



Request for Assistance in Offering Non-Credit or CEU Programs

Today's Date _____

Consult the *CEU Program Criteria* section as you complete the form. For questions call **Sharon Nash-Sellers, Director of Student and Program Support Services**, 336.315.7784. Type in the information below; secure approval (via electronic signatures) from your department head and dean; then submit your request with accompanying documentation (e.g., program agenda/brochure, curriculum vita,etc.) to: **sharon_nash_sellers@uncg.edu**.

1. Sponsoring Agency/Division _____

2. Brief Descriptive Title of Program _____

3. Program Site _____ Program City _____

4. Program Dates _____

5. Estimated Enrollment _____ Estimated Instructor/Participant Ratio _____

6. Price of CEU per Participant _____

(Director of Student & Program Support Services will confirm price with client prior to approval.)

7. Target Audience _____

8. Total Instructional Hours Exclusive of Breaks (minimum of 5 instructional hours required) _____

9. Number of CEUs (divide instructional hours by 10) _____

10. Person Supervising Program Who Will Certify Participants:

Name _____

Title _____

Agency/Division _____

Street Address _____

City _____ State _____ Zip _____

Phone _____ Email _____ Fax _____

Signature of Person Supervising/Certifying _____

Signature of Department Head _____

Signature of Academic Dean _____

For Office Use Only: Division of Online Learning

Approval Status: Approved Not Approved

of CEUs Approved _____ Signature _____ Date _____

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Guidelines & Instructions

If you wish to plan a program or workshop for awarding CEU's, allow 6-9 months lead time and contact the Division of Online Learning for assistance with approval and planning forms.

CEU planning forms are to be used by faculty, organizations or associations for securing prior approval of courses or workshops that award CEUs. They are not intended for activities conducted by Local Education Associations (LEAs) or for college academic credit activities. **Application should be made only for those training or professional development activities that are appropriate for the awarding of CEUs according to the guidelines or criteria listed below.**

Instructions for filing credit for CEUs will be provided to you when your program request has been approved. **Activities should not be advertised for CEUs until approval has been obtained.**

CEU Program Criteria

Definition of a CEU: "One Continuing Education Unit (CEU) is ten (10) contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

Example: 15 contact hours = 1.5 CEU

To qualify for CEUs, a program must meet specific criteria. The guidelines listed below are derived from The Southern Association of Colleges and Schools (SACS) and UNC Office of the President (UNC-OP). Consult these criteria as you develop your program and as you complete the enclosed planning form.

- 1. Qualified Instructional Personnel:** Do your instructors have appropriate credentials, or do they have appropriate professional experience for conducting these programs? Curriculum vitae must be attached.
- 2. Identifiable Education Needs:** How did you determine the education needs of your target audience? What are those specific needs? How does this program or activity fulfill those needs?
- 3. Intended Learning Outcomes:** What are learners expected to accomplish after attending this program and participating in these learning activities? These outcomes must be clear and concise written statements of behavioral or performance objectives. For examples of learning outcomes and performance objectives, see *Examples: Learning Outcomes & Methods*.
- 4. Instructional Methodologies:** What methods of instruction or facilitation are being used in your program? These methodologies must be consistent or complementary to the learning outcomes that you have defined.
- 5. Assessment of the Learning Outcomes:** How can you determine that participants have achieved the learning outcomes that you defined? How can participants demonstrate that they have achieved the learning outcomes? Please ensure that the outcomes are measurable. For examples of assessing learning outcomes, see *Examples: Learning Outcomes & Methods*.
- 6. General Program Evaluations:** How do you collect feedback from your participants on whether they felt your program was of good quality; was effective; or fulfilled the stated learning outcomes? This information should be collected for use in developing future programs. If you do not have a questionnaire developed, we can provide you with samples.
- 7. Site Visit:** Where is your program being held? If it is not being held on the UNCG campus, we must conduct a site visit to ensure that the environment is equipped properly and is conducive to achieving the identified learning outcomes.

