

# Continuing Education Units (CEUs) @ TOCC



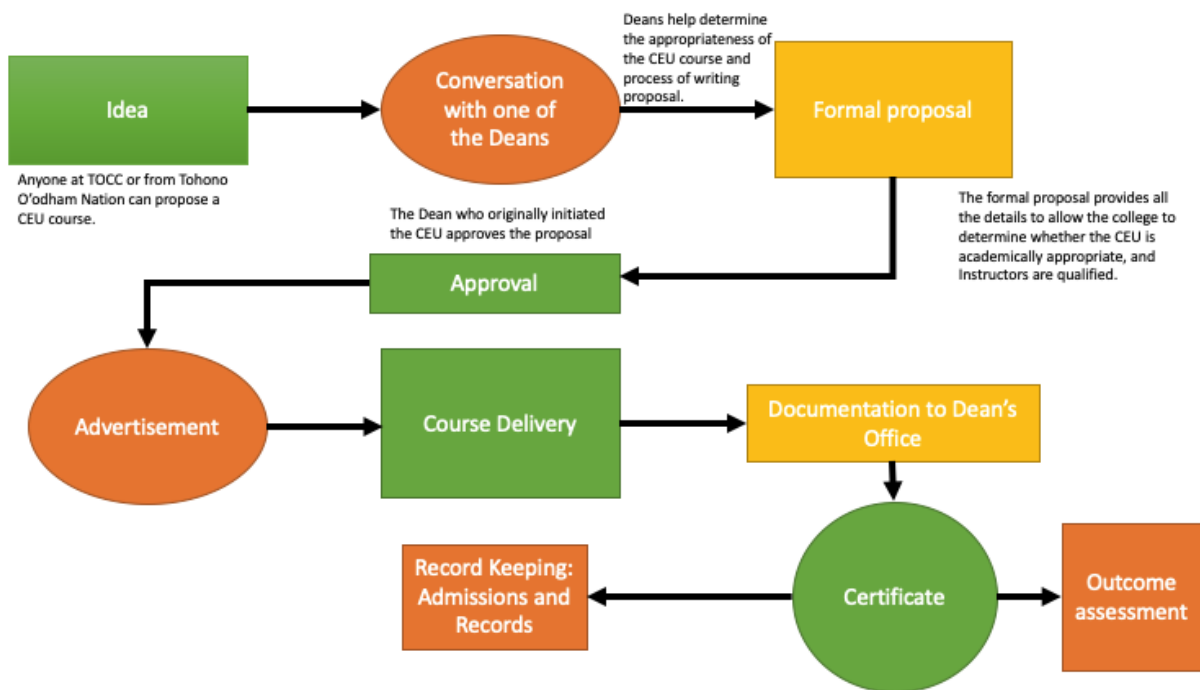
(Manual version 1.0, 09/18/2020)

# CEU Manual

## Purpose

The purpose of this guide is to provide standardized direction for the delivery of CEU courses at TOCC. The mission of TOCC states “... *TOCC’s mission is to enhance our unique Tohono O’odham Himdag by strengthening individuals, families, and communities through holistic, quality higher education services. These services will include research opportunities and programs that address academic, life, and development skills.*” While TOCC provides a wide range of academic and trade related programs to address these areas, CEU course opportunities are a mechanism to go beyond the academic experience of the College and provide additional educational experience that can strengthen individuals, families, and our Tohono O’odham communities, through continued development of life skills, career skills, professional development, and continued improvement opportunities.

The following provides a visual description of the CEU process.



## The CEU course process at TOCC

Any employee of TOCC or community member of the Tohono O’odham Nation can propose a CEU course by contacting the Dean of Academics or Dean of Sustainability. Table 1 indicates what types of CEU each Dean oversees, but either can assist someone with the CEU process and work with each other to assist anyone interested in providing CEU courses at TOCC.

**Table 1. What Dean do I see if I have a CEU idea?**

Dean of Sustainability	Dean of Academics
<p>CEU courses that focus on workforce development that results in:</p> <ul style="list-style-type: none"> <li>• Gaining employment</li> <li>• Increasing competency or skills within a given career field that results in promotion or career change.</li> <li>• Improves or enhances workplace performance and experience.</li> </ul> <p>Any area within the following degree areas:</p> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Building and Construction Trades</li> <li>• Culinary Arts</li> <li>• Sustainability Industries</li> </ul> <p>*If area is not listed contact, any Dean can assist</p>	<p>CEU courses that provide continue educational experience that is related to TOCC’s academic areas:</p> <ul style="list-style-type: none"> <li>• Fine arts and digital media</li> <li>• Business and casino gaming</li> <li>• Computer Information Systems</li> <li>• Early Childhood Education</li> <li>• Elementary Education</li> <li>• Humanities</li> <li>• Life Science</li> <li>• Physical Science</li> <li>• Social Science</li> <li>• Social Work</li> <li>• Tohono O’odham Studies and Language</li> </ul>

When meeting with the Dean they will explain the CEU process, explain the qualifications of the CEU Instructor, help determine if the college can support the CEU course, and provide instructions and guidance on completing the CEU proposal.

