



AFS CONTINUING EDUCATION COURSE APPROVAL PROCEDURES AND FORM

The Continuing Education Committee (CEC) must approve all CE courses or activities sponsored by the American Fisheries Society.

Courses or activities which carry academic credit, lead to a high school equivalency certificate, or are organization oriented programs or short direction programs only casually related to any specific upgrading purpose or goal would normally not qualify for approval.

The objective of the AFS Continuing Education Program, administered by the CEC, is to provide members with quality opportunities to develop their expertise throughout their careers as fisheries professionals. Workshops and CE courses, which are often sponsored and/or prepared by AFS members, are a primary means of fulfilling this goal. CE offerings can be used to receive Professional Development Qualifying Points (PDQPs) needed to meet and retain Associate and Certified Fisheries Professional accreditation through the AFS Certification Program.

*All CE classes must be reviewed and approved by the CEC every 3 years or upon changes to course content.

Course Proposal & Approval Procedures:

Please review the following form carefully, and provide thorough and succinct responses to all requested information. Note: This form is the primary means by which the CEC evaluates your proposal. Much like a well-constructed abstract enhances a scientific paper, a thoughtful, informative, well-prepared application attests to the quality of the proposed CE offering, and will reduce the chance of rejection or delay in its approval by the CEC.

Completed course approval forms should be emailed to the Course Contact at least 2 months prior to the beginning of the course. The CEC will review forms for completeness. If more information is needed, the CEC Chair will send anonymous reviewer comments, suggestions, and questions to the Course Proposer. If the CEC approval is contingent upon implementing suggested revisions, the Course Proposer will submit a revised Course Approval Form to the Course Contact within two weeks of being notified of the CEC's decision. The CEC will issue an approval decision within 3 weeks of the Course Proposer submitting a revised approval form. The Course Contact will notify the Course Proposer of the CEC's final decision.

COURSE CONTACT:

Director of Student & Professional Development
bpik@fisheries.org or 301.897.8616, ext. 213.

Instructor Responsibilities:

Course Instructors are required to:

- (1) Have all participants sign an attendance sheet
- (2) Ask participants to complete course and instructor evaluation forms. Recommended forms are included at the end of this document.
- (3) After the course, email the attendance form and completed course & instructor evaluations to the Course Contact

Additional information and suggestions for completing this form precede each section. Questions on completing this form should be directed to the Course Contact.

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COURSE DATES & LOCATION:

Beginning Date:

Ending Date:

Location/Venue:

City:

State/Province:

NEEDS IDENTIFICATION/GAP ANALYSIS STATEMENT: Clearly identify the needs for the planned program/activity for participants, their supervisors, their organization and/or profession. Discuss what changes or advancements in technology that have occurred and the relevancy of the planned program/activity to address the changes to participants. Take into consideration other complementary and competitive courses. Clearly identify the target audience (example: new employees, journey level professionals, administrators, etc). Standard: *The program is planned in response to [the identified needs] of a [target audience] and needs assessment if applicable, [for professionals at a given level] in [the organization].*

LEARNING OBJECTIVES/OUTCOMES: State what new knowledge or skill the participant will be able to utilize or perform upon completion of the course. List the learning objectives and action items associated with each objective. Learning objectives should be measurable. Standard: The program/activity has clear and concise written statements of intended learning outcomes. The learning outcomes should specify the determined skills, knowledge and/or attitudes that the learner should be able to demonstrate following the continuing education experience.

Examples:

Participants will be able to utilize _____ principles to develop a plan for control of _____.

Participants will be able to apply the plan during development of management strategies for _____.

Participants will be able to demonstrate skill in _____ by completing class exercises and databases.

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CONTENT & METHODOLOGY: Briefly describe the topic(s) to be covered and the instructional methods that will be employed during the activity/program. Active instructional methods are strongly encouraged and should be identified.

Standard: The content and instructional methodologies are consistent with the objectives or learning outcomes, sequenced to facilitate learning and permit opportunities for the learner to participate and receive feedback.

Example: Participants will learn to manipulate data in the program to complete the exercises; active discussions will incorporate problem solving techniques that participants will be able to apply upon returning to the home station.

REQUIREMENTS FOR SATISFACTORY COMPLETION: Briefly state the requirements for satisfactory completion of the activity/program. Participants should be informed of the requirements for satisfactory completion prior to their participation. High attendance should be required (e.g. 90% and above).

Standard: Requirements for satisfactory completion are based on the purpose and intended learning outcomes.

ASSESSMENT OF LEARNING OUTCOMES: Briefly state how individual performances relate to intended learning outcomes will be assessed.

Standard: Procedures established during program planning are used, when applicable, to measure the achievement of intended learning outcomes specified for the program/activity as they relate to changes in learner's knowledge, skills, or attitudes.

Examples of assessment tools/activities: performance demonstration under real or simulated conditions, written or oral examinations, written reports, completion of a project, self-assessment, or locally or externally developed standardization examinations.

INSTRUCTIONAL PERSONNEL: List the instructional personnel involved in planning and conducting the program/activity and indicate the approximate proportion of instruction time for each. A resume of up to two pages must be submitted for instructors.

