

Application title

SECTION A - GENERAL INFORMATION

Agency Name: _____

Contact Person: _____ Telephone: _____

Address: _____

Email: _____

Title of CEU: _____

Type of offering: Standard Conference Distance or Online Learning

Total number of contact hours: _____ Number of CEUs: _____

Schedule of dates and instructional hours (date can be "tbd"): _____

Location (if known – or TBD): _____

SECTION B - COURSE CONTENT

1. **Course Description:** A **brief** description that describes the course for potential participants (what participants will be learning).
2. **Core Competency (choose ONE only. Delete the others.)**
 - 1) Understanding the Growth and Development of Children and Youth
 - 2) Guiding and Interacting with Children and Youth
 - 3) Partnering with Families and Communities
 - 4) Health, Safety, and Nutrition
 - 5) Learning Environments and Implementing Curriculum
 - 6) Observation, Assessment, and Documentation
 - 7) Program Planning and Development
 - 8) Professionalism and Leadership
3. **Target Population: list**
(The course outline needs to address what is needed for each and all the populations listed.)
4. **Participant Outcomes:**
Participants will be able to/will understand ...
(Use "outcome" language – see the TA document on Writing a CEU application. Be sure each outcome is addressed in the course outline).
5. **Course Outline: See attached** (Complete Sections A,B,C; then present the course outline on a new page)
6. **Bibliography/List of Resources: See attached** (at the end of course outline)

7. **Instructional Methodology:** list the various methodologies used. In addition, include specific methodologies in each part of the course outline.
8. **Completion Requirements and Documentation of Participant Outcomes:** Minimum requirement: participants must attend 90% of the sessions and achieve a substantial number of the outcomes. State your requirement. See the Guidelines for the Submission and Approval of CEU Applications, on the website.
9. **Include a course evaluation form** that addresses each participant outcome and adds open-ended questions on application of learning. See attached (after the bibliography)

SECTION C - INSTRUCTORS

Name(s) of Instructors:

. **Instructor's Qualifications:** (on file at Mass AEYC, or include resumes, if not on file)-----

New page: Professional Development Outline****Please be sure to number pages!****Course title****(Optional) - Materials Needed**

- Power Point
- Computer and screen to show power point
- 2 flip charts and markers
- Masking tape
- CD – list title and source
- Pick Pocket Activity list
- Handouts
 - List, numbered, with links to course contents, if needed to clarify course content

Course Outline (Present the course outline here).

Topics with timeframes. Expand each to describe the content of WHAT is being taught, HOW (methodology) and WHY - the rationale for it. Each part needs to be grounded in developmentally appropriate theory and practice and fit into the entire course sequence. Identify video clips, if used, and sources for all handouts (either in the course outline, the bibliography or in a section labeled “Materials Used.”) Include activities and varied methodologies that address adult learning styles. If you are using handouts, you can include them at the end. Label and/or number each one and show, in the course outline, where it’s being used. Do the same for videos or media.

Note on Course Outlines

In reviewing course outlines, the reviewers are looking for the following:

(NOTE: applications need to contain enough information for reviewers to be able to assess if they meet CEU criteria.)

1. Content: sufficient to explain the concept; developmentally appropriate; best practice
2. Activities: pertinent to the content; builds on adult’s need to reflect and connect prior knowledge; moves participants from theory to practice
3. Diversity and inclusion: recognizes cultural values and practices; provides information on adapting activities and practices for children with special needs, where appropriate
4. Time frames: is time sufficient for content; what is the percentage of lecture to interactive activities

Bibliography

Please include resources used to develop the course as well as additional resources that participants can use to get further information.

Use standard bibliographic format.

Include books, articles, websites (both general websites and specific references within them). All items should be accessible to participants (i.e., omit or limit journal items or materials and journals that are available primarily in university libraries).

Add other resources, if used.

New page:

Course title
Course Evaluation

List all outcomes. Ask participants to assess how well they have achieved each one. Review the evaluation in the TA paper, *Writing CEU Applications* (on the MassAEYC website)

http://www.massaeyc.com/ceu_docs/MassAEYC_CEU_ApplicationGuide.pdf

Use a grid that lists each outcome and has boxes for ratings. Match the language of the outcomes to the evaluation form.

Add open-ended questions that ask participants how they will apply what they have learned.

You may add more, if you wish: a presenter evaluation, assignments, follow-up on activities.

EXAMPLE OF A COURSE OUTLINE:**Using Age-Appropriate Approaches to Promote Social Development in Young Children*****Note: this is Session 1 of a 2 part course****Session 1 – 2.5 hours****I. Welcome and Introductions (10 min)**

- Instructor and participant introductions
 - Ice-breaker activity (describe)
- Agenda, goals, “housekeeping” information

II. Social Development in Young Children

- **Large Group Activity (15 min)**
 - Brainstorm social skills for young children; focusing on ages birth–8.
 - Use handout 1.1. Discuss differences with adult skills.

- **Lecture and Discussion (50 min)**

(for each item: add a brief note about the content to be covered and methodology)

- Define social and emotional development
- Influences on development
- Characteristics of social skills
- Developmental milestones and stages of learning
- Indicators of possible mental health issues
- Cultural issues that may influence development
- Developmental variations

(The next session in this series will focus on children with challenges in social development – red flags, strategies for support, observation and referrals.)

- **Small Group Activity (20 min)**

- Use handout 1.2. (*Skill Building Journal, Caring for Preschool Children*)
- Participants break into groups and identify things they are currently doing to promote social development. Address cultural and learning differences.
- Share and debrief

III. Strategies to Support and Foster Social Skills

- **Lecture and Discussion (15 min)**

- Creating an environment that encourages social skill building (Add content; briefly list relevant items)

- **Large Group Activity (15 min)**

- Read a children's book related to social skills in young children. Use a guided questions sheet to help participants focus on the content and what skills the book addresses
- Debrief - how and when to use with children to help with social skill development

- **Small Group Activity** (15 min)
 - Participants make a plan for extending the use of the book in their program (see handout 1.3 – planning rubric)
 - Share sample of ideas – instructor expands and connects to previous discussions

IV. Wrap-Up and Evaluation (10 min)

(Session 2 is not included here.)