

Dr. Mary A. Dziorny

Department of Higher Education and Learning Technologies

Email: Mary.Dziorny@tamuc.edu

Educational Technologist, Security Awareness Specialist

INTRODUCTION

Dr. Dziorny's primary research focuses on problem-based learning for students with learning disabilities using alternative instruction and assessment methods and pedagogically appropriate technology in online classes. Her research specifically addresses developing methods to effectively integrate video games, simulations and virtual environments into the teaching and learning process. Additionally, she is passionate about finding ways to help teachers safely incorporate technology into their teaching and classrooms.

TEACHING/RESEARCH INTERESTS

| | |
|---|--------------------------------------|
| Information Security Awareness | Instructional/Educational Technology |
| Educational Gaming/Virtual Environments | Alternative Instruction Methods |
| Faculty Education/ Development | Dyslexia in Higher Education |

EDUCATION

| <u>Degrees</u> | <u>Major</u> | <u>Institution</u> | <u>Year</u> |
|----------------|--|---------------------------|-------------|
| Ph.D. | Educational Computing | University of North Texas | 2012 |
| M.S. | Applied Technology, Training & Development | University of North Texas | 2001 |
| B.M. | Music/Music Education | University of North Texas | 1998 |

RELATED TEACHING EXPERIENCE

| | | |
|--|--|--------------|
| Online Adjunct Faculty | Higher Education and Learning Technologies | 2012-Present |
| <i>Major Accomplishment</i> | Texas A&M- Commerce, Commerce | |
| Fully developed two graduate courses on evaluating/incorporating Web 2.0 tools in K-16 education | | |
| <i>Job Duties</i> | | |
| <ul style="list-style-type: none"> • Facilitate online classes to help students successfully incorporate course material into their teaching practices • Develop new courses as needed • Redesign courses as needed | | |

Online Teaching Assistant, Adjunct Instructor

Major Accomplishment

Presented the pre-planned material in a way that was interesting and engaging for each set of students

Job Duties

- Facilitate online classes to help students successfully incorporate course material into their teaching practices

Learning Technologies
University of North Texas,
Denton

2011-2012

Curriculum Developer/Technical Trainer/ Instructional Designer/ Technical Writer

Major Accomplishments

- Created and developed security awareness training program for UTD community
- Developed Information Security Awareness Certificate series for Faculty/Staff
- Developed Information Security Awareness Certificate series for Students
- Developed 20 classes for Faculty, Staff, and Students
- Created course materials for 20 classes for Faculty, Staff, and Students
- Developed classes and materials for new employees and new student employees
- Developed 4 Brown Bag sessions and created course materials for faculty members
- Created, developed, and promoted student Information Security Online Treasure Hunt
- Developed faculty workshop on using Web 2.0 securely in classes

Job Duties

- Assess security awareness learning needs of campus community
- Develop classes, informal training sessions, job aids, etc
- Draft/edit technical documentation including instruction manuals, web sites, and wiki pages
- Assist subject matter experts in creating training sessions
- Design brochures, flyers, and other materials used to promote security awareness program
- Review/update course materials annually
- Create/deliver custom training sessions to meet needs of campus community
- Update Information Security module for annual Compliance Training
- Create courses and assessments as required in response to incidents
- Deliver required information security awareness training to new employees
- Facilitate all courses offered each semester, both face-to-face and WebEx sessions
- Schedule all classes each semester, including face-to-face and WebEx

Office of Information Security
The University of Texas at
Dallas, Richardson

2008-2015

- Manage information security training schedule
- Procure space for all information security classes and ISC meetings
- Mentor assistant instructor
- Serve as Vice Chair for the UT System Information Security Training Committee
- Provide training statistics for all applicable reports
- Manage enrollment and participant progress in ISAC series
- Assist with review of educational technology software as necessary
- Assist users as necessary with phishing recognition
- Provide customer service to campus community
- Assist other information security office team members with technology as necessary, such as WebEx, Camtasia, SnagIt, and Qualtrix
- Develop and conduct surveys of campus community as necessary