Standard: Qualified instructional personnel are directly involved in determining the program purpose, developing intended learning outcomes, and planning and conducting each learning experience.

Name: Hours/Minutes of instruction time:

Name: Hours/Minutes of instruction time:

Name: Hours/Minutes of instruction time:

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DETERMINING NUMBER OF CONTACT HOURS: The 60-minute clock hour is used as the contact hour. Coffee breaks, lunches, etc. are not included. Field trips (minus travel and other administrative time) may be considered contact hours, but usually on a basis of at least two hours of field trip equivalent to one contact hour of classroom instruction.

The following and similar activities are not included when calculating the number of contact hours:

- Time for study, assigned reading, and other related activities, outside the classroom or meeting schedule.
- Meeting time devoted to business of committee activities.
- Meeting time devoted to announcements, welcoming speeches, or organizational reports.
- Time allocated to social activities, refreshment breaks, luncheons, receptions, dinner and so forth. Note: time devoted to a luncheon or dinner presentation integral to the continuing education experience may be included in calculating instructional contact hours. **Please include a syllabus or topical outline with time allocations.**

Time Schedule Example:

Day 1

8:00 – 9:00 a.m.

Topic name

9:00 – 12:00 p.m.

Topic name

Total Number of Contact Hours: _____

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PROGRAM EVALUATION: All AFS CE courses and instructors must be evaluated by participants. An effective evaluation asks participants to rate the course and instructor effectiveness. CE Instructors are strongly encouraged to use the CE Course and Instructor Evaluation forms located at the end of this document. However, if you choose to use a different evaluation form, briefly describe how major aspects of the continuing education experience, i.e. organizational input, participant input, the design, content, content level, and operation will be evaluated. Participant evaluations, which may include self-assessments, are strongly encouraged. **Email completed course and instructor evaluation forms to the Course Contact.** *Standard: Evaluation refers to the quality of the administration and operation of the continuing education experience as a whole. Participant reaction surveys can be designed to measure what the participants consider to be the benefits of the learning experience and to determine satisfaction with the physical arrangements.*
Examples: see APPENDIX

XIII. ADDITIONAL INFORMATION (Provide any additional information the CEC may find relevant or useful in evaluating your course proposal):

Submitted by:

(NAME & TITLE)

(E-SIGNATURE)

(DATE)

Approved by:

(NAME & TITLE)

(E-SIGNATURE)

(DATE)

*Email this completed form to the Course Contact at bpik@fisheries.org


American Fisheries Society
 COURSE EVALUATION FORM

Please complete this anonymous form to evaluate the course. Your feedback will be used to improve AFS continuing education courses and better meet your professional development needs.

Course title: _____

Instructor name(s): _____

Date: _____

Circle the number that best indicates your level of agreement with each statement.

Course Content Evaluation	Strongly Agree	Somewhat Agree	Unsure	Somewhat Disagree	Strongly Disagree	N/A
The learning objectives/outcomes were clearly stated	5	4	3	2	1	N/A
The content/activities were relevant to achieving the stated learning objectives/outcomes	5	4	3	2	1	N/A
The presentation of information and sequence of activities were well organized	5	4	3	2	1	N/A
All necessary materials/equipment/resources were provided or made readily available	5	4	3	2	1	N/A
If I apply the information and/or skills developed in this course to my work it will enhance my performance/improve my professional practice	5	4	3	2	1	N/A
The price of this course is reasonable	5	4	3	2	1	N/A
I would recommend this course to others	5	4	3	2	1	N/A

1. Which part(s) of this course was MOST useful for enhancing your performance/professional practice?
2. Which part(s) of this course was LEAST useful for enhancing your performance/professional practice?
3. List any specific suggestions that will help us improve this course
4. Please provide any other training or CE classes that, if offered, you would very likely take. (Please be specific).
5. Additional comments?


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 INSTRUCTOR EVALUATION FORM

Please complete this anonymous form to evaluate the course instructor. Complete a separate evaluation form for each course instructor, if applicable. Your feedback will be used to improve AFS continuing education courses and better meet your professional development needs.

Course title: _____

Instructor name: _____

Date: _____

Circle the number that best indicates your level of agreement with each statement.

	Strongly Agree	Somewhat Agree	Unsure	Somewhat Disagree	Strongly Disagree	N/A
The instructor appeared highly knowledgeable about the subject matter	5	4	3	2	1	N/A
The instructor was well-prepared for the class	5	4	3	2	1	N/A
The instructor presented the material/content in a way that increased my knowledge and/or skills	5	4	3	2	1	N/A
The instructor engaged class participants with activities/exercises	5	4	3	2	1	N/A
The instructor responded well to student questions/comments and needs	5	4	3	2	1	N/A
The instructor effectively managed class time	5	4	3	2	1	N/A

1. What did this instructor do to that made his/her instruction effective?

2. What could this instructor do to be more effective in his/her instruction of the material (please be specific)?

3. Additional comments?

1. What did this instructor do to that made his/her instruction effective?

2. What could this instructor do to be more effective in his/her instruction of the material (please be specific)?

3. Additional comment

