New Seminar Proposal
Instructor Guidelines and Information

BECOME AN ASCE CONTINUING EDUCATION INSTRUCTOR TODAY!

ADVANTAGES OF TEACHING FOR ASCE

Prestige

National Exposure

Increase Client Base

Interact with Professionals throughout the United States

Promote Civil Engineering Technology

Recognition from Peers

Monetary Compensation and Travel

Opportunity to Promote Committee Activities

Forum for Sharing Ideas and Information
TABLE OF CONTENTS

The "Seminar Proposal Packet" gives information and directions to help qualified instructor(s) interested in proposing an ASCE continuing education course. Please complete the required information and fill out the appropriate forms. E-mail form to: ProgramProposals@asce.org.

Enclosed in this package you will find the following information:

1. Background Information

2. Seminar Proposal Worksheet

3. Biographical Data

4. Background Questionnaire

5. Handout Material Requirements

6. Publications Request Form

7. Audio Visual Request Form

8. Computer Request Form

9. Expense Guidelines

10. Sample Seminar Lesson Plan
BACKGROUND INFORMATION

ASCE Continuing Education produces over 200 seminars a year on topics ranging from Construction Cost Engineering to Applications in Storm Water Management to Structural Condition Assessment of Existing Structures to Leadership Development. Our programs are practice oriented and designed to give information that can be immediately applied on the job. We are constantly expanding our program and searching for qualified instructors to develop programs.

Where do we get our instructors?

Our seminar instructors come from the private sector, universities and the government.

What seminar topics will ASCE consider offering?

ASCE will consider all timely topics of educational value to its members. Keep in mind, however that your topic should be neither so narrow that it interests only a few nor so broad that we cannot find an audience. You should have a specific audience in mind when you propose your seminar.

How many instructors teach a seminar?

Most seminars have either one or two primary seminar instructor(s). Some seminars may require a guest speaker from the local area.

Are guest speakers permitted?

Yes. However, they are generally not paid. In some cases we will reimburse travel expenses. Selecting and preparing guest speakers are the responsibility of the primary instructor. ASCE must be notified of all guest speakers prior to seminar.

Does ASCE pay travel expenses and an honorarium?

ASCE pays a modest honorarium and travel expenses for its speakers (hotel, airfare, meals, etc.). Honorarium is negotiated on a case by case basis. Speakers are required to sign a contract with ASCE before we will produce the seminar. A sample contract can be found in this course proposal packet.

Where are the seminars located?

ASCE Continuing Education has a national program. Our seminars are held in major cities throughout the United States and Canada. Seminar locations are selected according to past market experiences, instructor travel costs, geographic applicability, input from the instructor(s), and how each seminar fits into the overall national distribution of programs.

How long are the seminars?

Continuing education seminars range in length from one to three days. The day usually begins at 8:30 am and ends at 4:30 pm. These time frames are the norm, but are by no means written in stone. If there is a valid justification ASCE will consider other time frames.

When are the seminars scheduled?

Seminars are scheduled six months in advance of the actual seminar date to allow time for brochure development and marketing. Seminars are typically scheduled Monday-Friday; however we do occasionally schedule a seminar on a Saturday to take advantage of less expensive airline rates. Depending on the topic, new seminars are usually scheduled in two locations. If the seminar is successful it will be scheduled again. The number of times a seminar is rescheduled in one year is subject to the instructor’s availability and our calendar.
SEMINAR PROPOSAL WORKSHEET

Use this worksheet as a guide when preparing your seminar proposal. The more information you submit the faster we will be able to evaluate your proposal. Be sure to include all of the information listed below in your proposal.

**Proposed Title:**

**Sequence of Course Content:**

**Purpose and Background:**
Write a four paragraph description of the seminar. Include the following information: 1) Attention getter 2) Overview of seminar 3) Describe topics to be covered 4) Summary/Tie into the "big picture"
Learning Outcomes:
Describe the learning outcomes. Please use one condition, one action verb and one standard criterion when describing the outcomes. The instructional method to be used for each learning outcome should be included and a method by which the outcome may be assessed to ensure the learner achieves this outcome.

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Course Development Matrix:
Please find a sample matrix below which outlines the relationship or linkage among the key areas of course development:

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Content</th>
<th>Instructional Methods</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome</td>
<td>List each topic to be covered and provide a description or outline of the content to be presented.</td>
<td>Describe the instructional method(s) for each topic</td>
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Equipment

Day (Highlight to Select)
Benefits for Participants:
Write seven benefits.
- Find out latest...
- Learn new solutions...
- Avoid costly errors...
- Examine the possibilities...
- Determine precise...
- Etc.

Outline:
Provide a detailed outline for each seminar day.
Instructor(s):
Provide a one paragraph description of each instructor (use biography data form).

Who Should Attend:
Describe the level of instruction and the intended audience. (Structural engineers, waste water management people, etc...)
BIOGRAPHICAL DATA

Name: ________________________________________________

Title: _______________________________________________________

Email: ______________________________________________________

Organization: ________________________________________________

Street Address: ______________________________________________

City, State, Zip: ______________________________________________

Business Phone __________________________ Fax: _____________________

Home Phone: _________________________________________________

Preferred Introduction: (please highlight) Dr. Prof. Mr. Ms. Miss Mrs.

