



## Central Michigan University DDPD Step by Step Course Checklist

### COURSE DESIGN AND APPROVAL PROCESS

- \_\_\_\_\_ Review sample course syllabus, course outline, course references and syllabus guidelines.
- \_\_\_\_\_ Select instructor of record and collect resume and transcripts (MA) (only needed for first time instructors in DDPD Program)
- \_\_\_\_\_ Complete and submit Course Submittal Form – submit 4–6 weeks prior to start of course. Refer to specific information for the topics listed if further clarification or direction is needed.
  - academic semester calendar
  - contact hour/credit hour request
  - course designator
  - revenue sharing information
- \_\_\_\_\_ Complete and submit Course Syllabus, Course Outline and Course References. Course syllabus, outline and references can be submitted online.
- \_\_\_\_\_ Submit instructor credentials. Instructor resume and transcripts can be e-mailed, faxed or sent via the U.S. mail to your CMU client services representatives.

### CMU COURSE CONFIRMATION PROCESS

- \_\_\_\_\_ Course confirmation materials and credit registration forms are sent to your district by CMU client services representative

### DISTRICT COURSE REGISTRATION PROCESS

- \_\_\_\_\_ At first class session, the district needs to:
  - \_\_\_\_\_ Distribute CMU roster in class for completion by students interested in registering for CMU credit.
  - \_\_\_\_\_ Return completed roster to CMU client services representative the day after the first class session. Roster may be faxed to (989) 774-1188 and to the attention of your client services representative.
  - \_\_\_\_\_ Distribute credit registration materials to students.
  - \_\_\_\_\_ Direct students to complete registration process by third class meeting.

*CMU will process admissions and registrations for your students; cross-reference registrations received against names on the roster and work to resolve any problems with admissions and registrations.*

### CMU COURSE COMPLETION PROCESS

- \_\_\_\_\_ CMU sends grade list to instructor.
- \_\_\_\_\_ Instructor of record issues grades, completes grade list and returns original copy by mail to CMU.
- \_\_\_\_\_ Once grades have been finalized, CMU processes payment to district per the course financial arrangements.

Contact your CMU client services representative if you need additional assistance or have questions.

Amy Hodges: [hodge1al@cmich.edu](mailto:hodge1al@cmich.edu)  
800-950-1144, ext. 7129

Sharon Horgan: [horga1sa@cmich.edu](mailto:horga1sa@cmich.edu)  
800-950-1144, ext. 4477

Mary Kay Maas: [maas1mk@cmich.edu](mailto:maas1mk@cmich.edu)  
800-950-1144, ext. 7137

K. Schmittler: [schmi2kl@cmich.edu](mailto:schmi2kl@cmich.edu)  
800-950-1144, ext. 7141

*Mailing Address:*

Educational and Professional Development  
Central Michigan University  
802 Industrial Drive  
Mount Pleasant, MI 48858

## Central Michigan University DDPD General Course Information

### DDPD Academic Semester Calendar

The semester for a course is determined by the ending date\* – for example, a class starting December 1, 2004, and ending March 1, 2005, would be listed as a Spring 2005 course.

Fall:	08/16 – 12/31
Spring:	01/01 – 05/15
Summer I:	05/16 – 06/23
Summer II:	06/24 – 08/15

\*Beginning and ending dates may change from year to year. These dates are provided as a general guideline. Classes should be scheduled to end approximately 2 weeks prior to the semester ending date to allow sufficient time for completion and submittal of grades.

