register online at [http://www.triton.edu/cte](http://www.triton.edu/cte). New topics may become available, so check the registration system often.