

CEU Handbook

CONTINUING EDUCATION PROGRAM BACKGROUND

Salish Kootenai College (SKC) Department of Academic Success (DAS) Continuing Education program was established to meet the growing needs and demands of the Tribal Departments and the Flathead Reservation. The purpose of the program is to provide personal/professional development, community interest, and specific training courses or services to meet the particular needs of the departments and the Reservation. The program also provides a suitable training location and necessary materials for career enhancement.

SKC is accredited by the Northwest Commission on Colleges and Universities. To award and count CEUs, SKC must maintain their continuing education units (CEU) program according to criteria and requirements of current college and federal regulations. Regular college level credits are not awarded for learning activities, but certain activities may be evaluated by a system of uniform CEUs. CEUs are not transferrable to college credits. Such units are granted in accordance with the following guidelines.

One CEU represents 10 contact hours of participation in an organized community education experience under responsible sponsorship, capable direction, and qualified instructors. Community education, as used in this definition, includes all learning experiences in organized formats that impact noncredit education to individuals who meet participation requirements. These properties of community education may be applied equally under the system regardless of the teaching learning format, program duration, and source of sponsorship, subject matter, level, audience or purpose.

The number of units to be awarded is determined by considering the number of contact hours of instruction, or the equivalent, included in the educational activity. Reasonable allowance may be made for activities such as required reports, laboratory assignments, field trips, and supervised study.

CEUs can be taken for personal or professional enrichment. Examples of professionals who may be required to take CEUs/hours to maintain their certificates(s) or licenses(s) to practice include: Nurses, educators, fitness trainers, ironworkers, electricians, social workers, lawyers, engineers, CPAs, and other professionals.

Event participants who provide a completed registration will be given a certificate reflecting:

- Name of class, conference, workshop or training, (herein referred to as event)
- Name of participant
- Continuing education units and hours
- Date of conference

Why should you have participants register for CEUs?

- Increases chances for promotion
- May increase salary

- Increases ability to make career transition
- Improves participant image and marketability
- Improves lifestyle
- Increases personal development
- Provides required continuing education for professional license renewals

STEP 1 - INSTRUCTOR CEU REQUEST

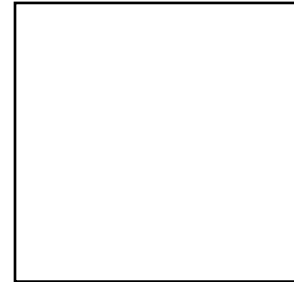
How do I propose an event?

Proposals should be submitted two weeks prior to event for in-state events and 30 days before the event for out-of-state events. Submit a complete **CEU REQUEST FORM** with a resume' or professional vita and credentials for each presenter. Instructors need to complete a **CEU REQUEST FORM** for each event; however, credentials will be kept on file in the Department of Academic Success (DAS) and will need to be updated annually for accreditation requirements. Requests should include SMART objectives and a method for evaluation. Examples can be found in the Appendix.

Your proposal will be evaluated by the CEU Coordinator, Department of Academic Success, and the SKC Vice President of Academic Affairs. The proposal may be accepted or modifications may be requested.

Proposal Submission

Online proposals may be submitted to the Department of Academic Success via the DAS Website: <https://das.skc.edu/ceu-teacher-resources/> or using the QR Code to the right. Using a computer will be easier for attaching credentials and agenda.



Paper submissions may be mailed, emailed, or delivered:

Department of Academic Success
 Salish Kootenai College
 P.O. Box 70
 58138 US Highway 93
 Pablo, MT 59855

CEU Coordinator: bryan_brazill@skc.edu
 CEU Support: terri_cordier@skc.edu

STEP 2 – HELPING YOUR PARTICIPANTS REGISTER

When the Instructor's proposal has been accepted, participants may complete the **CONTINUING EDUCATION REGISTRATION FORM**. Forms may be completed online <https://das.skc.edu/register/> or by paper. You may start registering students online or you may register the day of class with the paper form provided on the website. Paper forms may be mailed or delivered to the Department of Academic Success.

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STEP 3 – DAY OF EVENT

Instructor:

- Register all participants who have not registered, either on paper or online
- Have participants sign the **SIGN IN SHEET**
- Display participant poster
- Complete Evaluations
- Return completed documents

CHECKLIST

Documents required for participants to receive CEU Certificate. All documents must be complete. Incomplete forms cannot be accepted for CEUs.

- ✓ CEU Request Form (instructor)
 - Agenda
 - Credentials for each presenter
- ✓ Registration Form (student)
- ✓ Sign-in-sheet
- ✓ Instructor Self Evaluation
- ✓ Participant Evaluation

CEUs benefit your participants!

The proposal process and registrations are important - Please make sure all forms are complete.

