

**University of Southern Maine
College of Education and Human Development
Professional Development Center**

Course Proposal Form for Inservice Graduate Credit

(1) Course Title

(2) Sponsoring Agency and Contact Person

- name and title of contact person
- telephone numbers (voice and fax) of the contact person
- e-mail address(es) of the contact person

(3) Course Instructor

- name, title, and agency affiliation
- mailing address
- telephone numbers (voice and fax) and e-mail address(es) of the instructor
- NOTE: if the proposed instructor is not a member of the USM faculty, please attach a current and complete vita

(4) General Description of Course Content

- states with clarity the purpose of the course
- explains the nature of the course
- is written concisely
- is in agreement with the remaining information in the proposal

(5) Statement of Need (rationale)

- states the nature and the extent of the need
- explains how the need was identified
- gives evidence of the need
- links the course to the identified need
- explains how the course responds to the College's commitment to *"Forging connections and partnerships"*

(6) Schedule

- specifies that a minimum of 37.5 hours of direct services hours will be provided
- specifies the meeting dates for the course
- specifies the hours that the course will meet
- indicates whether lunch is or is not a "working lunch" and part of the 37.5 hours
- includes pre-reading and/or post-course work if the course is scheduled for a one week

(7) Objectives

- include appropriate and relevant connections to issues and factors relating to human diversity and to the use of technology
- stated clearly and concisely
- matches the objectives to the course content
- correlates objectives with the performance assessment of work
- frames objectives as learner outcomes
- correlates objectives to the stated activities
- uses action verbs that lead to measurable outcomes

(8) Activities

- specifies key course activities
- matches activities to the written objectives
- shows relationship of the activities to the learning communities
- shows that activities use meaningful *reflection and critical inquiry*
- reflects depth and breadth to the substantiate granting graduate credit

(9) Required/Supplemental Course Texts and Readings

- specifies the required and the supplemental texts and readings for the course
- indicates which texts and readings (if any) are on reserve at the USM libraries
- includes texts and readings that are current in the field
- lists references using the guidelines of the most recent version of the *Publications Manual of the American Psychological Association*

(10) Basis for Final Grade

- indicates the form(s) of work that students will produce in the course
- specifies the percentage of the grade assigned to each form of work
- does not assign more than ten percent of the course grade to class participation unless specific criteria for same are provided
- provides guidelines for developing the work in the course
- does not include “attendance as a part of the grade
- provides criteria for evaluating process as well as product
- provides criteria by which each form of work will be assessed (or) provides broad criteria by which all forms of work will be assessed

(11) Instructor’s Policies and Procedures for Student Attendance and for Completion of Student Work

- specifies the attendance policy for the course
- specifies the instructor’s procedure for student to make-up late work
- follows the USM academic policies (see attached sheet)
- indicates the policy for making-up snow days and canceled classes

(12) Evaluation of the Course and the Instructor

- specifies that the standard USM evaluation forms will be used
- indicates whether additional evaluation instruments will be utilized

In addition, the following two statements must be included on the course proposal and in the course syllabus:

Statement Regarding Adaptation or Accommodation

NOTE: if you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible.

At any point in the semester, if you encounter difficulty with the course or feel that you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. For problems with writing skills or time management, make an appointment to see a student tutor at The Learning Center, Luther Bonney, Second Floor, Portland Campus (780-4228). Help is also available through the Counseling Center, 105 Payson Smith Hall, Portland Campus (780-4050) and the Office of Academic Support for Students with Disabilities, Luther Bonney Hall, Second Floor, Portland Campus (780-4706).

Statement Regarding Inservice Graduate Credit

Inservice graduate credit courses (a) are developed collaboratively by the College of Education and Human Development (CEHD) Professional Development Center (PDC) and school systems, singly by schools systems, or singly by CEHD/PDC; (b) address staff development needs of school systems, teachers and administrators; (c) comply with USM CEHD graduate course standards for intellectual inquiry and credentials of instructors; (d) comply with USM CEHD graduate course requirements for number of instructional contact hours, grading policies, and evaluation procedures; and (e) carry academic credit at the graduate level.

Inservice graduate credit courses are not automatically transferable as electives to graduate degree programs of the CEHD of the University of Southern Maine. Approval for course acceptance is a two-step process: (1) review of the syllabus and a recommendation by the student's faculty advisor; (2) approval of the course by the appropriate USM CEHD program.