Instructor

Major Accomplishment

Customized course materials to meet needs of each Freshman class

Job Duties

- Facilitate weekly face-to-face classes to help students utilize skills learned to attain academic and personal success
- Counsel students on resources available to assist them with transition to college life
- Help students connect with campus community

Office of Undergraduate Studies 2007-2010
The University of Texas at
Dallas, Richardson

**Instructional Technology Coordinator/ Faculty Trainer/
Instructional Designer**

Major Accomplishments

- Developed faculty development curriculum
- Rebuilt WebCT user community on campus
- Created training materials and instructional manuals, website, and tutorials
- Helped plan and implement migration from WebCT 4 to WebCT 6
- Planned and implemented migration from BlackBoard Basic to WebCT 6
- Developed and implemented annual WebCT Bootcamp
- Created eLearning Team
- Built positive reputation for UTD in Educational Technology field and professional organizations

Job Duties

- Provide technical support to faculty, staff, and students
- Perform application administrator tasks
- Create/copy courses in WebCT
- Assist faculty with instructional design of courses
- Develop training materials, instruction manuals, and tutorials

UTD eLearning Team, 2005-2008
Technology Customer
Services/Academic Computing
and User Services, Information
Resources
The University of Texas at
Dallas, Richardson

- Develop, maintain, and update eLearning Team website
- Teach training sessions on WebCT and teaching online to faculty, staff, and RA/TAs
- Conduct individual work sessions with faculty who need extra assistance

Technical Trainer

Major Accomplishments

Developed Microsoft Office training program

Job Duties

- Review/edit instructional materials
- Develop classes in all Office applications at beginning, intermediate, advanced, and expert levels
- Teach all Office training classes

Technology Customer Services/Academic Computing and User Services, Information Resources
The University of Texas at Dallas, Richardson

2004-2005

Adjunct Faculty

Major Accomplishments

- Helped international students gain necessary computer skills to gain employment
- Redesigned HTML 1 & 2 classes
- Redesigned Introduction to Computers class

Job Duties

- Facilitate face-to-face classes to help students gain skills necessary to find employment
- Work with computer phobic students to help them overcome their fears of technology and computers
- Redesign courses as necessary

Computer Training Institute
Richland College, Dallas

2000-2005

Traveling Software Trainer/ Store Software Trainer

Major Accomplishments

Worked on industry ground breaking Social Security Administration contract

Job Duties

- Travel nationwide to deliver training to employees
- Teach customers basic computing skills and terminology
- Instruct customers on Microsoft Office Suite 95, 97, and Windows 95, NT 4.0
- Provide technical support of software included in the curriculum

CompUSA
Dallas, TX

1998-1999

Lab tutor/ staff trainer

Major Accomplishment

Developed staff training curriculum and materials

Job Duties

- Assist professors with classes and computing needs
- Assist students with applications on the network
- Teach orientations on use of applications
- Develop and implement staff training and testing program
- Write and edit teaching materials such as brochures, student guides, and lesson plans

Technical Writing Lab,
English Department
University of North Texas,
Denton

1996-1998

TECHNICAL JOB EXPERIENCE

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|--|--|------------|
| Global Help Desk Technician <ul style="list-style-type: none">• Provide level 2 &3 support to all level 1 helpdesks worldwide• Provide excellent customer service in handling inbound phone calls, tickets, and emails from 120,000 users worldwide• Support all Ericsson applications world wide• Coordinate issue resolution between multiple expert support teams and organizations worldwide including mission critical issues and major service outages• Utilize Remedy Gold, Enterprise Administrator, RACOM, and Outlook on a daily basis• Train new employees/team members on new products and technologies• Write technical documents and PowerPoint presentations | Ericsson Global Information Services, Ericsson, Inc Richardson, TX | 2000- 2002 |
| Desktop Support Technician <ul style="list-style-type: none">• Provide level 2 support for all ESOE (Ericsson Standard Office Environment) applications• Provide desk side customer service to internal customers on all ESOE software related issues• Research and implementing new solutions to new software issues• Provide education to customers as necessary on ESOE supported software• Write and edit user guides and technical support manuals• Provide all functions performed as Help Desk Agent | Data Services- Americas, Ericsson, Inc Richardson, TX | 2000 |
| Help Desk Agent <ul style="list-style-type: none">• Support all ESOE applications and software• Answer calls and provide customer service to callers• Provide excellent customer service on all service requests• Provide level 1 and some level 2 support for all ESOE applications• Provide expert level support on all Microsoft Office applications | Data Services- Americas, Ericsson, Inc. Richardson, TX | 1999 |

