

## Syllabus and Timeline

Upon acceptance to the program, participants will be required to reaffirm the commitment to completing the syllabus below:

<b>November 2, 2015</b>	Applications due
<b>November 23, 2015</b>	Dispositions Sent
<b>December 3, 2015</b>	Deadline to Confirm Participation & remit payment
December 7, 2015	Listserv Welcome & Confirmation
Assigned: December 14, 2015 Due: December 18, 2015	Assignment #1: Introductions & Goals
Assigned: December 21, 2015 Due: January 4, 2016	Winter Break Readings
Assigned: January 4, 2016 Due: January 19, 2016	Assignment #2: Pre-webinar assignment – Preparing for Webinar #1
<b>January 14, 2016</b>	Using Adobe Connect –Mandatory Practice: Session 1
<b>January 15, 2016</b>	Using Adobe Connect –Mandatory Practice: Sessions 2
<b>January 20, 2016 1:00 – 3:00 PM ET</b>	<p><b>Webinar #1</b></p> <p><i>Learning Goals:</i></p> <ul style="list-style-type: none"> <li>• Distinguish between how experts (instructors) and novices (students) organize knowledge.</li> <li>• Summarize how students can develop mastery in an area of study.</li> <li>• Explain the value of metacognition in learning.</li> <li>• Describe how students become self-directed learners.</li> </ul>
Assigned: January 20, 2016 Due: January 25, 2016	Assignment #3: Post-webinar assignment – Reflecting on Webinar #1
Assigned: January 27, 2016 Due: February 1, 2016	Assignment #4: Pre-webinar assignment – Preparing for Webinar #2
<b>February 3, 2016 1:00 – 3:00 PM ET</b>	<p><b>Webinar #2</b></p> <p><i>Learning Goals:</i></p>

	<ul style="list-style-type: none"> <li>• Explain the value of backward design in course development</li> <li>• Summarize the role of learning outcomes in instruction.</li> <li>• Evaluate the need for writing learning outcomes.</li> <li>• Classify learning outcomes using Anderson and Krathwohl's taxonomy table (based on Bloom's taxonomy)</li> <li>• Construct assessable learning outcomes</li> </ul>
Assigned: February 3, 2016 Due: February 8, 2016	Assignment #5: Post-webinar assignment – Reflecting on Webinar #2
Assigned: February 10, 2016 Due: February 16, 2016	Assignment #6: Pre-webinar assignment – Preparing for Webinar #3
<b>February 17, 2016 1:00 – 3:00 PM ET</b>	<p><b>Webinar #3:</b></p> <p><i>Learning Goals:</i></p> <ul style="list-style-type: none"> <li>• Describe different types of assessment</li> <li>• Align learning outcomes with appropriate assessment type</li> <li>• List characteristics of effective learning experiences</li> <li>• Develop a course syllabi reflecting student learning outcomes and how they will be assessed</li> </ul>
Assigned: February 17, 2016 Due: February 22, 2016	Assignment #7: Post-webinar assignment – Reflecting on Webinar #3
Assigned: February 24, 2016 Due: February 29, 2016	Assignment #8: Pre-webinar assignment – Preparing for Webinar #4
<b>March 2, 2016 1:00 – 3:00 PM ET</b>	<p><b>Webinar #4</b></p> <p><i>Learning Goals:</i></p> <ul style="list-style-type: none"> <li>• Define and recognize active learning</li> <li>• Distinguish student-centered teaching from instructor-centered teaching</li> <li>• Defend the role of alignment in maximizing student learning</li> <li>• Defend the value of group discussion in learning</li> </ul>
Assigned: March 3, 2016	Assignment #9: Post-webinar assignment – Reflecting on Webinar #4

Due: March 14, 2016	
<b>Spring Break</b>	
Assigned: March 16, 2016 Due: March 21, 2016	Assignment #10: Pre-webinar assignment – Preparing for Webinar #5
<b>March 23, 2016 1:00 – 3:00 PM ET</b>	<b>Webinar #5</b>  <i>Learning Goals:</i> <ul style="list-style-type: none"> <li>• Develop a repertoire of active learning group activities</li> <li>• Utilize learning outcomes to align summative assessments with active learning activities</li> </ul>
Assigned: March 23, 2016 Due: March 28, 2016	Assignment #11: Post-webinar assignment – Reflecting on Webinar #5
Assigned: March 30, 2016 Due: April 4, 2016	Assignment #12: Pre-webinar assignment – Preparing for Webinar #6
<b>April 6, 2016 1:00 – 3:00 PM ET</b>	<b>Webinar #6</b>  <i>Learning Goals:</i> <ul style="list-style-type: none"> <li>• Define the term: teaching philosophy statement</li> <li>• Become familiar with the thinking used to develop a teaching philosophy statement</li> <li>• Identify the elements that should be included as part of a well-crafted teaching philosophy statement</li> </ul>
Assigned: April 6, 2016 Due: April 11, 2016	Assignment #13: Post-webinar assignment – Reflecting on Webinar #6
Assigned: April 13, 2016 Due: April 18, 2016	Assignment #14: Reflections on webinar series
<b>April 29, 2016</b>	<b>Program Ends:</b> Eligible Students Graduate and receive Certificates of Completion