### **CEU Units and Contact hours**

At TOCC CEU credits are determined by the number of direct contact hours. Direct contact hours mean that the Instructor and course participants are actively engaging in the learning experience. Therefore, CEU session breaks must be excluded from the calculation of CEU credit hours. This becomes important for all day CEU sessions that include multiple breaks and lunch or dinner breaks. If there is no learning that occurs during the lunch or dinner time, this time must not be included in the CEU hour calculation. If learning does occur during this time, it must be clearly shown on the session outline and session materials. A CEU unit is calculated by 15 contact hours equals 1 CEU.

### **Qualifications of the CEU Instructor**

In order to provide CEUs at TOCC the Instructor must have at least one educational degree level above the participants of the CEU courses or have significant and qualified professional experience in the area of Instruction which is determined by the Dean of Academics or Dean of Sustainability. Exceptions of educational experience can be made for areas of specializations where the Instructor can provide evidence of certification or training in area of specialization.

## CEU course proposal (Attachment A)

### **Title of the Course**

Provide a short and concise title that indicates what the subject of the CEU course is about.

### **Dates, times, location, and method of delivery**

Even if the times dates and location have not been set, provide a proposal of what the schedule would look like and how the course would be delivered. If the date, time, and location has been set, note that in the proposal.

### **Course description**

The course description orients students by outlining the rationale for the course subject or theme, framing a brief overview of the key content, knowledge, and skills to be learned, and stating the major learning strategies and activities that students will experience.

Format of a course description:

**WHY?** Purpose or rationale for the course/subject area covered (1st sentence)

**WHAT?** Key content/principles/topics to be learned (2nd sentence and/or 3rd sentence)

**HOW?** Types of major learning activities and student experiences in the course (last sentence) (case study, mock interviews, role-playing, group discussions, etc.)

Tips for writing a good course description:

- The course description should be no longer than 100 words.
- Write from a student-centered perspective.
- Use present tense and active voice.
- Use clear and simple sentence structure and language.
- Use gender neutral language.
- Use common terms that prospective students understand.

### **Course goals**

Course goals are broad, general statements of what you want your students to learn. Usually a CEU course should have at least one to two learning goals for every 15 hours of contact. Course goals should have the following qualities:

1. Course goals reflect what you want your students to know and understand.
2. Course goals should be deliberately broad and vague.
3. Goals should reflect essential questions for your course and/or discipline.

### **Course outline**

The course outline should include a brief topical overview of the course and include proposed timing. For example:

9:00am to 9:15am Welcome and Introduction  
9:15am to 9:45am Ice breaker and Participant Introduction  
9:45am to 10:00am Introduce topic 1  
And so on

### **Course outcomes**

Learning outcomes are measurable statements that concretely formally state what students are expected to learn in a course. While goals or objectives can be written more broadly, learning outcomes describe specifically how learners will achieve the goals. Rather than listing all of the detailed categories of learning that is expected, learning outcomes focus on the overarching takeaways from the course. Generally, there are two to three course outcomes for each course goal.

### **Assessment procedure**

CEU should include two types of assessments. The first assessment should determine whether or not the course outcomes were achieved. The second assessment is to assess the quality and learning experience of participants. The second assessment is achieved with a satisfaction survey. The first assessment can be conducted in several ways and should be taken into consideration in the design of the CEU course. The assessment process can include:

- Pre- and post- assessment
- Formal exam
- Post what did you learn survey
- Informal assessment of learning (used for skill development or competency based CEU courses)

### **Description of learning materials**

Provide a list of learning materials that participants will receive.

### **Instructor(s) Biography**

Provide a short three to five sentence professional biography of each of the Instructors who will be teaching the CEU course.

### **Attachment: Instructor(s) Resume (which includes education)**

Attach all the Instructors resumes or curriculum vitas so that credentials of each instructor can be evaluated.