CONSULTING EXPERIENCE

| | | |
|--|-------------------------|------|
| eLearning Consultant and Instructional Designer <ul style="list-style-type: none">• Provided recommendations for designing and implementing online continuing education modules for health care professionals | A Link for Life | 2007 |
| Software Training Consultant <ul style="list-style-type: none">• Delivered web design and FrontPage training to staff | Nadine Bell Enterprises | 2004 |

PROFESSIONAL INVOLVEMENT AND SERVICE

International/National Professional Organizations

| | |
|----------------|--|
| 2002 – Present | National Association of Female Executives (NAFE) |
| 2005 – Present | Society for Information Technology and Teacher Education (SITE) |
| 2004 – 2007 | Association for Educational Communications and Technology (AECT) |
| 2005 – Present | United States Distance Learning Association (USDLA) |
| 2006 – Present | American Association of University Women (AAUW) |
| 2010 – Present | Phi Kappa Phi National Honor Society |

State

| | |
|----------------|---|
| 2004 – 2005 | Texas Blackboard Users Group (TBUG) |
| 2004 – 2006 | WebCT Texas |
| 2005 – Present | Texas Distance Learning Association (TxDLA) |

Certifications

- GIAC GSEC (Global Information Assurance Certification Security Essentials Certificate): SANS Institute
- Security +: CompTIA
- SEC301: Intro to Information Security: SANS Institute
- SEC401: Information Security Essentials: SANS Institute
- Texas Teacher Certificate All-Level Music (Grades PK-12): State Board for Educator Certification
- Blackboard Certified Trainer: Blackboard, Inc.
- Microsoft Office User Specialist Expert Word 97, 2000; Excel 97, 2000; Outlook 2000; PowerPoint 97, 2000: Microsoft corporation
- Internet and Computing Core Certification: Certiport, Inc.

UNIVERSITY AND COMMUNITY SERVICE

University Service

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|--------------|--|---|
| 2004-Present | UTD Community Emergency Response Team (CERT) | Member |
| 2007-Present | CERT Coordinating Board | President, Vice Chair of Training and Development |
| 2006-2008 | Liaison to SACS committees | |

PUBLICATIONS AND PRESENTATIONS

Publications

Refereed

- (1) Dziorny, M. (2006) The Sims Go to College. *Society for Information Technology and Teacher Education International Conference* (pp. 1362-1366). Orlando, Fl.: Association for the Advancement of Computing in Education.
- (2) Dziorny, M. (2007). Digital Game-based Learning and dyslexia in higher education. In R. Carlsen et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2007* (pp. 1189-1197). Chesapeake, VA: AACE.
- (3) Dziorny, M. (2012). Creating a Second Life for Higher Education Students with Dyslexia. In P. Resta

(Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 328-331). Chesapeake, VA: AACE.

- (4) Dziorny, M. (2012). Online Course Design Elements to Better Meet the Academic Needs of Students with Dyslexia in Higher Education. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 332-337). Chesapeake, VA: AACE.

Presentations (Refereed)

ii) National

- (1) Dziorny, M. & Simpson, A. B. (2006) Migrating to WebCT CE 6: A Pilot Program Post Mortem. *Impact National WebCT Conference, Chicago, IL.*
- (2) Dziorny, M. (2006) Migrating to WebCT CE 6: A Pilot Program Post Mortem. *Poster session at Campus Technology Summer Conference, Boston, MA.*
- (3) Dziorny, M. (2006) The Sims Go to College. *Society for Information Technology and Teacher Education, Orlando, FL.*
- (4) Dziorny, M. (2006) Identification and Instruction Methods for Working with Dyslexic Students in Higher Education. *College Reading and Learning Association, Austin, TX.*
- (5) Dziorny, M. (2007) DGL and Dyslexia. *Society for Information Technology and Teacher Education, San Antonio, TX.*
- (6) Dziorny, M. (2012) Creating a Second Life for Higher Education Students with Dyslexia. *Society for Information Technology and Teacher Education, Austin, TX.*
- (7) Dziorny, M. (2012) Online Course Design Elements to Better Meet the Academic Needs of Students with Dyslexia in Higher Education. *Society for Information Technology and Teacher Education, Austin, TX.*