---

### DDPD Contact Hour/Credit Hour Request

The number of credits awarded a course is based upon the total number of contact hours. To calculate your credit hours, follow these guidelines:

1 credit hour	=	15 contact hours
2 credit hours	=	27 contact hours
3 credit hours	=	36 contact hours
4 credit hours	=	48 contact hours

For courses delivered in a combination of face to face (f2f) and online instruction, it is important that the appropriate contact hours be met. Sixty percent of the contact time must be with the instructor, whether it be f2f or online interaction. The online component must include academic activities related to accomplishing the objectives of the course. Listed below are acceptable types of online activities that may apply to the 60% rule:

- posted readings with chat around a set of questions
- viewing video clips with chat
- postings of assignments with threaded discussions

---

### DDPD Course Designator

Course designators indicate which academic department will be reviewing and approving the syllabus and awarding the credit. General educational professional development courses for teachers fall under the EDU 508 course designator. Courses geared for school administrators fall under the EAD 592 course designator. Please contact your CMU client services representative if you are unsure which course designator should be assigned to your syllabus.

---

### DDPD Revenue Sharing Information

CMU has revenue sharing arrangements with DDPD sponsor organizations based on sponsors assuming costs for instruction, promotion and other course costs. The revenue split will be communicated to districts through CMU's DDPD confirmation letter. The revenue share check will be issued to the sponsoring school, district or organization and mailed to the contact person.



## Central Michigan University DDPD Course Submittal Form

*Please complete all information. It is important that we have complete and accurate information for all persons and organizations listed.*

### Sponsor Information

School/District/Organization:		
Superintendent/CEO:		
Address:		
City:	State:	Zip:
Day Phone:		
Fax:	E-mail Address:	

### Contact Information

Contact Name:		
Contact Title:		
School/Organization:		
Address:		
City:	State:	Zip:
Home Address:		
City:	State:	Zip:
Day Phone:	Evening Phone:	
Fax:	E-mail Address:	

### Course Information

Course Title:	
Credit Hour Request:	Number of Course Contact Hours:
Course Begin Date:	Course End Date:
Course Site/City:	
Course Designator:	
Credit Enrollment Estimate:	

### List all Course Meeting Dates and Times

Date:	Day:	Time:
Date:	Day:	Time:
Date:	Day:	Time:
Date:	Day:	Time:
Date:	Day:	Time:
Date:	Day:	Time:
Was this course previously offered?		
If yes, indicate when:		Name of Instructor previously approved by CMU:
Select the option that applies: <input type="checkbox"/> Course syllabus/outline submitted online <input type="checkbox"/> Course syllabus/outline on file at CMU <input type="checkbox"/> Course syllabus/outline to be mailed to CMU <input type="checkbox"/> Course syllabus/outline to be faxed to CMU		

### Instructor of Record Information

<input type="checkbox"/> Check here if instructor of record information is the same as the contact information above.		
Instructor Name:		
School/Organization:		
Address:		
City:	State:	Zip:
Home Address:		
City:	State:	Zip:
Day Phone:	Evening Phone:	
Fax:	E-mail Address:	
Select the option that applies: <input type="checkbox"/> Instructor's credentials to be e-mailed to CMU <input type="checkbox"/> Instructor's credentials on file at CMU <input type="checkbox"/> Instructor's credentials to be mailed to CMU <input type="checkbox"/> Instructor's credentials to be faxed to CMU		

### Revenue Sharing Information

<input type="checkbox"/> Check here if revenue sharing information is the same as the sponsoring agency information above. Otherwise, complete the information below.		
Revenue-share Agency:		
Address:		
City:	State:	Zip:
Day Phone:		
Fax:	E-mail Address:	

Select your CMU Client Services Representative: <input type="checkbox"/> Amy Hodges <input type="checkbox"/> Sharon Horgan <input type="checkbox"/> Mikki Maas <input type="checkbox"/> K. Schmittler
--



## Central Michigan University DDPD Course Syllabus

### Contact Information

Name:
E-mail Address:

### Course Information

Course Title:	
Credit Hours:	Course Designator:
Course Description:	
Prerequisites:	
Course Goals:	
Learning Objectives:	
Required Materials/Textbook:	
Course Requirements:	
General Methodology to be Used:	
Evaluation:	
Evaluation Criteria (must equal 100%):	Percentage:

### Syllabus Prepared by:

Name:	
Agency:	
Date:	

Select your CMU Client Services Representative:    ___ Amy Hodges    ___ Sharon Horgan ___ Mikki Maas    ___ K. Schmittler
---

# Central Michigan University

## Guide to Construct a CMU/DDPD Course Syllabus

This information will guide you through the process to create a course syllabus for submission to Central Michigan University for a District Designed Professional Development course.