PLEASE WRITE LEGIABLY

Event Name: _____

Date: _____

	First Name	Last Name	Email Address	Phone Number
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APPENDIX

CREATING CLEAR OBJECTIVES & OUTCOMES

SMART Objectives & Outcomes

A SMART objective is one that is specific, measurable, achievable, relevant, and time-bound. Smart objectives provide the details for how an instructor will achieve the main goal of the event and provide better event results. Objectives should support the desired outcome. Outcomes may be short term, intermediate or long term.

- Short term – a change in knowledge, learning
- Intermediate – a change in behavior, doing something new
- Long term – a change in the participant’s condition, achieving CEU for licensing

Choose **action words** that result in a behavior change that can be observed and measured. Examples: *Compile, create, plan, revise, analyze, design, select, utilize, apply, demonstrate, prepare, use, compute, discuss, explain, compare, rate, critique, establish*

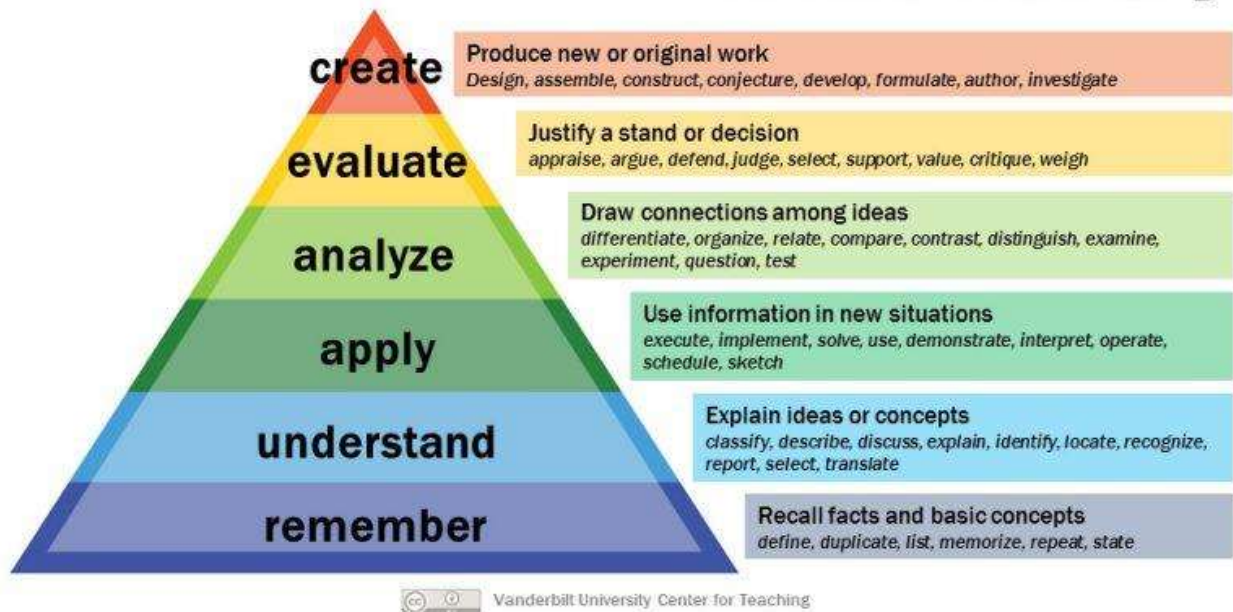
SMART Objectives	
Specific	use exact numbers and language in describing what you will accomplish (who, what, where, how)
Measurable	Make sure you will be able to determine whether or not your objectives were met; indicate how much change will occur
Achievable / Action-based	Indicate that the objective will be accomplished in the time allotted
Relevant	Indicate that the objective will be completed with the time and resources available
Time bound	Provide a timeframe in which you will accomplish your objectives
Examples with SMART Objectives and Expected Outcomes	
Short & Intermediate Outcomes	After this course, employees will be able to create a financial spreadsheet used to conduct monthly financial analysis
Short & Intermediate Outcome	After attending this training event, participants will establish a list of 10 relevant professional contacts
Short, Intermediate and potential long-term outcomes	After this training, participants will be able to understand the nine reasons for conducting a needs assessment
Short, Intermediate and potential long-term outcomes	Participants will be able to develop an appreciation of cultural diversity in the workplace.

Short term outcomes occur before intermediate and long-term outcomes may be achieved. Blooms Taxonomy demonstrates this process of learning from remembering to understanding and finally creating something new. Bloom’s Taxonomy provides many action words that may help in developing objectives for desired outcomes.

"In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. Familiarly known as *Bloom's Taxonomy*, this framework has been applied by generations of K-12 teachers and college instructors in their teaching.

The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice."

Bloom's Taxonomy



Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved 08/15/2023 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.