iii) State

- (1) Dziorny, M. & Simpson, A. B. (2006) Upgrading to WebCT CE6: You CAN Survive!. *Innovations in Online Learning, Austin, TX*
- (2) Dziorny, M. (2006) Accommodating Learning Disabilities in Online Classes. *Preconference Workshop for Innovations in Online Learning, Austin, TX*
- (3) Dziorny, M. (2006) Accommodating Learning Disabilities in Online Classes. *Roundtable Discussion at Texas Distance Learning Association, San Antonio, TX.*
- (4) Dziorny, M. & Wadlow, S. (2006) WebCT vs. Blackboard: Which Do Staff Prefer for Online Training?. *WebCT Texas, College Station, TX.*
- (5) Dziorny, M. & Simpson, A. B. (2006) Upgrading to WebCT 6: *You CAN Survive!*. *WebCT Texas, College Station, TX.*
- (6) Dziorny, M. (2006) WebCT Boot Camp: Designing and Implementing Faculty Training. *Innovations in Online Learning, Austin, TX*
- (7) Dziorny, M. (2007) Accommodating Learning Disabilities in Online Classes. *Educator Showcase at Texas Distance Learning Association, Galveston, TX.*
- (8) Dziorny, M. (2007) WebCT Boot Camp: Designing and Implementing Faculty Training. *Texas Blackboard Users Group, Dallas, TX.*
- (9) Dziorny, M. & Wadlow, S. (2007) Blackboard to WebCT: Making the Transition. *Texas Blackboard Users Group, Dallas, TX.*
- (10) Dziorny, M. (2008) WebCT Boot Camp: Designing and Implementing Faculty Training. *Texas Distance Learning Association, Galveston, TX.*
- (11) Dziorny, M. (2009) Online Security and Privacy: Practical Tips for Instructors and Designers. *Texas Distance Learning Association, Corpus Cristi, TX.*
- (12) Dziorny, M. (2010) Does Second Life Meet the Needs of Dyslexics in Higher Ed? *Texas Distance Learning Association, Houston, TX.*
- (13) Dziorny, M. (2011) Giving Dyslexic Students a Second Life in Online Learning. *Texas Distance Learning Association, San Antonio, TX.*
- (14) Dziorny, M. (2011) Information Security: Current Threats. *Texas Distance Learning*

Association, San Antonio, TX.

(15) Dziorny, M. (2013) Information Security: Current Threats. *Texas Distance Learning Association, Galveston, TX*

(16) Dziorny, M. (2013) Making Online Education Universally Accessible for Dyslexic Students. *Texas Distance Learning Association, Galveston, TX*

Presentations (Invited)

iv) State

(1) Dziorny, M. (2009) Teach From The Stars: Understanding Information Security. *Preconference workshop at Texas Distance Learning Association, Houston, TX.*

(2) Dziorny, M. (2007) Incorporating library literacy into WebCT courses. Presentation at *The Center for Excellence in Learning and Teaching at The University of Texas at Dallas Information Literacy Symposium, Dallas, TX.*

INSTRUCTIONAL ACTIVITIES

Graduate

- LTEC 5320- Computer Graphics
- ETEC 527- Technologies for Instructional Delivery
- ETEC 562- Integrating Instructional Technology and Media
- ETEC 524: Introduction to Educational Technology
- ETEC 561 Learning & Technology

Undergraduate

- RHET 1101- Oral/Written Communications and Critical Thinking
- LTEC 3320- Computer Graphics