### Syllabus Course Information

Course Title – List the complete course title.

Credit hours – List credit hour request.

Course Designator – List course designator.

### Course Description

List the course description.

### Prerequisites

List prerequisites if any are required.

### Course Goals

List the course goals using global statements indicating course purpose and direction. State goals in terms of what the course (not the instructor) will accomplish.

### Learning Objectives

List the learning objectives in such a way that they are:

- stated in terms of participant behavior
- detailed to indicate the behaviors that participants will accomplish
- independent of the instructor, test, etc.

### Required Materials/Textbook

List required readings if any.

### Course Requirements

List course requirements that reflect what participants will need to accomplish.

### General Methodology

List or describe the various methods to be used to teach the course.

### Evaluation

Create evaluation criteria by referencing the Information Sheet for Evaluation Section of Course Syllabus. Keep in mind that the evaluation criteria should be connected to the course learning objectives with each evaluation component assigned a percentage weight so the total evaluation process equals 100%. See the “Guidelines” document mentioned above to correctly create criteria around student participation. Note that attendance is an expectation. As an expectation, it is not permissible as an evaluation component.

### Syllabus Preparation Information

List the name of the individual that prepared the syllabus, the organization that the individual represents and the date the syllabus was prepared.

### Course Outline

List the major topics and subtopics to be covered. Make sure that the topics are consistent with the learning objectives. List the corresponding contact hours for each topic to be covered.

### Course References

Follow these guidelines for selecting and listing references:

- Include a list of references used by the instructor to prepare the course.
- List references that are consistent with the learning objectives.
- List current references (within past three years).
- List in bibliographic style.

***Approved district designed professional development courses may not substitute for regularly designated courses in degree programs unless determined by the respective department.***



## Central Michigan University

### Information Sheet for Evaluation Section of DDPD Course Syllabus

This information is provided as a way to orient school district clients about designing appropriate evaluation criteria for courses submitted to Central Michigan University for review and approval. Evaluation criteria should equal 100%.

#### **EVALUATION MUST BE TIED TO THE COURSE GOALS AND LEARNING OBJECTIVES.**

##### **CMU Course Principles**

- A course should change a person somehow
- An intervention occurs and a measurable change should result
- Evaluation is about the learners behavior and change in behavior
- Evaluation needs to be quantifiable and defined
- Evaluation should demonstrate that the learners are able to apply the new ideas and concepts in a real world setting

##### **CMU Evaluation Criteria Guidelines**

1. Design course to insure that meaningful change has occurred among students.
2. Define how you will evaluate that change.
3. Participation is permitted as evaluation criteria as long as it is quantified/spelled-out. You may wish to use a rubric to quantify participation by defining what is expected and how it will be evaluated and assessed. Do students need to be able to discuss knowledgably an issue or problem? Does their participation need to be evaluated by peers because they are engaged in a cooperative task? Can the instructor assess whether or not in their discussions the students are able to use and apply the theory?
4. Non-participation can be deducted from the total. At the graduate level there is an expectation that participation is going to happen. If it doesn't happen, it can be penalized.
5. Attendance is expected and should be necessary for success in the class; however, attendance is not appropriate to list as an evaluation criteria, but can be factored into deductions from grades. You can deduct points from the final point total or percentages from the final percentage total and reduce the grade by a ½ step or full step.
6. Authentic assessments are highly recommended as evaluation criteria (lesson plans, articles, unit plans and activity designs).

Listed below are *some* examples of criteria acceptable to be assigned a percentage weight in the evaluation section of a syllabus.