## **Documentation of CEU courses**

### **Advertisement material**

Advertisement and promotional material should include the following information:

- Course title as stated in the proposal
- Description of the course
- Who should attend the course?
- Date and Times of the course, including time commitment of participants.

- TOCC official logo with statement *“Continuing education opportunity provided through Tohono O’odham Community College, the Tohono O’odham Nation’s regionally accredited center for Higher Education.”*
- Name of Instructor(s) with credentials.
- Request that Native American Tribal members bring a copy of their Tribal ID

### **Registration form (Attachment B)**

The registration form is provided in attachment B and is for record keeping purposes and is used for proper spelling and distribution of CEU certificates. Registration form also confirms Native American status and request for proof of Indian Tribal identification.

### **Sign-in and sign-out form (Attachment C)**

The sign-in and sign-out form is an important evidence document that proves participants where present for the claimed contact hours. It is important that this be completed with participant’s original signatures.

### **Tracking sheet**

Once the CEU course is approved the CEU Instructor will be provided with an excel spreadsheet. When the course is complete the tracking sheet must be completed and submitted with the documentation.

### **Certificate of CEU (Attachment D)**

Once the CEU course has ended, data is submitted to the Dean’s office that approved the CEU course. It is the responsibility of that Dean’s office to review the documentation and complete the certificates and work with the Instructor to distribute the CEU certificates.

### **Data Collection and Management**

Once participants have been awarded to the participants the Dean’s office submits all the following information to the Admissions and Records Office:

- CEU approved proposal
- Advertisement material
- Registration Forms
- Copy of Tribal ID or Tribal proof documentation
- Sign-in and sign-out sheet
- Tracking Excel file
- Copy of participant’s certificate

## ATTACHMENT A: CEU Proposal



Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Organization Affiliation: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**1. Title of the Course.**

**2. Dates, times, location, and method of delivery (in-person, online, webinar, correspondence, etc.)?**

**3. Course description** (The course description orients students by outlining the rationale for the course subject or theme, framing a brief overview of the key content, knowledge and skills to be learned and stating the major learning strategies and activities that students will experience.)

**4. Course goals** (Course goals are broad, general statements of what you want your students to learn.)

**5. Course outline** (The course outline should include a brief topical overview of the course and include proposed timing)

**6. Course outcomes** (Learning outcomes are measurable statements that concretely formally state what students are expected to learn in a course.)

**7. Assessment procedure** (CEU should include two types of assessments. The first assessment should determine whether or not the course outcomes were achieved. The second assessment is to assess the quality and learning experience of participants)

**8. Description of learning materials** (Provide a list of learning materials that participants will receive.)

**10. Instructor(s) Biography** (Provide a short three to five sentences professional biography of all Instructors)

**Attachment: Instructor(s) Resume/Curriculum Vitae**



## **ATTACHMENT B: Registration Form**



## Registration Form

Welcome to **[place CEU course Description here]** and Tohono O'odham Community College. The purpose of this form is for documentation purpose only and for certificate creation. Your information will not be used for promotional purpose and will not be sold or provided to external sources. All information is protected under the Family Educational Rights and Privacy Act which prohibits an educational institution from releasing a student's information to any outside entity, unless the institution is given written explicit permission by the student.

Date: \_\_\_\_\_

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Middle Name: \_\_\_\_\_ Occupational Title: \_\_\_\_\_

Organization Affiliation: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Are you Native American? \_\_\_ Yes \_\_\_ No

If you marked "Yes" what is your tribal affiliation? \_\_\_\_\_

\*Please provide a copy of your Tribal ID

**ATTACHMENT C: Sign-in and Sign-out Sheet**



## Tohono O'odham Community College CEU Sign-in and Sign-out Sheet

Name of Course: \_\_\_\_\_

Print Name	Arrival Time	Signature	End Time	Signature

The Lead Instructor affirms that the participants have demonstrated the knowledge and skills for this CEU course. Verification includes the validation of sign-in/out information, assessment of learning, and/or survey feedback.

Date: \_\_\_\_\_  
Instructor(s) Name:

Lead Instructor's Signature: \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

## **ATTACHMENT D: Sample Certificate**

*Early Childhood Education*  
*Professional Development Continuing Education Units*



**Awarded to**

**In recognition of your  
completion of 23 clock hours  
of TOCC's A'al Ha-Mascam  
Community of Practice  
Workshops this  
2019-2020.**

Signed: \_\_\_\_\_

Print name and title

Award Date: \_\_\_\_\_