Community College Continuing Education

| | | |
|------------------------------|------------------------------------|----------------------------------|
| HTML 1 | MS PowerPoint 97 Advanced | MS Access XP Intermediate |
| HTML 2 | MS PowerPoint 97 for Power Users | MS Word XP for Power Users |
| Introduction to the Internet | MS Word 2000 Introduction | MS Word XP Introduction |
| Introduction to Windows 98 | MS Word 2000 Intermediate | MS Word XP Intermediate |
| Introduction to Windows 2000 | MS Word 2000 Advanced | MS Word XP Advanced |
| Introduction to Windows XP | MS Word 2000 for Power Users | MS Word XP for Power Users |
| Computer Concepts | MS Word 2000 Introduction | MS PowerPoint XP Introduction |
| Computer Essentials | MS Word 2000 Intermediate | MS PowerPoint XP Intermediate |
| MS Access 97 Introduction | MS Word 2000 Advanced | MS PowerPoint XP Advanced |
| MS Access 97 Intermediate | MS Word 2000 for Power Users | MS PowerPoint XP for Power Users |
| MS Word 97 Introduction | MS PowerPoint 2000 Introduction | MS Access XP Introduction |
| MS Word 97 Intermediate | MS PowerPoint 2000 Intermediate | MS Access XP Advanced |
| MS Word 97 Advanced | MS PowerPoint 2000 Advanced | |
| MS Word 97 for Power Users | MS PowerPoint 2000 for Power Users | |
| MS Word 97 Introduction | MS Access 2000 Introduction | |
| MS Word 97 Intermediate | MS Access 2000 Intermediate | |
| MS Word 97 Advanced | MS Access 2000 Advanced | |

| | |
|-------------------------------|-------------------------|
| MS Word 97 for Power Users | MS Word XP Introduction |
| MS PowerPoint 97 Introduction | MS Word XP Intermediate |
| MS PowerPoint 97 Intermediate | MS Word XP Advanced |

Staff/Faculty Training

Office Suite

- WordPerfect 8 Training for Tech Writing Lab Staff
- Social Security Administration Proprietary Computer Training Curriculum
- Access 2003 1- Introduction
- Access 2003 2- Intermediate
- Access 2003 3- Advanced
- Access 2003 Power Users: Advanced Forms
- Access 2003 Power Users: Advanced Reports
- Access 2003 Power Users: Macros
- Excel 2003 1- Introduction
- Excel 2003 2- Intermediate
- Excel 2003 3- Advanced
- Excel Power Users: Databases
- Excel Power Users: Macros
- Excel Power Users: Pivot Tables and Data Analysis
- Outlook 2003 1- Introduction
- Outlook 2003 2- Beyond Basics
- Outlook Special Topics: Customizing Outlook
- Outlook Special Topics: Email Quota Management
- Outlook Special Topics: Rules Wizard
- Outlook Special Topics: Working Collaboratively
- PowerPoint 2003 1- Introduction
- PowerPoint 2003 2- Intermediate
- PowerPoint 2003 3- Advanced
- PowerPoint Power Users
- Office Suite Integration

Web Design

- HTML 1- Beginning HTML
- HTML 2- Intermediate HTML
- Cascading Style Sheets (CSS)

WebCT/Online Teaching

- Introduction to WebCT
- Intermediate WebCT
- Advanced WebCT
- Migrating WebCT Courses
- Migrating and Improving Your WebCT 4 Courses
- Creating and Managing Assessments in WebCT
- WebCT Bootcamp
- Blackboard to WebCT: Making the Transition
- Using the WebCT Grade Book
- Intro to WebCT for Compliance Training
- Intro to WebCT for RHET 1101 Instructors

Information Security Awareness

- Identity Finder
- Information Security Awareness Certificate-Email

- Information Security Awareness Certificate- Viruses/Malware
- Information Security Awareness Certificate- Tech Tips: Protecting Your Computer
- Information Security Awareness Certificate- Online Security and Privacy
- Information Security Awareness Certificate- Information Security Policies

