

**THE UNIVERSITY OF DAYTON
SCHOOL OF EDUCATION AND HEALTH SCIENCES**

(Please check one)

____ Graduate Workshop
(500 level)

____ Undergraduate Workshop
(400 level)

Type of Credit Awarded

“CR”

“S”

Term _____
Course _____
Tuition _____
Type of Credit _____
Bombeck U- Acct# _____
Bombeck G- Acct# _____

**REQUEST PERMISSION TO OFFER GRADUATE/UNDERGRADUATE
WORKSHOP CREDIT**

Workshop Title (20 letters or less) _____

Instructor/s _____

Coordinator/Facilitator _____ Phone # _____

Type of Education credit you are requesting? **Please check one below.**

Administration___ Counseling___ Religion___ Health & Sports___ Teacher Ed___ Technology___

Have you offered this workshop before? **Yes**___ **No**___ **If Yes, when?** _____

How many semester hours are you requesting? 1___ **2**___ **3**___ **(One semester hour equals 12.5-15 clock hours). Please check one.**

Expected Enrollment for Credit _____

Your organization _____ Workshop Site _____

Address _____ City, State, Zip _____

Date/s of workshop _____ Time/s _____

Undergraduate Workshops are generally offered at one quarter of the cost of an undergraduate semester hour. In special circumstances the cost may be negotiable.

Professional Development website: <http://www.udayton.edu/education/nondegreeworkshops/>

Today's Date _____ UD Authorized Signature: _____

**REQUEST FOR PERMISSION TO OFFER UD GRADUATE/UNDERGRADUATE
WORKSHOP CREDIT THROUGH THE PD WORKSHOP PROGRAM
INSTRUCTIONS AND IMPORTANT INFORMATION**

1. Requests will be considered only after the School of Education and Health Sciences has received attached application, course syllabus, and instructor vita.
2. Graduate workshops are offered for non-graded workshop **CREDIT (CR) only**. A **“CR” will appear on a student transcript. GRADUATE WORKSHOPS DO NOT RECEIVE A LETTER GRADE.**
3. Undergraduate workshops are offered for non-graded workshop **CREDIT only**. An **“S”, as in satisfactory, will appear on a student transcript. UNDERGRADUATE WORKSHOPS DO NOT RECEIVE A LETTER GRADE.**
4. If requesting permission to offer a technology workshop, the **Technology Workshop Requirement** form must be completed and returned along with the application.
5. The Coordinator/Facilitator will be responsible for on-site registration. It is important that all parts of the form be completed. All original registration forms (with the student/s signature/s) can be mailed to Janice Keivel at the address below.
6. Workshop applications can be submitted up to **4 weeks prior** to the start of the workshop for approval.

GRADUATE/UNDERGRADUATE CREDIT – “Important things to remember”

1. Upon completion of each workshop, please submit student registration forms and a letter confirming that the students have completed all of the workshop requirements. In the letter, please list the name, SS#, DOB or UD Student ID# of each student who wishes to purchase the UD credit. **Your letter of verification will authorize the University to award graduate/undergraduate workshop credit.** Submit information to Janice Keivel:

University of Dayton
Attn: Janice Keivel
300 College Park
School of Education and Health Sciences
Fitz Hall, Room 651C
Dayton, OH 45469-2963

OR

Email: jkeivel1@udayton.edu
Office: 937-229-3738

2. Graduate/undergraduate workshop credit will be posted on student records **at the end of each University term**. Late registrations will be entered after the end of the term and will take 3 to 5 working days to be applied to a student transcript.

- Credit may be **DELAYED** if registration and/or letter of verification are not received within the time limits stated above. **OFFICIAL TRANSCRIPTS** will not be released until payment has been applied to the student Bursar account.

**APPLICATION PROCESS FOR APPROVAL
OF GRADUATE/UNDERGRADUATE WORKSHOP CREDIT FROM THE
UNIVERSITY OF DAYTON
SCHOOL OF EDUCATION AND HEALTH SCIENCES
DAYTON, OHIO 45469-2969**

1. FACULTY QUALIFICATIONS

Support of Purposes

Rationale

While hiring at UD is non-discriminatory, given the distinctive character of the institution, UD's board of Trustees has declared that:

No person should be appointed who opposes the tradition or would seek to undermine the moral and ethical values promoted by the University.

Response Required

Please read the attached "STATEMENT OF PURPOSE FOR ACADEMIC STUDIES" and submit a statement of your awareness of and support for the purposes set forth by the University.

Documentation of Professional Preparation

Rationale

The *National Council for Accreditation of Teacher Education* has the same qualifications for part-time or full-time faculty. Their Standard is:

Faculty (whether part-time or full-time) has earned the terminal degree or has exceptional expertise in their fields to qualify them for their assignments in professional education programs. They have formal advanced study or demonstrated competence through independent scholarly activities in each field of specialization that they teach.

Response Required

Please submit a vita which documents either "the terminal degree or exceptional expertise" in the area(s) being proposed as possible workshops. Documentation needs to be specific and detailed enough to enable a UD faculty sub-committee to determine the appropriateness of appointment to "Part-time Faculty Status."