- Projects (You would need to list in the Course Outline the suggested projects and the evaluation criteria for each.)
- Written Exam (either quizzes, midterm and/or final)
- Presentations
- Class participation in discussions and work group (use rubric to quantify participation – see participation guidelines below)
- Teacher Action Research
- Learning Log
- Classroom Simulation
- Position Paper
- Self-Evaluation
- Independent Reading Reports
- Individualized Course Projects
- Thematic Unit
- Mini-Teaching

## Guidelines for Course Evaluations that include “Participation” as a Measurement

Central Michigan’s Teacher Education and Professional Development (TEPD) Department defines “Participation” to include class discussions, group participation, attendance, reflections, BB threaded discussions and other active participation in any other relevant classroom or cyber activities.

### Guidelines:

1. Participation should include some form of qualitative and/or quantitative measure.
2. Participation should clearly measure course goals and/or objectives (outcomes).
3. For qualitative measures, participation should be defined and expectations should be clear. For example a rubric that clearly defines what elements of participation will be assessed and how it will be evaluated. A professor could write qualitative descriptors for acceptable and unacceptable measures of participation (see example below).
4. Participation should not exceed forty percent (40%) of a course grade.
5. Other course evaluation should include products that students produce including, but not limited to, exams, portfolios, case studies, lesson plans, research papers, research presentations, and other authentic products that clearly link to the course goals and objectives.

### Element of Participation and Essential Questions

Class preparation	<ul style="list-style-type: none"> <li>• Did the students complete the readings?</li> </ul>
Quality of contributions to the discussion	<ul style="list-style-type: none"> <li>• Did the student contribute some relevant and intelligent questions, answers, doubts about the issue being discussed?</li> </ul>
Nature of participant’s interaction with others	<ul style="list-style-type: none"> <li>• Did the student listen well?</li> <li>• Did the student encourage others to speak up?</li> <li>• Did the student ask helpful questions?</li> </ul>
Avoid digressions	<ul style="list-style-type: none"> <li>• Did the student stay on topic?</li> <li>• Did the student switch topics appropriately?</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Did the student attend face-to-face meetings?</li> <li>• Did the student engage in scheduled threaded discussions?</li> </ul>
Contributions to group work	<ul style="list-style-type: none"> <li>• Did this person fulfill their assigned group role?</li> <li>• Did this person contribute to the workload?</li> <li>• Did this person cooperate with other group members?</li> </ul>
Reflections	<ul style="list-style-type: none"> <li>• Did the student contribute some relevant and intelligent insights, conclusions, questions about the topic being reflected?</li> <li>• Did the student show links with prior knowledge or experience?</li> <li>• Did the student show higher order thinking skills?</li> </ul>



# Central Michigan University DDPD Course Outline

### Contact Information

Name:
E-mail Address:

### Course Information

Course Title:
Credit Hours:
Course Designator:

### Course Outline

	Topics:	Contact Hours
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		
Session 9:		
Session 10:		
Session 11:		
Session 12:		

Select your CMU Client Services Representative: <input type="checkbox"/> Amy Hodges <input type="checkbox"/> Sharon Horgan <input type="checkbox"/> Mikki Maas <input type="checkbox"/> K. Schmittler
--





## Central Michigan University DDPD Course Syllabus Sample

**EDU 508**

Course Designator

**Comprehensive Literacy**

Course Title

**3 (3-0)**

Credit Hours

### **Course Description**

This course examines principles, strategies, and research related to early literacy development among children from kindergarten through third grade. This course emphasizes the developmental nature of early learning and literacy.

It is designed for K-3 teachers and is organized around the twelve class modules:

1. Observation of Student Performance (MLPP, O.S.)
  - a. Ohio Word Test
  - b. Concepts About Print
  - c. Writing Known Words
  - d. Hearing & Recording Sounds
  - e. Letter Identification
2. Running Records
3. Better Classroom Management
  - a. Literacy practice and extension
  - b. Through centers (K-1) or projects (2-3)
  - c. Integrating content and literacy
4. What's Right About Writing: Modeled, Shared, Interactive, Language Experience, Guided Writing Groups, Writing Process
5. Bridging the Gap-Shared Reading
6. Understanding Supports and Challenges in Text: Book Leveling
7. Guided Reading Basics
8. The Emerging Student
9. The Early Student
10. The Fluent Student
11. Reading To, Developing Comprehension Strategies
12. Independent Reading

The emphasis in the course is on evaluating teaching decisions and matching instructional methods and materials to the needs of the students. Specifically, teaching decisions will be focused on fostering literacy growth in all students.