- Information Security Awareness Certificate- Personal Information and Sensitive Data
- Information Security Awareness Certificate- Facebook 101
- Information Security Awareness Certificate- Identity Theft
- Student Information Security Awareness Certificate-Email
- Student Information Security Awareness Certificate- Viruses/Malware
- Student Information Security Awareness Certificate- Online Security and Privacy
- Student Information Security Awareness Certificate- Facebook 101
- Student Information Security Awareness Certificate- Identity Theft
- Faculty Security Awareness Brown Bag- Online Security and Privacy: Practical Tips for Instructors and Designers
- Faculty Security Awareness Brown Bag- Handling Sensitive and Student Data
- Faculty Security Awareness Brown Bag- Securing Research Data
- Faculty Security Awareness Brown Bag- Identity Theft
- Freshman Security Awareness- Online Security and Privacy
- Data Owners- Policies and Procedures
- Faculty and Instructional Designers Workshop- Using Web 2.0 Tools Securely

New Course Development, New Course Preparations and Major Course Revisions **Community College Continuing Education**

1. Computer Essentials –

This is the required foundation course for all programs for study at the Computer Training Institute at Richland College. Topics include overviews of computer hardware, software, operating systems, and basic computer functionality. Students are provided many hands on experiences for most topics in the course, including handling and identifying basic computer hardware components as well as manipulating operating systems and software. The final exercise requires students to work in groups to “build” a computer system using resources such as sales flyers and the Dell website. They must decide on their budget and then build a system that fits their needs within that budget. The groups then present their projects to the class including justifications for their budgets and configurations. Redesigned the course to include more student-centered and hands on approaches.

2. HTML 1 – Introduction to HTML

This is the foundation course for all web development certificates at the Computer Training Institute at Richland College. This course is taught using a very constructivist approach. Short lectures present the basic structure of HTML and some examples of how it is used. Students then experiment with the concepts on their own web pages for the remainder of the class. The instructor answers questions and provides assistance as needed. Students are required to build a web site meeting instructor specified criteria in order to complete the

class. Redesigned course to include more independent hands on practice and added final web page requirement to increase student accountability and retention of course skills. Prior to redesign the majority of the students who completed HTML 1 were not prepared for HTML 2.

3. HTML 2- Intermediate HTML

This is the second HTML course required for all web development certificates at the Computer Training Institute at Richland College. This course is taught using a very constructivist approach. Short lectures present the basic structure of HTML and some examples of how it is used. Students then experiment with the concepts on their own web pages for the remainder of the class. The instructor answers questions and provides assistance as needed. Students are required to build a web site meeting instructor specified criteria in order to complete the class. Redesigned course to include more independent hands on practice and added final web page requirement to increase student accountability and retention of course skills.

eLearning Training

1. Introduction to WebCT

This course presents faculty with the basic skills they need to design a basic course in WebCT Campus Edition 6. Topics include uploading files, creating learning modules, adding external links, defining and posting to discussion threads, and basic email operations using WebCT's internal mail client. Created course and course materials.

2. Intermediate WebCT

This course builds on the skills and knowledge presented in the Introduction to WebCT course. The skills presented in this course allow faculty members to set up more advanced course designs and activities within their WebCT Campus Edition 6 courses. Topics include creating and modifying Learning Modules, creating and grading gradable Discussion threads, creating and grading tests and assignments, and basic selective release techniques. Created course and course materials.

3. Advanced WebCT

This course presents faculty with more advanced concepts and skills that will help them to make their courses more exciting and interesting for their students. Faculty learn how to customize icons, backgrounds and course colors, create course templates, and gain greater control over their course materials with advanced selective release features. Created course and course materials.

4. Migrating WebCT Courses

This brief course was designed to enable faculty members to migrate their own courses from WebCT 4.1 to WebCT 6 without support staff assistance. Created course and course materials.

6. Using the WebCT Grade Book

This course is a brief overview of the most common tasks performed in the WebCT Grade Book by instructors and Teaching Assistants. Topics include adding/removing columns, adding/editing individual grades, editing grades by column, creating a formula to calculate grades, importing/exporting grades to/from spreadsheets, and uploading official grades to the Student Information System. Created course and course materials.

7. Intro to WebCT for Compliance Training

This course was created to teach the UTD Compliance Officer and her team how to design and implement courses on WebCT. Topics include adding files, basic instructional design, creating tests, setting selective release criteria, enrolling students, basic course administration tasks, and importing/exporting data to/from the Grade Book. The system that formerly delivered and tracked all the Compliance Training for UTD's employees was decommissioned and no longer supported by its developers. Consequently, the Compliance Training was migrated into WebCT. Created course and course materials.

