(1) Course Title

(2) Sponsoring Agency and Contact Person
   □ Sponsoring Agency
   □ 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
   □ experience of the instructor with the target audience for the course
   □ experience of the instructor with the relevant K-12 student population
   □ NOTE: if the proposed instructor is not a member of the USM faculty, please attach a current and complete vita

(4) Target Audience
   □ identifies the target audience (including specific districts or schools, professional roles, grade levels, as applicable)
   □ explains how the target audience was identified
   □ describes how the course meets the staff development needs of the target audience

(5) General Description of Course Content
   □ clearly and concisely states the purpose of the course
   □ explains the nature of the course
   □ is in agreement with the remaining information in the proposal

(6) USM Academic Program Affiliation and Course Credit
   □ if applicable, name of SEHD academic department or program to which this course is linked
   □ indicates that the course has been approved as an “elective”, a substitute, or is not approved for inclusion in a degree-granting program of study in SEHD
   □ indicates whether or not the course meets Maine Department of Education criteria for certification and/or endorsement

(7) 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

(8) Schedule/Location
   □ 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 location of course offering
(9) Objectives
☐ frames objectives as learner outcomes
☐ uses action verbs that lead to measurable outcomes
☐ matches the objectives to the course content
☐ correlates objectives to the stated activities (Section 10)
☐ correlates objectives with the performance assessment of work (Section 12)
☐ includes appropriate and relevant connections to issues and factors relating to human diversity and to the use of technology (See Appendix A)

(10) Activities
☐ specifies key course activities
☐ correlates activities to the stated objectives (Section 9)
☐ correlates activities with the basis for final grade (Section 12)
☐ reflects depth and breadth commensurate with graduate credit
☐ shows that activities use meaningful reflection and critical inquiry

(11) 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

(12) 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
☐ assigns no 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
☐ includes pre-reading and/or post-course work if the course is scheduled for one week

(13) 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
☐ indicates the policy for making-up snow days and canceled classes

(14) 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

(15) Inservice Graduate Credit: Description and Use
☐ includes statement that needs to be added to course syllabus (See Appendix B)

(16) Adaptation or Accommodation
☐ includes statement that needs to be added to course syllabus (See Appendix C)

(17) Email Communication Policy
☐ includes statement that needs to be added to course syllabus (See Appendix D)
(18) SEHD Mission and Core Values
   □ includes statement that needs to be added to course syllabus *(See Appendix E)*

(19) IRB Requirements
   □ Course Proposal is responsible for meeting IRB Requirements
Course Proposal Guidelines
Course Objectives

. . . relating to issues of diversity and uses of technology

“We [SEHD] 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 School of Education and Human Development (SEHD)/Diversity Plan

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

– USM SEHD/Educational Technology Standards and Objectives

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

To this end, focusing questions and sample course objectives are provided as guides to developing course-related objectives in the matters of diversity and technology

Diversity Issues

A. Focusing Questions
1. To what extent does the course draw connections between its content focus and diversity issues?
2. To what extent does the course promote application of knowledge, skills, and professional attitudes related to diversity?

B. Sample Objectives
   Students will be able to:
   • General Competence
     □ synthesize research findings about diversity issues connected to their discipline.
     □ analyze diversity issues connected with their discipline and suggest proactive interventions to address those issues.
   • Specific Competence
     □ articulate legal statutes and regulations that protect individuals from discrimination related to exceptionalities.
     □ Incorporate necessary modifications in their instruction and assessments to meet the needs of diverse learners.

Uses of Technology

A. Focusing Questions
1. To what extent does the course use technology to support teaching and learning?
2. To what extent does the course promote uses of technology to plan and design learning environments and experiences, and/or to enhance professional practice?

B. Sample Objectives
   Students will be able to:
   • General Competence
     □ design appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
     □ apply technology to facilitate a variety of effective assessment and evaluation strategies.
   • Specific Competence
     □ use technology to support learner interactions through e-mail, discussion boards, listservs, websites, and other appropriate resources.
     □ use technology resources that allow them to design and carry out original research projects, engage in problem solving, and develop innovative activities.
**APPENDIX B**

**Statement Regarding Inservice Graduate Credit**

Inservice graduate credit courses (a) are developed collaboratively by the School of Education and Human Development (SEHD) Professional Development Center (PDC) and school systems, singly by schools systems, or singly by SEHD/PDC; (b) address staff development needs of school systems, teachers and administrators; (c) comply with USM SEHD graduate course standards for intellectual inquiry and credentials of instructors; (d) comply with USM SEHD 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 may be used, with Maine Department of Education approval, towards certification, recertification, and endorsements.

Inservice graduate credit may be used as elective courses in a USM graduate degree program but can not be substituted for required courses.

Inservice graduate credit courses are not automatically transferable as electives to graduate degree programs of the SEHD 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 SEHD 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 SEHD graduate programs. For clarification on this matter, please contact the USM Professional Development Center (780-5054).

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**APPENDIX C**

**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 Email Communication Policy
In order to meet the academic and administrative needs of the University community, the University of Southern Maine has established email as an official and primary means of communication to all of its students, accepted and/or enrolled. In some cases, email may be the only form of communication. Official University assigned email accounts are created for all accepted and/or enrolled students usually in the form of FirstName.LastName@maine.edu. Students are responsible to read all information sent to them via their University assigned email account. The University has the right to expect that such communications will be received and read in a timely fashion. Beginning Fall 2006, a majority of University information will be communicated via University assigned email accounts. Confidential information will not be sent via email. If the University needs to convey sensitive information to the student and the information cannot be conveyed using the password-protected Student Self-Service venue, the University will send the information via United States Postal Service. The University reserves the right to notify students via email when any action on the students part may be necessary. Some actions can be accomplished using the University’s Student Information Systems that are made available through special links that are password protected. Students should activate their assigned email accounts at https://mail.maine.edu. The USM Email Communication Policy can be found online at http://usm.maine.edu/doit.

APPENDIX E

Statement Regarding SEHD Mission and Core Values
PDC inservice graduate credit Courses reflect the mission and core values of the USM School of Education and Human Development

SEHD Mission
We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

SEHD Core Values
We share the following commitments:

• **Democracy** - to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.

• **Civility and caring** - to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.

• **Equity and Diversity** - to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.

• **Social Justice** - to speak for and empower people who are disenfranchised and work towards a more just society.

• **Ethical practice** - to engage in and insist on the highest level of professional practice.

• **Scholarship** - to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.

• **Professional Learning and Continuous improvement** - to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.