Please Note: if a student wishes to include a PDC course in her/his program of study, prior approval is necessary for students currently matriculated in USM CEHD graduate programs. For clarification on this matter, please contact the USM Professional Development Center (780-5054).

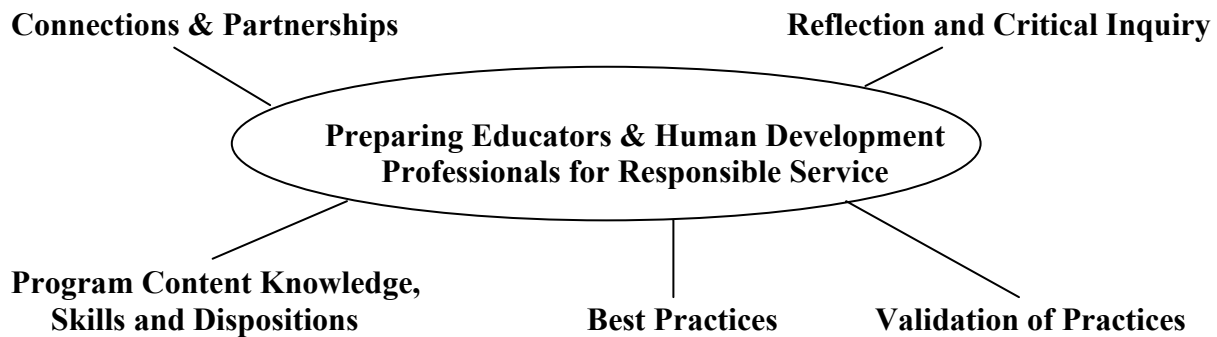
In addition, a copy of the College of Education and Human Development page entitled "Preparing Educators and Human Development Practitioners for Responsible Service" must be attached to each course syllabus. A copy of this page is attached to this document for duplication.



UNIVERSITY OF
SOUTHERN MAINE

College of Education
and Human Development

*Preparing educators and human development
professionals for responsible service*



Using Program Content Knowledge, Skills, and Dispositions to Design Educational Programs: Recognized standards of excellence guide the development of program curricula.

Forging Connections and Partnerships: Students and faculty connect theory and practice through on-going reciprocal relationships with schools, agencies, businesses, and other partnerships.

Developing Best Professional Practices: Instructors model best professional practices in the classroom and expect students to aspire high standards of professional practice.

Validating Practices: Students demonstrate through research, assessments, and other performances how content knowledge, skills, and dispositions have been achieved.

Modeling Reflection and Critical Inquiry: Students and faculty actively engage in examining, questioning, and learning from content knowledge, understandings, and their own professional development.

Course Proposal Guidelines

Diversity and Technology

“We [CEHD] believe that students, faculty, and staff should understand the impact of factors such as cultural background, age, race, exceptionality, gender, sexual orientation, religion, economic class, and ethnicity on human development and learning.”

– USM College of Education and Human Development (CEHD)/Diversity Plan

“The College of Education and Human Development recognizes the power of technology to transform teaching and learning for all.”

– USM CEHD/Educational Technology Standards and Objectives

The Professional Development Center (PDC) supports the College’s commitment to engaging students in educational experiences that build competence in applying technology and addressing issues of diversity. The PDC therefore encourages all sponsors and instructors of courses through PDC to include course objectives and learning experiences that address this commitment.

To this end, **sample course objectives** are provided as models that may be adapted to the focus and content of course proposals.

Sample Diversity Objectives

Students will be able to:

• General Competence

1. synthesize research findings about diversity issues connected to their discipline.
2. analyze diversity issues connected with their discipline and suggest proactive interventions to address those issues.

• Specific Competence

1. articulate legal statutes and regulations that protect individuals from discrimination related to exceptionalities.
2. incorporate necessary modifications in their instruction and assessments to meet the needs of diverse learners.

Sample Technology Objectives

Students will be able to:

• General Competence

1. design appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
2. apply technology to facilitate a variety of effective assessment and evaluation strategies.

• Specific Competence

1. use technology to support learner interactions through e-mail, discussion boards, listservs, websites, and other appropriate resources.
2. use technology resources that allow them to design and carry out original research projects, engage in problem solving, and develop innovative activities.