### **Prerequisites**

None

## Course Goals

1. To raise the awareness of teachers about the instructional needs of all children in reading and writing during the literacy acquisition phase.
2. To help K-3 teachers gather data with which they can evaluate their effectiveness in meeting the needs of all students.
3. To help K-3 teachers use systematic observation techniques such as Michigan Literacy Progress Profile (MLPP) and Observation Survey to monitor changes and learning over time and to guide in daily decision making.
4. To help teachers manage classroom time, space and human interactions effectively to achieve a balanced literacy program that fosters the learning of all students.
5. To help teachers learn how to use reading, shared reading, guided reading, independent reading, writing to (modeled writing), shared writing, language experience, interactive writing, guided writing, independent writing to foster literacy acquisition in all children.
6. To help teachers learn how to foster comprehension development in their students by using a mosaic of comprehension strategies and retelling.
7. To help teachers reflect critically on their own teaching decisions.
8. To help teachers learn how to use colleagues more effectively to refine teaching decisions.

## Learning Objectives

Educators will develop their own definition of comprehensive literacy

Educators will develop techniques to evaluate individual reading and writing skills

Educators will learn new approaches for balanced literacy

Educators will attain a more comprehensive knowledge and understanding of literacy

Educators will obtain new techniques for evaluating student performance

Educators will develop new comprehension strategies

## Required Materials/Text

e-Literacy (2003) Instructional Approaches Participant Binder

Dorn, Linda & Soffos Carla (1998) *Apprenticeship in Literacy* Stenhouse Publishers Portland, Maine

## Course Requirements

1. Use a variety of observational assessments to inform instruction in the various teaching approaches and to form flexible groups for instruction.
2. Complete case studies on one student in your class including the three levels of analysis and documenting change over time using MLPP/O.S. assessments.
3. Threaded discussions and respond to other students online.
4. Post assignments online in a timely fashion.
5. Choose one of the approaches or understandings about balanced literacy and do a short presentation including a bibliography and handouts. Topics to be approved of by the instructor.
6. Complete readings in preparation for discussions.
7. Complete end of the class reflections as required.
8. *A willingness to challenge and change your assumptions about the teaching of reading and writing.* (As the approaches are taught in this class, the students are expected to go back to their classrooms and try them out on a consistent basis and fill out reflection sheets as required.)

### **General Methodology**

Lecture, module completion, in-class presentations, threaded discussions, case studies, assigned readings and reflection sheets.

### **Evaluation Criteria**

The course grade will be a letter grade, minimum for an A is 90%, a B is 80%, a C is 70%, a D is 60%, and below is failing.

The grade will be broken down in this manner:

- 20% is determined by completion of twelve research-based instructional modules that include early literacy instruction, share leadership, student performance evaluation and systematic observation techniques
- 15% for required readings, observational assessment and Blackboard threaded discussions
- 20% is determined by the student's end of class reflections
- 30% is determined by the case studies presentation on one child selected by the teacher including three levels of analysis and evaluation of the MLPP/OS assessment resources
- 15% is determined how students use assessments to inform their classroom instruction

***Approved district designed professional development courses may not substitute for regularly designated courses in degree programs unless determined by the respective department.***

### **Syllabus Prepared By**

(Instructor Name)

(District, School, Organization Name)

## Central Michigan University DDPD Course Outline Sample

**EDU 508**

Course Designator

**Comprehensive Literacy**

Course Title

**3 (3-0)**

Credit Hours

**Course Outline**

1st Class Session

Registration

Technology Training

*Technology Survival Guide for Students*

Introduction to Comprehensive Literacy (Chapter 1 in FG and IA)

