The College of William and Mary
Educational Policy, Planning, and Leadership
Course Syllabus

EPPL 537 Professional Development for College Teaching
Fall, 2015
ONLINE

EPPL 537 Professional Development for College Teaching 1-3 cr.

Instructor: Pamela Eddy
Office: SOE 3082
blackboard.wm.edu

Campus Telephone: 757.221.2349
E-mail: pamela.eddy@wm.edu

Office Hours: By appointment

Course Description: This course is designed to apply teaching and learning content knowledge using facilitated instruction. Students will discuss and analyze a range of teaching strategies, learning contexts, and uses of technology to support teaching and learning. Evaluation of the influence of strategies on student learning will be covered.

Relationship of This Course to Program and Professional Standards: This course is a required core course for the College Teaching Certificate. It is structured to be taken in one-credit to three-credits per semester to allow for flexibility in engaging in professional development and application. The course is intended to supplement the course content in specialized areas of content.

Course Purposes: This course is intended to provide students with opportunities to supplement their learning in areas of specialty or in targeted areas of teaching strategies. This course is structured to provide students with the chance to go deeper into content areas, to acquire a broader set of teaching tools, and to take advantage of group learning. The goal is to provide students a chance to synthesize and personalize teaching and learning concepts as part of their CTC.

Course Objectives
Several objectives exist for this course. First, students will identify areas of professional development they want to augment their learning in the CTC. Second, students will learn to critique professional development programming based on knowledge acquired in CTC courses. A third objective is to allow students to apply new learned strategies in their own practice and to assess these new ideas. Finally, students will identify areas in which they would like to seek additional professional development.
**Course Outcomes:**

Upon completion of the course, students should be able to:
1. Apply a range of teaching strategies to classroom settings
2. Understand the importance of diversification of teaching approaches to align with a range of student learning styles.
3. Evaluate a variety of teaching strategies that are most applicable for different students and contexts
4. Critique their own teaching approaches and classroom instruction

**Course activities:**

1. Course development and program curriculum
2. Teaching strategies
3. Student learning styles
4. Best practices for evaluation of student learning
5. Application of technology to college teaching

**Texts:**

**Required:**
None required

**ACADEMIC HONESTY:** William and Mary is a community of trust in which the conduct of its members is assumed to be honorable. Your course work must be a product of your own efforts and must align with professional ethics. Plagiarism, cheating, and other forms of dishonest behavior is prohibited. Be attentive to plagiarism since careless presentation of others’ ideas without proper citation still constitutes plagiarism and will be sanctioned through the honor code. Students are reminded to review terms of the Honor Code at: [http://web.wm.edu/so/honor-council/honorcode.htm](http://web.wm.edu/so/honor-council/honorcode.htm) Any assignment that shows evidence of plagiarism will receive an automatic zero grade and honor code protocols will be followed.

**Accommodation and Accessibility:** I welcome diversity and wish to fully include students with disabilities in this course. Please notify me at your earliest convenience if you require course accommodations due to a documented disability, or if you have questions or concerns about the accessibility of this online course. If you would like to find out more about the process of requesting accommodations at the College and William and Mary, please contact the office of Disability Services at (757) 221-2509 or by email at lj henderson@wm.edu. I will accommodate students with disabilities. Please inform me of any limitations and discuss necessary accommodations. More information on the university policy regarding accommodation may be found here: [http://www.wm.edu/offices/deanofstudents/services/disabilityservices/policies/accommodationpolicy/index.php](http://www.wm.edu/offices/deanofstudents/services/disabilityservices/policies/accommodationpolicy/index.php)
Civility Statement: Each William and Mary student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. In an online environment, tone in online formats of communication can be difficult to interpret given the lack of visual cues regarding intention. Thus, it is important to abide first of all by not using inappropriate language, displaying defiance or disrespect to others, or behaving aggressively toward others. If infractions occur, students may be asked to withdraw from the class and be subjected to disciplinary action under the Code of Student Rights, Responsibilities and disciplinary Procedures. See the following link for a copy of the student code of conduct.
http://www.wm.edu/offices/deanofstudents/services/studentconduct/studenthandbook/student_code_of_conduct/index.php

Class Expectations: You are responsible for completing the professional development programs in their entirety. Be prepared to engage in critical analysis and critique of these programs. Your contributions add to the learning experiences of others, please take this responsibility seriously when engaging in discussion board conversations.

