

MASSACHUSETTS COLLEGE OF LIBERAL ARTS  
APPROVAL REQUEST FORM

In-Service Graduate, Professional Development (PDP), Continuing Education Unit (CEU) &  
Non-Credit Courses

DATE OF REQUEST \_\_\_\_\_

Complete all items, provide necessary attachments, and send to:

Office of Graduate and Continuing Education, Education Department,  
Massachusetts College of Liberal Arts,  
375 Church Street, North Adams, MA 01247

Or...email completed forms to b.emanuel@mcla.edu

**Requests should be submitted at least 30 days prior to the course start date.**

OFFICE USE ONLY

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Date \_\_\_\_\_

Course Number Assigned \_\_\_\_\_ # of Credits Requested \_\_\_\_\_ Fee: \_\_\_\_\_

Course Title \_\_\_\_\_

Signature of DGCE Dean: \_\_\_\_\_

APPROVAL REQUESTED (see guidelines, p. 4)

\_\_\_\_\_ In-Service Graduate Course

\_\_\_\_\_ Professional Development Points (PDPs)

\_\_\_\_\_ Continuing Education Unit (CEU)

\_\_\_\_\_ Non-credit Courses

TYPE OF PROGRAM

\_\_\_\_\_ New \_\_\_\_\_ Repeat \_\_\_\_\_ Revised

CATALOG DESCRIPTION: 90 Word Limit

FORMAT

\_\_\_\_\_ Lecture: Number of contact hours: \_\_\_\_\_

\_\_\_\_\_ Seminar: Number of contact hours: \_\_\_\_\_

\_\_\_\_\_ Special Format: Describe

*Approved 7/09. Revised 10.4.12. Revised 2.13.14. Revised 7.21.14 Revised 8.18.15.*

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## SYLLABUS

Attach a syllabus that should include the following:

1. Contact information
2. Course description
3. Course outline, dates/times included
4. Standards (include any subject/content knowledge or standards course will address)
5. Course goals, objectives, and learning outcomes (all courses must describe how learning outcomes link to educator goals in meeting high quality professional development).
6. Learning activities
7. Instructional materials including texts, handouts, and course materials
8. Key outcome assessment (s) and artifacts required from candidates as sources of evidence
9. Grading scale and assessment detail
10. Selected bibliography
11. Policies such as Academic Integrity, Attendance, Appropriate Use of Technology, Disability Statement
12. Other references/resources

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## INSTRUCTOR

\_\_\_\_\_MCLA Faculty, OR

\_\_\_\_\_Named Instructor: \_\_\_\_\_  
Please attach resume with highest degree indicated.

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## FINANCIAL ARRANGEMENTS & ADVERTISING

*Check all that apply:*

\_\_\_\_\_ In-Service Graduate Course (may not be used towards MCLA advanced degrees).  
Suggested fee per credit: \_\_\_\_\_ Total course cost: \_\_\_\_\_

\_\_\_\_\_ For Professional Development Points (PDPs ) OR Non-Credit Courses  
Suggested number of PDPs: \_\_\_\_\_  
Suggested total fee for course: \_\_\_\_\_

\_\_\_\_\_ For Continuing Education Units (CEUs)  
Suggested number of CEUs: \_\_\_\_\_  
Suggested charge per participant: \_\_\_\_\_  
OR Suggested total fee for course: \_\_\_\_\_

Please indicate if any external funds (such as grants) will be used to offset cost/charge to each participant.

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\_\_\_\_\_ MCLA will pay instructor \$ \_\_\_\_\_ (indicate suggested amount)

\_\_\_\_\_ Sponsoring organization will pay instructor \$ \_\_\_\_\_ (indicate suggested amount)

\_\_\_\_\_ MCLA will advertise course.

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\_\_\_\_\_ Sponsoring organization will advertise course.

Please indicate how course will be advertised:

Sponsoring Organization (name/address): \_\_\_\_\_  
\_\_\_\_\_

Requested Course Location: \_\_\_\_\_

Requested Dates of Course: \_\_\_\_\_

Requested Times of Course: \_\_\_\_\_

If using MCLA supported facilities: Please indicate needs including any equipment (such as computer access or overhead projector). Also, indicated projected number of seats required.

\_\_\_\_\_  
Target Audience: \_\_\_\_\_ Teachers Please estimate how many? \_\_\_\_\_  
\_\_\_\_\_ Administrators Please estimate how many? \_\_\_\_\_  
\_\_\_\_\_ Others Please estimate how many? \_\_\_\_\_

\_\_\_\_\_  
Submitted by:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact information: \_\_\_\_\_

Date submitted: \_\_\_\_\_

**OFFICE USE ONLY**

Administrative fee applied \_\_\_\_\_yes \_\_\_\_\_no

Percentage \_\_\_\_\_

## General Guidelines

### General Guidelines for In-Service Graduate Courses \*

1. A three credit course will meet for a minimum of 37.5 instructional hours. (12.5 hours per credit.) While full graduate credit requires two hours out-of-class work for each instructional hour, in-service graduate credit requires only limited out-of-class work.
2. Instructors are expected to possess credentials/degrees at least one level higher than the level at which they are teaching.
3. Instructors must be approved by the Dean of Graduate and Continuing Education.  
*\* Required by MA Department of Elementary and Secondary Education (DESE)*