8. Intro to WebCT for RHET 1101 Instructors

This course was created to give RHET 1101 Instructors a crash course of sorts in instructional design and using WebCT in conjunction with their face-to-face classes. RHET 1101 Instructors are not typically seasoned faculty. Instead, they are generally staff members from across the university. Consequently, they also need help with their course design. Topics include adding/removing files, organizing course content, creating/grading quizzes, working with the Discussion tool, creating/grading assignments, adding/removing course tools, and working with the grade book. Created course and course materials.

9. Blackboard to WebCT: Making the Transition

This course is designed to facilitate faculty transition from Blackboard to WebCT. In this session, faculty will learn how to perform common Blackboard tasks in WebCT. Topics include uploading files, course organization, using the mail tool, creating Discussion topics, and submitting grades to SIS. WebCT and Blackboard support staff will also be available to answer questions.

10. eLearning Bootcamp (formerly WebCT Bootcamp)

This two day session combines WebCT instruction and guided practice with presentations and discussions covering a range of topics related to eLearning. Current topics include: instructional design; online/computer mediated communication; academic dishonesty; incorporating library resources and literacy skills into classes; copyright issues; software instruction on products such WebCT, Respondus, StudyMate, and LockDown Browser; and emerging

technologies such as Second Life. The Bootcamp is offered twice a year in the week preceding the Fall and Spring semesters. Participants are encouraged to work in small teams or groups as they practice the various skills and ideas they learn throughout the session. At the end of the second day, they have the option of demonstrating their course to the rest of the participants and soliciting their feedback. Alternatively, they can also explain to the rest of the participants what ideas they want to incorporate into their classes and why.

Staff Training

1. Online Word 1- Introduction
This course is an adaptation of the face-to-face Word 1 course offered at The University of Texas at Dallas. Basic Word and word processing concepts are presented in the class. Redesigned the class to include PowerPoint presentations, Flash tutorials, and interactive Flash practice simulations of the concepts presented in the class. Additionally, discussion threads and online office hours were added to further support students unfamiliar with taking classes in an online environment. Class taught on WebCT and Blackboard.
2. Palm OS/Device Training
This course was developed to train the University of Texas at Dallas Police Department in the use of wirelessly enabled Palm devices. Topics include basic operation and navigation within the Palm OS, use of Near Space for campus navigation, and care and maintenance of the Palm devices.

Information Security Awareness Training

1. Identity Finder
This course was developed to help faculty and staff learn to use the Identity Finder software to search their hard drives, network drives, and removable media for sensitive data and personally identifiable information (PII). Created course and course materials.
2. Handling Sensitive and Student Data
This class was developed to help faculty and staff learn how to handle sensitive data and student data in compliance with institutional, state, and federal mandates. Topics include definitions of sensitive data and which student data is considered sensitive, policies, and strategies for handling sensitive and student data. Created course and course materials.
3. Advanced Viruses/Malware
In this class, participants learn techniques for spotting scams and fraud as well as learning how to tell viruses and malware from hoaxes. Topics include online search techniques and strategies, skills for identifying legitimate web sites vs. attack sites, and strategies for determining the accuracy and legitimacy of online resources and websites.

4. Social Media Privacy and Security

Are you concerned about the recent security breaches on social media sites such as LinkedIn? Want to know how to market yourself online safely? This class is for you! In this class, which is the follow up to Facebook 101, we will discuss the security and privacy issues associated with various social media sites. We will compare and contrast the risks and rewards of using the various social media sites for personal and professional purposes. Additionally, we will discuss recent security breaches and the online privacy debate.

5. Information Security Awareness Certificate

This series of classes was designed to help the campus community understand and deal with current security threats. The series covers a broad range of information security topics including understanding and protecting yourself from viruses/malware and identity theft, online security and privacy, and how to protect your computer and your data. Each class focuses on one topic and provides participants in depth information as well as recommended security best practices related to the topic. Participants who complete all required classes will earn the Information Security Awareness Certificate.

