# Request for Assistance in Offering Non-Credit or CEU Programs

Consult the “CEU Program Criteria” on the instruction page as you complete these forms. If you have questions on price, please call Trina Gabriel at (336) 315-7044. Type the information below, secure approval from your department head and dean, and mail the original to:

Sharon Nash-Sellars  
Division of Continual Learning  
CEU Programs, UNCG  
PO Box 26170  
Greensboro, NC 27402-6170  
Phone: (336) 315.7044; (1-866-334-2255, outside Greensboro)

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. Price of CEU Program per Participant (must include $25 CEU fee):  
6. Target Audience:  
7. Date Course/Workshop Begins:  
   Ends:  
8. Total Instructional Hours Exclusive of Breaks (min. of 5 instructional hrs. required):  
9. Number of CEUs (Divide Instructional Hours by 10):  
10. Name & Title of Person Supervising Program Who Will Certify Credit for Participants (if different from person providing the signature information below):

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**Signature of Dept. Head:**

**Signature of Academic Dean:**

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**Division of Continual Learning Action:**  
☐ APPROVED  
☐ NOT APPROVED

# of CEUs Approved:  
Signature/Date:
Division of Continual Learning

Request for Assistance in Offering Programs with Continuing Education Units (CEUs)

GUIDELINES and INSTRUCTIONS

If you wish to plan a program or workshop for awarding CEU's, please allow 6-9 months lead time and please contact the Division of Continual 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

In order 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). 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 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 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, we can provide you with some 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.
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 fellow 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. Fellow group members will provide oral feedback as to the validity of the argument.
Division of Continual Learning
Planning Your Program for 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 (please attach 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? (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)

   ____ Lecture
   ____ Demonstration
   ____ Video Tapes/ Films
   ____ Exercise
   ____ Programmed Instruction
   ____ Small Group Discussions
   ____ Laboratories
   ____ Reports
   ____ Role Playing
   ____ Modeling
   ____ Field Work
   ____ Other (specify) ________________________________
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 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?
For CONCURRENT or BREAKOUT instructional sessions, please answer the following questions for each concurrent/breakout session or 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
   - Demonstration
   - Video Tapes/Films
   - Exercise
   - Programmed Instruction
   - Small Group Discussions
   - Laboratories
   - Reports
   - Role Playing
   - Modeling
   - Field Work
   - Other (specify)

4. Learning Outcomes for a program/activity must be measurable. Please check all the assessment 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:*

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