Continuing Professional Education Course Proposal

Title of Course: The title should engage participants and encourage registration.

Instructor(s):

Course Subject Area:

Subcategory: The subcategories are predefined in the "Course Subject Area & Subcategory" document.

A. TITLE AND DESCRIPTION OF COURSE
Describe/explain the following:
• Course content with specific, clear goals to increase student achievement

  Describe the course content in clear, concise terms. Include in-class work, out-of-class assignments, and the Final Project. Include goals for gains in student achievement. Please see "IU1 Student Achievement Goals" for assistance in writing a goal statement.

• Course alignment with the PA Academic Standards; Resiliency framework (if social-emotional content) or alignment with other applicable standards

B. STATEMENT OF NEED
Describe the need for the course and how the need is validated through recent data or documentation applicable to, or originating from, the IU's service region (i.e., assessment of teachers' needs conducted by regional in-service council; PSSA data from districts in the region, U.S. Census data, documented needs from sources such as PA Depts. of Education, Health, Labor and Industry; professional educational organizations; state or federal laws and regulations)?

Please be specific. You must use recent data or documentation that demonstrates a need for this course. Possible sources of data are listed in the description for Section B.

C. MEASURABLE COMPETENCIES (LEARNING OBJECTIVES)
Include/describe/identify the following:
• Learning objectives stated in behavioral and measurable terms

• Relationship between the competencies and the course content

• Competencies state the criteria for acceptable performance

  Describe the criteria for measuring participants' acceptable performance on the competencies. Include: "Acceptable performance on these competencies will be measured by a 20-item post-test."

• Relationship between the competencies and the Statement of Need
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D. MEANS OF DEVELOPING COMPETENCIES (LEARNING OBJECTIVES)
Describe/explain the following:

- How the competencies were identified

  Describe how you determined the competencies for this course. A connection to competencies defined in the SAS Curriculum Framework is strongly recommended.

- How the competencies are realistic and achievable within the time allocated

  Describe how you will use the course timeframe to achieve the competencies. Ensure that the goals for the course are reasonable.

- How there is a clear relationship between means of developing the competencies and the competencies

  Clearly describe a relationship between how you determined the competencies and the actual competencies.

E. STRATEGIES / METHOD OF INSTRUCTION
Identify the specific instructional strategies or methods to be used and describe how they enable learners to attain the stated competencies?

F. CONTENT / PROFICIENCY ASSESSMENT
Include/describe/identify the following:

- Session by session content outline or syllabus

- Culminating project applicable to participants' areas of assignment

  If your course is available to a broad audience, be sure to include how the Final Project will be differentiated for different content areas and/or grade-levels.

- Criteria used to assess participants' attainment of the competencies (learning objectives)

  Describe the assessments that you are going to use. Include: "A 20-item post-test will be used to assess participants' attainment of the competencies."

- How the method of assessment to be used is capable of determining attainment or fulfillment of the competencies

  Describe how your assessments, including the 20-item post-test, will assess the content and competencies.

- How the method of assessment is aligned with the identified competencies

  Describe alignment to the competencies for any assessments that you will use.
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G. ADMINISTRATIVE RESPONSIBILITY
Describe the management role of the individual identified as having administrative responsibility.

Mr. Don Martin, Assistant Executive Director of the Intermediate Unit I, will have administrative responsibility for this course.

H. PROVISIONS FOR FOLLOW-UP
Describe the follow-up activities or procedures to be undertaken to ascertain the course’s effect on increasing student achievement through improved instruction

Describe your Final Project.
Conclude this section with, "At the conclusion of the school-year, student achievement data from across the IU on the PSSAs will be used to assess the effectiveness of CPE courses."

I. PLANS FOR PARTICIPANT SATISFACTION SURVEY
Describe/identify/include the following:

- Opportunity for the participants to evaluate the course and the instructor
- Participant satisfaction survey to be used as input for improving course content or instructional methods

The Intermediate Unit 1 Continuing Professional Education form for courses will be used to evaluate the course. Participants will be required to complete this evaluation at the end of the 2nd day of class. Results from this evaluation will be used by the course instructor to modify this course for future classes and by IU1 to plan future course offerings.

J. COURSE DESIGN / GRADUATE LEVEL REQUIREMENTS
Include/describe/identify the following:

- How the course meets the requirements of a graduate level offering (i.e., minimum of 14 hours in-class and 16 hours out-of-class independent study or project work per credit equivalent)

Describe the break-down of in-class and out-of-class work. There must be a minimum of 14 in-class hours.

- Enrollment limits, if any

This limit will determine the limits set in SolutionWhere. Please do not set this below 30.

- Teaching certifications that will be supported by taking this course for professional development

Please see "Types of PA Certifications". You may state "All PA Certifications will be supported by taking this course for professional development," but you must then make a statement on how you will differentiate instruction based on the wide range of students.