1. Email

In this session, participants learn and practice required security policies and procedures for working with email. Topics include digital certificates, Ironport encryption for external mail, email etiquette, and email organization using subfolders and rules. Created course and course materials.

2. Viruses/Malware

In this class, participants discuss viruses and malware in depth including current threats and common infection methods. Participants will also learn security best practices to help protect themselves and their data. Topics include current viruses/malware, infection methods, symptoms of infection, recovering from infections, and methods to prevent infection. Created course and course materials.

3. Tech Tips: Protecting Your Computer and Data (hands on)

In this class, participants learn the technical skills they will need to protect their computers and data, both at work and at home. Topics include operating system updates, antivirus updates, application updates, and safer surfing practices. Created course and course materials.

4. Personal Information and Sensitive Data

This session discusses personally identifiable information (PII) and sensitive data including definitions and examples from Federal and state mandates and regulations. Additionally, this class will explain policies and procedures concerning personal information and sensitive

data. Participants will have the opportunity to discuss and develop strategies for handling issues that have arisen in their daily tasks concerning these types of data. Topics include definitions of personally identifiable information and sensitive data, data classifications, policy requirements for protecting data, and risks/consequences of not protecting data. Created course and course materials.

5. Information Security Policies

This class was designed to help faculty and staff understand information security policies and how they affect daily work. Participants read and discuss the policies as well as common interpretations. Additionally, participants discuss suggestions for incorporating work strategies to follow policies more effectively. Topics include state level information security policies, password policies, email policies, data encryption policies, data protection policies, and policy enforcement. Created course and course materials.

6. Online Security and Privacy

In this session, participants discuss potential risks of using social networking and communication sites, such as Face book, MySpace, blogs, and wikis, and give you tips to keep yourself and your data safe in today's online world. Topics include viruses, identity theft overview, social engineering, and protection tips. Created course and course materials.

7. Identity Theft

This session is an in depth exploration of Identity Theft including common methods and motivations. Additionally, participants discuss ways to identify and avoid identity theft. Topics include definition of identity theft, examples of scams, methods and motives, protection tips. Created course and course materials.

8. Optional Class: Facebook 101 (hands on)

This class is optional for the Information Security Certificate series. In this hands on class, participants learn how to navigate and function safely within Facebook. Topics include creating a new account, setting security settings, posting status updates, posting pictures, private messages, pages, groups, friending people, and third party applications. Created course and course materials.

6. Student Information Security Awareness Certificate

This series of classes was designed to help the students understand and deal with current security threats. It is an adaptation of the above certificate series, designed specifically for students. Participants who complete all required classes will earn the Student Information Security Awareness Certificate.

1. Viruses/Malware
In this class, participants discuss viruses and malware in depth including current threats and common infection methods. Participants will also learn security best practices to help protect themselves and their data. Topics include current viruses/malware, infection methods (including online games and game related forums), symptoms of infection, recovering from infections, and methods to prevent infection. Created course and course materials.
2. Tech Tips: Protecting Your Computer and Data
In this class, participants learn the technical skills they will need to protect their computers and data, both at work and at home. Topics include operating system updates, antivirus updates, application updates, and safer surfing practices. Created course and course materials.
3. Online Security and Privacy
In this session, participants discuss potential risks of using social networking and communication sites, such as Face book, MySpace, blogs, and wikis, and give you tips to keep yourself and your data safe in today's online world. Topics include viruses, identity theft overview, social engineering, and protection tips. Created course and course materials.
4. Identity Theft
This session is an in depth exploration of Identity Theft including common methods and motivations. Additionally, participants discuss ways to identify and avoid identity theft. Topics include definition of identity theft, examples of scams, methods and motives, protection tips. Created course and course materials.
5. Facebook 101
This class is optional for the Information Security Certificate series. In this class, participants learn how to navigate and function safely within Facebook. Topics include creating a new account, setting security settings, posting status updates, posting pictures, private messages, pages, groups, friending people, and third party applications. Additionally, this session will focus on privacy concerns to help students make more informed decisions about posting personal and private content to their Facebook profiles. Created course and course materials.