Written Assignments: All written assignments must be submitted electronically via the Blackboard site or via e-mail to me (pamela.eddy@wm.edu). Papers format should be double-spaced with one-inch margins. References should be scholarly and cited in appropriate APA format. Please note you should be using the 6th edition of the APA Manual.

Course outline:

Given the assignments of this course, the student will demonstrate, in discussion, oral and written presentations, and product development, knowledge and comprehension of each of the following topics as well as the ability to apply that knowledge to analysis of educational programs and practices.

This course requires participation in and reflection upon an assortment of professional development (PD) opportunities that combine to equate 3 credits or 144 contact hours/points (Carnegie).

There are two ways for students to participate in professional development to acquire the necessary points for the course:

• Attend professional development programming
  6, 12, and 24 point increments
  1. Students must attend an “approved” training class
  2. Students must provide documentation of attendance
  3. Students must record their PD on the class Bb site
  4. Students must respond to journal prompts after each training session
  5. Student must participate in a class discussion board
• **Design and facilitate professional development.**
  
  **All sessions, regardless of length = 48 points**
  
  1. Design an approved workshop or professional development offering
  2. Build in an assessment plan for the designed session
  3. Deliver the PD
  4. Evaluate the PD session in report format
  5. Create a 1-2 page conference proposal based on the delivered session

**Assignments:**

**OPTION ONE—PD Sessions**

1. **Attendance at PD session—(50%)**
   Students will select from a range of PD sessions available on campus, off campus, or online. See the Blackboard site for a listing of suggestion sessions.

2. **Journal Entries—(35%)**
   Journal entries must be submitted for each of the professional development sessions attended. Each journal entry must respond to the following prompts:
   A. What were the learning outcomes of the session you attended? Were they achieved?
   B. What elements from your CTC courses did you see in evidence in the PD session?
   C. What new learning did you acquire due to the PD sessions? How will you apply it in your own practice?
   D. What could improve the session?

3. **Discussion Board—(15%)**
   An ongoing discussion board will be available for students. Students will have a space to share information across different PD sessions.

**OPTION TWO—Design and implementation of a PD session**

1. **Submission of PD Plan—(15%)**
   Students will submit a design plan for their PD session (form on Bb site).

2. **Delivery of PD Session—(50%)**
   The PD delivery includes the creation of a session, the advertising of the session, and the delivery of the session. Submit to the portfolio documentation of the advertising for the session, attendance at the session, documents used in the session, and the assessment instrument used.
3. **Assessment of the PD Session—(25%)**
Development of an assessment instrument for the session. Collection of assessment data from the session, and analysis of the assessment information. Submit information on the Bb portfolio and write a short reflection analysis of the program, how you would improve it for the next offering, and lessons learned. Be sure to note what course content knowledge you used and critique what you would like to acquire for your next experience.

4. **Conference Proposal—(10%)**
Create a 1-2 page conference proposal based on the PD you created to share in a professional setting of your choice. Submit the requirements for the conference proposal along with your proposal.

**Evaluation as outlined above.**

A = Excellent work: well-conceived, logically developed, thoroughly documented, clearly written. Fully meets the Goal of the assignment.

B = Competent work: Needs further development on one or more of the above dimensions. Generally meets the Goal of the assignment.

C = Flawed work: One or more serious problems are noted; work is generally not acceptable at the graduate level.

Expectations: Students will be expected to prepare written assignments with care. Written work should reflect both a professional level of understanding and attention to clear and logical presentation. Questions posed in the assignment must be answered clearly and concisely. Course assignments are due at the by midnight on the due date. **Late work will not be accepted** except under extenuating circumstances or with prior approval of the instructor. Do not wait until the last minute to submit your paper as technical problems are not an acceptable excuse. Late work will receive an automatic deduction of 10%.