Please write a biographical sketch (1 or 2 paragraphs) and attach a copy of your resume.

Include the following information, preferably in the order given:

a) Professional letters, e.g.: J. D., Ph.D., P.E., FASCE

b) Current position/title and responsibilities

c) Organization's activities and areas of specialty

d) Education

e) Previous positions and related experiences

f) Lecture experience and authored publications

g) Professional affiliations

h) ASCE member/ASCE committees
BACKGROUND QUESTIONNAIRE

The following questions are designed to ascertain background information relating to the proposed course. Your thoughtful responses will aid in further enhancing the promotional efforts of the course. For those questions requiring a lengthy reply, please prepare responses on a separate sheet, indicating the corresponding numerical designation to which it responds.

1. **Is this course designed primarily for civil engineers?**
   
   □ Yes
   □ No
   □ Other, explain ___________________________________________________________

2. **If this is not a newly developed course, please indicate:**
   When developed__________________________________________________________
   Developed for whom______________________________________________________
   Designed by _____________________________________________________________

3. **Profile the audience for whom the course is intended by area(s) of specialty and professional level (i.e. structural engineers, geotechnical engineers, environmental engineers etc.):**
   Primary target audience _________________________________________________
   Secondary audience, if applicable
   □ Upper management
   □ Middle management
   □ First-line management/technical
   □ Other_______________________________________________________________

4. **Indicate other professional groups that would benefit from your course, e.g. architects, contractors, lawyers, etc.**

5. **If this course has been previously sponsored by organizations other than ASCE, please write a brief credibility statement or testimonials regarding past successes.**
6. Are there any geographical factors that would positively or adversely affect on the scheduling of this course?

Yes ___
No ___

7. If yes, explain:

8. Describe how the knowledge gained from taking this course will benefit participants in their work place:

9. What problem(s) or issue(s) will this course address?

10. Indicate format(s) of instruction: (highlight)

Lecture       Workshop       Case Studies
Panels        Example Problems

Other, explain: ___________________________________________________________
11. What methods will you use to assess learning (i.e. case studies, example problems, etc.)?

12. How often must this course be updated to remain current?

13. How many instructors are needed to effectively offer your course: (highlight)

   - One  _____
   - Two  _____
   - Three _____
   - More, indicate # and explain:

14. Are there any circumstances whereby a guest speaker would be needed to further enhance this course?

   - Yes _____
   - No _____

   If yes, explain:

15. Indicate the number of course days required to effectively offer this course:

   - One  
   - Two  
   - Three 
   - Four 
   - Five

16. Indicate the number of instructional hours required per course day (exclude lunch hour): 6 6.5 7 7.5 8
HANDOUT MATERIAL REQUIREMENTS

Your handout materials should enhance your presentation and provide seminar participants with a resource for future use and continued learning. Salient points should be highlighted for easy reference and review, and materials should include bibliographies, quotes, reprints of articles, case studies, case methods, charts, diagrams, copies of your overheads, and other pertinent references as appropriate. It is important that the organization of the course notes follow the planned presentation sequentially.

Quality of Course Notes
Your course notes should be of professional quality, consistently formatted, with easy-to-read lettering. Notes be paginated, and dividers used when and where necessary for easy handling and quick referencing (ASCE will provide the dividers). Diagrams, drawings, formulas, etc. should be clearly illustrated and bold lettering, used, to highlight salient points for easy review.

Your notes should include the following:

- Title page
- Numbered pages (i.e. 1-1, 1-2, 1-3, 2-1, 2-2)
- Daily agenda
- Copies of overheads used in presentation
- Table of contents
- References
- Course notes
- Manufacturers’ literature
- Sample problems
- Case studies

Your handouts will reflect your presentation long after the seminar has ended. Prepare handouts that reflect your professionalism and ASCE’s professionalism.*

* Please do not use copies of copies for originals.

Time Frame for Course Notes
A clean master set of your course notes must be submitted to ASCE no later than ONE MONTH prior to your scheduled course date, and at least six weeks prior to your course date, if your notes are particularly voluminous. If you choose to supply your own handouts, rather than have ASCE duplicate them, please submit a copy of the handout before it is reproduced. ASCE will reimburse you for reproduction costs up to .04 cents per page. ASCE assumes responsibility for reproducing and shipping course material only if material is received on time.

Length of Course Notes
Course notes generally range in length from 50 to 200 pages. If your course notes are longer than 200 pages they must be approved in advance.
PUBLICATIONS REQUEST FORM

ASCE assumes responsibility for all instructional costs, which will further enhance the knowledge gained by participants from the offering of your course. Therefore, please give consideration to publications that would further promote learning and lend additional insight and knowledge to the participants. Whenever possible and appropriate, please consider ASCE publications. ASCE reserves the right to make the final decision to purchase a particular publication for inclusion with the handouts.