*Assessments: Running Records Conventions and Analysis*

2nd Class Session

Better Classroom Management (Chapter 2 in FG and IA)

3rd Class Session

What's Right About Writing? (Chapter 3 in FG and IA)

*Assessments:*

*Writing Known Words*

*Hearing and Recording Sounds in Words*

*Writing Rubrics MLPP, Spelling*

Understanding Supports and Challenges (Chapter 4 in FG and IA)

4th Class Session

Bridging the Gap-Shared Reading (Chapter 5 in FG and IA)

*Assessments:*

*Concepts About Print*

*Phonemic Awareness*

*Oral Language Rubrics and Samples*

5th Class Session

Guided Reading Basics (Chapter 6 in FG and IA)

6th Class Session

The Emergent Reader (Chapter 6a in FG, 6.8, 6.9 in IA)

*Assessments:*

*Letter ID, Sight Word/Decodable*

*Ohio Word Test, Review Running Records*

The Early Reader (Chapter 6b in FG, 6.6-6.7 in IA)

Review: Running Records

The Fluent Reader (Chapter 7 in IA and FG)

7th Class Session

Comprehension Strategies (Chapter 8 in IA and FG)

Reading To/Interactive Read Aloud

*Assessments: Retelling*

Organizing for Independent Reading (Chapter 9 in IA and FG)

*Assessments: Literacy Attitudes and Interests*

Linking Assessments to Instruction

Last Class

Assignments returned by this date



## Central Michigan University DDPD Course References Sample

### EDU 508

Course Designator

### Comprehensive Literacy

Course Title

### 3 (3-0)

Credit Hours

#### **Optional Books**

Fountas & Pinnell (2001) *Guiding Readers and Writers Grades 3-6* Heinemann Portsmouth, New Hampshire (Terrific for upper grade teachers!)

Diller, Debbie (2003) *Literacy Work Stations* Stenhouse Publishers Portland, Maine

Dorn, Linda and Soffos Carla (2001) *Shaping Literate Minds* Stenhouse Publishers Portland, Maine

Harvey, Stephanie and Goudvis, Anne (2000) *Strategies that Work* Stenhouse Publishers Portland, Maine

Other readings may be assigned by the instructor

#### **Articles**

##### **Session I – Balanced Literacy**

*The Perspective of the Balanced Approach*

Dixie Spiegel, S.M. Blair-Larsen, K.A. Williams. The Balanced Reading Program: Helping All Students Achieve Success (pp. 8-23) Newark, Delaware: The International Reading Association

##### **Session III – What’s Right about Writing?**

*Orbit Handout* (pp. 38-49) Shared Reading, Grade 4, Nonfiction, Orbit, Learning Media Ltd, 2001 What Happened?, Using Maps, Inferring Meaning, etc.

Matching Children to Text Handout  
Puffin Book, Cam Jansen Adventure Series (pp. 1-9)

##### **Session IV – Bridging the Gap-Shared Reading**

*What Really Matters for Struggling Readers*, Allington, Richard. Designing Researched-Based Programs. Longman, 2001. (pp. 44-47)

*Shared Reading in Grades 3-6*, Elley, W.B. Lessons Learned from LARIC. Christchurch, New Zealand: University of Canterbury, 1988

*Shaping a Literacy Processing System*, Shaping Literate Minds (pp. 29-54), Dorn, Linda & Soffos Carla (2001) Shaping Literate Minds Stenhouse Publishers Portland, Maine

*All Sorts of Sorts: Word Sorts that Reinforce Spelling and Phonetic Patterns*, Brown, Sheron. (pp. 5, 7, 8, 17, 27, 69, 90, 98, 99, 169)

##### **Session V – Guided Reading: The Early Developing Reader/Writer**

*Building an Early Reading Process: Active from the Start*, Askew, Fountas, The Reading Teacher, Vol. 52, Oct. 1998