

UNC Pembroke Outreach Division

Request for Program Approval to Develop Non-Credit or CEU Programs

Please consult the "CEU Program Criteria" on instruction pages as you complete these forms (see attached instructions).

1. Sponsoring Agency/Division _____
2. Brief Descriptive Title of Program _____
3. Location of Course/Workshop (place & city) _____
4. Estimated Enrollment: _____ Estimated Instructor/Participant Ratio: _____
5. Target Audience: _____
6. Date Course/Workshop Begins: _____ Ends: _____
7. Total Instructional Hours Exclusive of Breaks: _____
8. Number of CEUs (Divide Instructional Hours by 10): _____
9. Name & Title of Person Supervising Program Who Will Certify Credit for Participants (if different from person providing the signature information below):

Dean/Director's Signature from Sponsoring Agency: _____

Name: Teresa A. Oxendine
Title: Director
Agency/Division: Regional Center for Economic, Community & Professional Development
Address: PO Box 1510, 115 Livermore Drive
City/State/Zip: Pembroke, NC 28372
Phone: 910-775-4000 FAX: 910-775-4005 e-mail: rc@uncp.edu

UNCP Faculty approval to teach activities for pay during Fall or Spring Semesters :

Department Chairperson Signature : _____

Name : _____

Outreach Division Action: APPROVED NOT APPROVED

Number of CEUs Approved: _____ Signature: _____

Program ID #: _____ Date: _____

Comments: _____

UNC Pembroke Outreach Division

Planning Document for Your Program for Non-credit or CEU Eligibility

BRIEFLY DESCRIBE THE FOLLOWING:

1. Attach 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, please complete questions 2 – 5 for each concurrent session/module. (Note: 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 (Attach a curriculum vitae to document qualifications of each instructor if not a member of UNCP faculty so that qualifications can be verified):

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

4. What will participants learn by attending this program? (i.e., What are the instructional or learning objectives? See attachment on “Examples”)

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

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratories
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Reports
<input type="checkbox"/> Video Tapes/ Films	<input type="checkbox"/> Role Playing
<input type="checkbox"/> Exercise	<input type="checkbox"/> Modeling
<input type="checkbox"/> Programmed Instruction	<input type="checkbox"/> Field Work
<input type="checkbox"/> Small Group Discussions	<input type="checkbox"/> Other (specify) _____

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

- Assignments
- Written Tests
- Demonstration of Skills
- Oral Tests
- Oral Reports
- Written Reports
- Plan for Implementation of Concepts “on the job”
- Other (specify) _____

Criteria of measurement:

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

8. An original and one copy of this request should be completed and submitted to:

ATTN: Teresa A. Oxendine
UNC Pembroke
PO Box 1510
Pembroke, NC 28372-1510

For CONCURRENT or BREAKOUT instructional sessions, please answer the following questions for each additional session/module.

Breakout Session Name: _____

Breakout Session Instructor: _____
(attach curriculum vita)

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

2. What will participants learn by attending this breakout session? (See attachment on "Examples")

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

- | | |
|-------------------------------|-----------------------------|
| _____ Lecture | _____ Laboratories |
| _____ Demonstration | _____ Reports |
| _____ Video Tapes/ Films | _____ Role Playing |
| _____ Exercise | _____ Modeling |
| _____ Programmed Instruction | _____ Field Work |
| _____ Small Group Discussions | _____ Other (specify) _____ |

4. Learning Outcomes for a program/activity must be measurable. Please check all the assessment/evaluation models/methods that apply and give examples of how the learning outcomes are measured in this form of assessment. (See attachment on "Examples")

- _____ Assignments
- _____ Written Tests
- _____ Demonstration of Skills
- _____ Oral Tests
- _____ Oral Reports
- _____ Written Reports
- _____ Plan for Implementation of Concepts "on the job"
- _____ Other (specify) _____

Examples of measurement:

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

Outreach Division
Request for Program Approval
To develop Non-credit or Continuing Education Units (CEUs) Programs

GUIDELINES and INSTRUCTIONS

The enclosed request 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*

In order for your program to qualify for CEUs, it must meet specific criteria. The guidelines listed below are derived from those of The Southern Association of Colleges and Schools (SACS). Please 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 and/or 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 the attachment of “Examples.”*
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 the attachment of “Examples.”*
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, samples are available.
7. **SITE-VISIT:** Where is your program being held? If it is not being held on the UNCP campus, site visits may be conducted to ensure that the environment is equipped properly and is conducive to achieving the identified learning outcomes.

“Examples”

Learning Outcomes & Assessment 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 criteria for success and should be measurable.

- **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 down 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 participants.

- **Indicators: Means of Assessment and 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 storyboard activity will be done in groups of 4 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. Group members will provide oral feedback as to the validity of the argument.