Whenever feasible, it is acceptable to reprint publications, or appropriate excerpts, thereof. Should you choose to include copyrighted material as part of your handouts, please secure permission to reprint. In the space provided below, indicate publications that are currently required for your course and/or those to be considered for inclusion:

Title __________________________________________________________________________

Author __________________________________________________________________________

Publisher (name, address phone) __________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Number of Pages ________________

Copyright Date ________________

Title __________________________________________________________________________

Author __________________________________________________________________________

Publisher (name, address phone) __________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Number of Pages ________________

Copyright Date ________________
AUDIOVISUAL REQUIREMENTS

COURSE NAME:

INSTRUCTOR(S):

Please indicate the audiovisual equipment you will need for your seminar. ASCE will provide microphones for seminars that have more than 25 registrants. If the group is smaller than 25, ASCE will not be responsible for providing lavaliere microphones.

Please be advised that if any additional audio visual items are ordered from the Hotel, ASCE Continuing Education may have to pass along this expense to the Instructor.

Each course will have a school room setup (2 students per 6 foot table), with a table in the front for the Instructor.

**Course Title:**

<table>
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Please

ASCE

**Each**

front

ROOM:

School

SPE
## COMPUTER REQUIREMENTS

### COURSE NAME:

____________________________________________________________________

____

### INSTRUCTOR(S):

____________________________________________________________________

____

Please indicate the computer equipment you will need for your seminar.

**SPECIAL REQUIREMENTS:** ________________________________________________

### Course Title:

<table>
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### Equipment

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<td>Please select</td>
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<table>
<thead>
<tr>
<th>Day</th>
<th>(Highlight to Select)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>


ASCE CONTINUING EDUCATION
REIMBURSABLE EXPENSE GUIDELINES

**Airline Tickets:** ASCE Continuing Education has an exclusive contract with a travel management company for all of ASCE instructor travel requirements. ASCE is responsible for payment of the plane ticket. Tickets should not be purchased until ASCE staff has contacted you that the seminar is go.

**Hotel:** Your room and tax will be direct billed to ASCE on a master account set up through the sales office of the hotel. You are required to pay for incidentals (e.g. phone calls, meals, etc.). Incidentals which are ASCE business-related should be noted on your expense report with appropriate receipts attached.

**Meals:** ASCE will provide a food allowance up to $50.00 per day (three meals), to cover costs of food and tips.

**Car Rental:** Car rentals are generally not reimbursed. If you require a rental car, it must be pre-approved by a Continuing Education staff member. Please use hotel-airport shuttle services whenever possible.

**Expense Reports:** An expense report will be given to you by ASCE’s on-site coordinator on the morning of each seminar. Please attach receipts for all expenses -- or you may not be reimbursed. Original airline ticket stubs, not copies of invoices, and receipts for meals, parking, etc. should be attached to your expense report. Miscellaneous tips (taxi, airport shuttle, etc.) will be compensated, if documented. Expenses not covered under the Instructor Agreement will be considered on a case by case basis and must be documented in writing. (Be advised that movie rental, entertainment, cleaning, limos, etc., are not covered by ASCE.)
Sample Design Document

**Instructions:** Utilize this document to show the relationship between identified needs, learning outcomes, types of instruction and assessment methods.

Briefly summarize the needs analysis and give an overall goal statement for the course.

_This seminar presents a step-by-step evaluation of hydraulic models. The goal of the course is to expose participants to principles for developing hydraulic models, understand components of steady flow models, and be able to develop HEC-RAS models of bridge and culvert structures. The course will fill the gaps through exposure to basic modeling principles and main components of these models._

<table>
<thead>
<tr>
<th>Unit/Lesson Name</th>
<th>Time Allocated</th>
<th>Content (List topics and provide description or outline of content)</th>
<th>List Learning Outcomes (in operational behavior terms (Bloom’s Taxonomy))</th>
<th>Method used + the learning styles that are accommodated</th>
<th>Assessment Method and Performance Criteria</th>
<th>Comment/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>10 Minutes</td>
<td>Expose participants to principles for developing hydraulic models</td>
<td>1. Define the basic modeling principles for developing steady state hydraulic models.</td>
<td>Lecture• Auditory• Visual</td>
<td>Quiz at end of course Passing score is 70%</td>
<td>No pre-work is required</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>20 minutes</td>
<td>Brainstorm components of steady flow models.</td>
<td>2. Identify the three main components of a steady flow HEC-RAS model</td>
<td>Group Discussion• Auditory• Visual</td>
<td>Quiz at end of course Passing score is 70%</td>
<td>Participants can pre-read if they desire, but not required</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>60 minutes: 20 for activity completion and 40 for sharing back with the larger group</td>
<td>Develop HEC-RAS models of bridge and culvert structures</td>
<td>3. Generate steady state HEC-RAS models for analyzing confluences and bridge/culvert structures.</td>
<td>Small group activity break-out session (4 groups total); re-group to share with entire class• Auditory• Visual• Kinesthetic</td>
<td>Instructor will assess material presented from the small groups for appropriateness</td>
<td>Each of the small groups should designate a scribe to record guidelines and also a speaker to present the material back to the larger group</td>
</tr>
</tbody>
</table>