2. GRADUATE/UNDERGRADUATE WORKSHOP REQUIREMENTS

Quality of Content

Rationale

Ohio's Teacher Education Standards require that:

Each professional education faculty shall give evidence of utilizing the knowledge, skills, attitudes, and values determined essential for effective practice.

Response Required

Please read the attached "STATEMENT OF PURPOSE FOR ACADEMIC STUDIES IN EDUCATION" and submit documentation that the proposed workshop meets the "letter of the law" as set forth by the State of Ohio as well as the "spirit of the law" as set forth in UD's School of Education and Allied Professions statement. Furthermore, a graduate workshop **MUST** have activities which distinguish it from either traditional in-service or CEU activities – that is, to "sit n' soak" is **not** sufficient for graduate credit. Workshops should focus on the interpretation and application of theory to practice requiring the active involvement of participants in critically and reflectively modifying their practice. Documentation must address the issues noted above and be specific and detailed enough for a UD faculty sub-committee to determine the appropriateness of granting graduate credit for the workshop.

General Guidelines

- A minimum of 10 students must complete a workshop when UD pays the instructor.
- 12.5 - 15 clock hours are required for each **semester hour** of workshop credit.
- An additional worksheet is required for all technology workshops.
- The issuance of grades/credit must follow general University timelines. Grade reports are issued according to the University's academic calendar; the School of Education and Allied Professions **cannot** confirm "credit" for workshops outside these set timelines.

STATEMENT OF PURPOSE FOR ACADEMIC STUDIES IN EDUCATION

The basic mission of the Graduate School of Education and Health Sciences is to prepare competent and compassionate professionals in several fields. Specifically, the mission is to prepare teacher and administrative leaders, exercise scientists, and human service specialists. The Graduate School is further committed to preparing scholar-practitioners at the Ph.D. level in the area of educational leadership. The School of Education and Health Sciences programs leading to graduate degrees are designed primarily to meet the following purposes:

- To develop advanced proficiency in early, middle, and secondary school teachers who have completed recognized baccalaureate teacher education programs;
- To enable individuals to qualify for licensure as principals, supervisors, and superintendents;
- To prepare qualified school counselors, school psychologists, and counselors for social agencies;
- To develop personnel for student services in higher education;
- To prepare educational research specialists;
- To enable students with nonprofessional education baccalaureate degrees and above average academic records to gain teacher certification.

In implementing the academic program, faculty are committed to help students:

- Understand the knowledge base that undergirds their field of interest;
- Apply their knowledge base to practice;
- Value the relationship of theory to practice;
- Reflect mindfully upon professional practice;
- Value community and collaboration;
- Appreciate the moral dimensions of their work; and
- Commit them to improving the quality of life within schools and the larger community.

In working to address the mission, faculty and staff in all departments endeavor to:

- Create a supportive environment for learning;
- Respond to individual student's program needs;
- Draw upon the knowledge base in their field in providing quality instruction;
- Maintain high academic standards;
- Provide students the opportunity to choose a research or a practice emphasis in their academic program;
- Contribute to the knowledge base of their field;
- Assist the community in translating the knowledge base of their field to every day practice;
- Serve as responsible social critics;
- Demonstrate collaborative teaching and inquiry behaviors; and
- Engage in professional activity focused on the improvement of school and community life.

Discussion Paper

Professional Education Courses

Process for instituting a professional development course:

1. A professional development course is one which stresses in-service type education. Generally speaking, the instructor is a professional in the field. Because such professional development courses do not require a student to submit a research paper and/or take exams, graduate (PD) workshops are graded as “CR” and undergraduate workshops are graded with an “S”.
***Prior approval from a UD academic advisor must be obtained to determine if workshop (PD) credit can be transferred to a UD degree program. Generally, no more than 6 graduate or 12 undergraduate workshop (PD) credits may be transferred to a degree program.**
2. Professional development education courses must be approved by the Program Director of the PD Workshop Program in the School of Education and Health Sciences.

SAMPLE OF SYLLABUS

ETW XXX, SECTION 00, Professional Development

Description:

Workshop (PD) credit courses are designed to give educators updated information related to education.

I. Course Goal

The goal of the course is to aid the professional educator to become more competent.

II. Course Objectives

(A) Knowledge (B) Skills (C) Dispositions –

Because each course is unique, objectives vary from course to course. The primary aim when developing the objective is to ensure that the educator receives the knowledge, skills, and dispositions to become a more competent professional.

III. Course Topics

Topics vary from course to course. Inclusion of courses is decided by a representative from the School of Education and Health Sciences, the University of Dayton, and the school district.

IV. Instructional Procedures

These vary with the course. Face-to-face, on-line, book study, classroom implementation or other related experiences are considered and can be acceptable to earn credit.

V. Student Evaluation Criteria

1. Participation
2. Attendance – 1 semester hour equals 12.5 to 15 clock hours
3. Graduate workshop credit will be awarded as “CR” or “S” for Undergraduate workshops
4. Other as prescribed by the instructor

VI. Clinical Experience

As appropriate

VII. Field Experience

As appropriate

VIII. Text and Materials

As appropriate

IX. Date of Syllabus