

**BOARD CREDIT COURSE PROPOSAL APPLICATION**

**Submit this form and attachments to Justin Lopez at the Mellon Building (lopezju@u4sd.org). If approved, you will be asked to submit additional information for the posting of the course.**

PRESENTER	Fill in requested information in the boxes below. Thank you.
Today's date:	
Title of course:	
Applicant name and contact information:	
Presenter name and contact information: (if different than applicant)	
What are the qualifications of the presenter to teach the proposed board credit course? Has the presenter taught this board credit course before?	

NEED	Fill in requested information in the boxes below. Thank you.
What specific district goals are supported by this course? (see other page)	
What data/information supports the need for the proposed Board Credit course?	

PURPOSE	Fill in requested information in the boxes below. Thank you.
Purpose of course: (include objectives of course, who course is designed for, and what they will learn in the course)	
Explain the research findings that support this Board Credit course addressing the needs identified in the NEED section above. (please provide a citation if possible)	

OUTCOME	Fill in requested information in the boxes below. Thank you.
How will this course influence teacher instructional practice?	
How will this course improve student learning?	
List the main content/topics for each session or provide a course syllabus (send as separate attachment)	
Describe the opportunities for course participants to apply and reflect on course content during the Board Credit course.	

LOGISTICS	Fill in requested information in the boxes below. Thank you.
Estimated cost to the District: (salary, materials, etc.) See clarification below*	
Course will be offered: (Fall, Spring, or June 1-30)	
Day(s) of the week:	
Times:	
Number of hours: 8 hrs. = ½ BC 16 hrs. = 1 BC	
Location:	
Technology needs: (overhead, LCD projector, etc.)	
Additional services: (copying, etc.)	

**District Goals/Initiatives Related to Staff Development**

- Implement district social and emotional curriculum
- Implement district-adopted curriculum
- Prioritize strong foundational skills in literacy and math
- Partner with the U of I and other institutions of higher learning
- Implement instructional practices that address needs of a culturally diverse student population
- Frame decisions and initiatives from a social justice lens
- Support student achievement with technology for all buildings and all students
- Create an engaging student centered learning experience through a 21<sup>st</sup> century lens

**Salary/Payment Clarification**

\*Each instructor is paid \$32.50 for each hour taught and \$65 to prep for each hour taught. For example an 8-hour board credit = \$780 for each instructor. Please note that the committee weighs the cost of running a course against the number of individuals served. If 3-4 instructors wish to teach a course, it can be expensive so they may wish to split the hours and subsequently divide up the pay. For example, for a 32-hour course with four instructors, each instructor plans and teaches 8 hours of the course.

**Guidelines for Blended and Online Board Credit Courses**

1. Instructors will use a learning management system that is:
  - a. Secure and password protected
  - b. Private
  - c. Tracks online discussions
  - d. Tracks course participants' online activity
2. Face to face hours could include any of the following:
  - a. Face to face classroom time
  - b. Chat room
  - c. Twitter chat
  - d. Skype
  - e. Google Apps for Education
  - f. Webinars
  - g. Google Hangouts
  - h. Or other online meeting forum such as: Anymeeting, gotomeeting, collaborate.com, FaceTime, TeamViewer, Blackboard Collaborate, etc.
3. Course proposal should include:
  - a. Cost of learning management system (if applicable)
  - b. Detailed syllabus of course activities
  - c. Attendance requirements for online activities
  - d. Clear description of how Board Credit hours will be met (including face to face and online)
  - e. How participants can get help, particularly with the technology
  - f. Contact information and suggested best times/methods that class participants can contact the instructor
  - g. Clear expectation for mode and quantity of online activity and how it will be monitored (A discussion rubric where points or guidelines for discussion comments are clearly stated is suggested)
  - h. The instructor's role in online discussions is clearly described
  - i. A statement clarifying that as with traditional board credit courses, some work outside of the organized class time (face to face/online) may be required