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Examples: Learning Outcomes & Methods

The following information will assist you in developing the specific learning outcomes to be achieved by your program and will guide you in designing a means of verifying the achievement of those outcomes. Each educational program should have several learning outcomes. Each learning outcome should have identifiable and measurable criteria for success.

Intended Learning Outcomes

Learning outcomes are descriptions of what you intend for students to know (cognitive), think (affective), or do (behavior) when they have completed the educational program. The objectives should be written to reflect results, not process.

Example 1: At the end of the session on "Theatre for Children," the participants will create a storyboard about a scene from a children's play or book. Participants may use visuals or may create the panels in text form only.

Example 2: Participants will write two arguments for and two arguments against the practice of euthanasia and will defend one of the arguments to the members of a small group of fellow participants.

Indicators: Means of Assessment & Criteria for Success

Indicators are a group of activities that provide the steps for assessment of intended learning outcomes. In the Assessment Plan, the Indicator includes the means of assessment, the time frame, and the criteria or benchmarks that will be used to judge the results. Common means of assessment in CEU programs include question-and-answer sessions, written assignments, demonstrations and oral reports.

Example 1: The story board activity will be done in groups of four and should be completed in 30 minutes. Each group will critique the storyboard of its neighboring group. It will critique it according to the following criteria: a) faithfulness to the action line of the scene from the book, b) detail of the stage directions for the characters, and c) completeness of the description of the location of stage props and characters.

Example 2: Participants will present all four arguments to the group members and will have five minutes to defend one of the arguments. Fellow group members will provide oral feedback as to the validity of the argument.



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Planning Your Program for CEU Eligibility

Please note: The boxes will retain all of your typed content when you save the document, even though a printed version of your document may not display the full content. Readers can view your descriptions by scrolling through the content in each box. If you prefer, you can submit your responses in a Word document.

1. Submit a tentative program agenda (or brochure) that identifies the amount of time allocated to each instructional session or activity. If you are planning concurrent sessions, complete questions 2–5 for each concurrent session/module. **(Breaks may not be included in instructional time for calculation of CEUs; meals may be included if they are “working meals” or if they have keynote speakers.)**
2. List the instructional personnel conducting the programs/sessions. Submit a curriculum vita to document qualifications of each instructor if not a member of UNCG faculty.

3. How have you determined the need for your program/session?

4. What will participants learn by attending this program? What are the instructional or learning objectives? **(See Examples, page 3.)**

5. What methodologies are used in the instruction? **(Select all that apply.)**

Lecture Laboratories Demonstration Reports Video Role Playing Exercise Modeling

Programmed Instruction Field Work Small Group Discussions Other _____

6. Learning Outcomes for a program/activity must be measurable. Please check all the assessment methods that apply and give criteria of how the learning outcomes are measured in this form of assessment. **(See Examples, page 3.)**

Assignments Written Tests Oral Tests Demonstration Written Reports Oral Reports

Plan for Implementation of Concepts “On the Job” Other _____

7. What type of overall program evaluation instrument is used and how is it distributed to participants?



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Planning Your Program for CEU Eligibility (continued)

For **CONCURRENT** or **BREAKOUT** instructional sessions, answer the following questions for each concurrent/breakout session or module.

Session Name _____ Session # (Submit curriculum vitae.) _____

1. How have you determined the need for this breakout session/activity?

2. What will participants learn by attending this breakout session? (See *Examples, page 3.*)

3. What methodologies are used in the instruction? (Select all that apply.)

Lecture Laboratories Demonstration Reports Video Role Playing Exercise Modeling

Programmed Instruction Field Work Small Group Discussions Other _____

4. Learning Outcomes for a program/activity must be measurable. Check all the assessment methods that apply and give criteria of how the learning outcomes are measured in this form of assessment. (See *Examples, page 3.*)

Assignments Written Tests Oral Tests Demonstration Written Reports Oral Reports

Plan for Implementation of Concepts "On the Job" Other _____

5. What type of program/activity evaluation instrument is used for this breakout session, and how is it distributed to participants?