### General Guidelines for Professional Development Courses (for PDPs) \*\*

1. Each PDP requires one hour of class time.
2. Instructors must be approved by the Dean of Graduate and Continuing Education.  
*\*\*Required by MA DESE, Recertification Guidelines, Appendix D*

### General Guidelines for Continuing Education Units (for CEUs) \*\*\*

3. Each .1 CEU requires one hour of class time.
4. Instructors must be approved by the Dean of Graduate and Continuing Education.  
*\*\*\*Per EEC, as an accredited college, MCLA is able to review and endorse CEU*

### General Guidelines for Non-Credit Courses

1. Courses must be reviewed and approved by the Dean of Graduate and Continuing Education.
2. Instructors must be approved by the Dean of Graduate and Continuing Education.

### General Guidelines for Printed Certificates

1. Printed certificates or other evidence of course completion should include:
  - Provider name listed on the registry
  - Participant's name
  - Title of the professional development offering
  - Content area(s)
  - Total number of PDPs/CEUs awarded
  - Dates and hours in attendance
  - A brief statement of learning goals and objective(s)
  - A description of the assessment of learning and criteria for mastery
  - Signature of provider
2. Certificates may also include MCLA's approved provider number: 2015U00010

## Detail Guidelines

**1. In-Service Graduate Credit:** These courses are intended to offer a lower cost option to those seeking to obtain In-Service Graduate Credit, such as public school educators. While In-Service Graduate Credit is not transferable into an approved graduate program, it can be used by practicing educators to advance on salary schedules, and in some cases has been applied by some schools as elective credit. Points of emphasis:

- In-Service Graduate Credits convert to Professional Development Points (PDPs) at a rate of 15PDPs for 1 Credit.
- Contact time for one In-Service Graduate Credit is 12.5 hours, with a 3 credit course meeting for 37.5 hours. While full graduate credit requires two hours out-of-class work for each instructional hour, in-service graduate credit requires only limited out-of-class work.
- Instructors of these courses are expected to possess credentials/degrees at least one level higher than the level at which they are teaching. Instructors must be approved by the Dean of Graduate and Continuing Education.
- Typical cost for In-Service Graduate Credit is currently \$100/credit, or \$300 for a 3 credit course.
- In-Service Graduate Credit can be taken as P/F or for a grade. All grades will be retained on the student's transcript.

**2. Professional Development Points (PDPs) or Continuing Education Units (CEU):** These are courses that allow educators (in K12 or early education) to accrue course credentials in order to earn, advance, or renew their certifications.

Points of emphasis:

- PDPs: These are awarded on a formula of one contact hour equals 1 PDP. However, PDPs must be earned in blocks of time that, at a minimum, total 10 hours – 10 PDPs.
- CEUs: These are awarded on a formula of one contact hour equals .1CEU. CEUs must be earned in a minimum of 5 contact hours equaling .5 CEU.
- All instructors must be approved by the Dean of Graduate and Continuing Education.
- All PDPs and CEUs are pass/fail and a record will be retained on the student's transcript.
- PDPs should be aligned with educator goals as high quality professional development. For full detail on PDPs, visit the MA ESE at <http://www.doe.mass.edu/pd/> (see more below).
- Finances:
  - PDPs (within the K12 community) will be charged at a rate of \$4/student per 1 PDP. Thus, total charge would be \$40/student for a 10 PDPs (10 hours). Courses must be a minimum of 10 hours (10 PDPs). Courses that are more than 10 PDPs will charged as agreed between provider and MCLA
  - CEUs (within the early childhood community) will be charged at a rate of \$4/student per .1 CEU. Thus, total charge would be \$20/student for a .5 CEU (5 hours), or \$40/1.0 CEU (10 hours). Courses must be a minimum of 5 hours (.5 CEU). Courses that are more than 1.0 CEU will charged as agreed between provider and MCLA

**High Quality Professional Development:** A set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual. HQPD conforms to best practices in research, relates to educators' assignments and professional responsibilities, and conforms to the ten Massachusetts Standards for Professional Development.

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## **The ten standards that make up the Massachusetts Standards for Professional Development:**

1. HQPD has clear goals and objectives relevant to desired student outcomes.
2. HQPD aligns with state, district, school, and/or educator goals or priorities.
3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives, and audience.
4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives.
5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.
6. HQPD advances an educator's ability to apply learnings from the professional development to his/her particular content and/or context.
7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
8. HQPD makes use of relevant resources to ensure that the identified goals and objectives are met.
9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives.
10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.

**3. Non-credit:** These are courses that may be run by local community members, faculty, or guest faculty – for example. These courses do not have any set definitions and, as such, proposals should be written that outline contact time, financial model, expectations, etc. Points of emphasis:

- All courses and instructors are reviewed and approved by the Dean of Graduate and Continuing Education
- Finances will be determined after review by DGCE Dean and instructor
- Contact time is flexible
- Courses are not graded
- All non-credit courses are pass/fail and a record will be retained on the student's transcript.