



O c e e P s

CONTINUING EDUCATION POLICY AND REPORTING GUIDELINES

PREAMBLE

The University of New England (UNE) Continuing Education policy and guidelines are informed by national best practices in the design, development, delivery, and evaluation of non-credit continuing education and professional development activities. UNE's regional accreditor, the New England Commission on Higher Education (NECHE), does not offer a formal policy addressing continuing education. As a result, these recommendations are informed by guidelines set forth by the Southern Association of Schools and Col-

PURPOSE STATEMENT

The purpose of this handbook is to ensure continuity with the national guidelines and best practices surrounding the administration of continuing education programming. These guidelines are intended to: 1) provide uniform application of continuing education across UNE, 2) outline the foundation for a central institutional record keeping and reporting system, and 3) assure a uniform approach to quality assurance in non-credit bearing studies.

These guidelines serve to codify the principles and practices surrounding educational activities that lead to the award of institutional CoC or CEUs. National best practices instruct that high-quality continuing education experiences are characterized as possessing responsible sponsorship, capable direction, and qualified instruction.

“Responsible sponsorship” includes an institutional administrative structure capable of organizing and directing the activity as well as maintaining a permanent record of each individual learner who completes professional development. At UNE, the College of Professional Studies (CPS) serves as the institutional sponsor and administrative record keeper for all approved UNE continuing education offerings.

“Capable direction” refers to sufficient administrative leadership, staff, and institutional infrastructure to engage in program planning/development, enroll learners, manage and implement the offering, and secure evaluation. The evaluation process must reflect a multi-tier framework addressing both individual participation and overall program quality. At UNE, CPS serves to provide the requisite capable direction for continuing education programming.

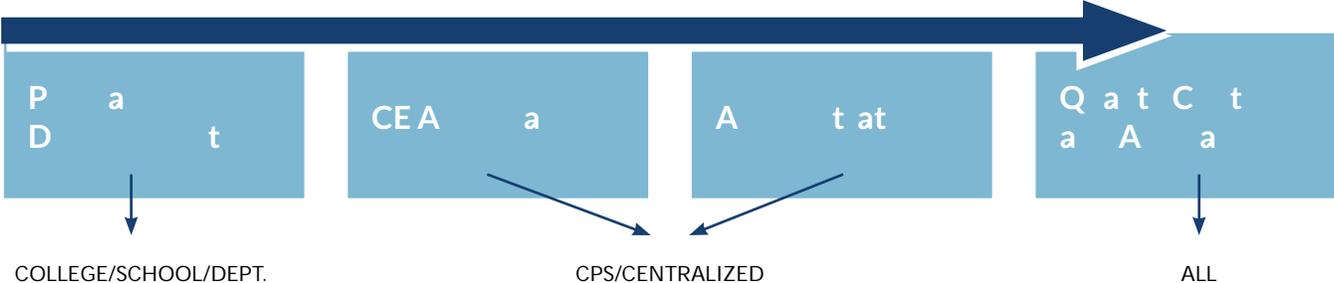
“Qualified instruction” addresses facilitator competence and qualifications, establishment of relevant and measurable learning outcomes, appropriate pedagogical strategies, and assessment of evaluation of learning. At UNE, colleges/schools/departments proposing continuing education programs identify and provide oversight regarding faculty and qualified instruction practices.

PROCESS FOR DEVELOPING CONTINUING EDUCATION OFFERINGS

The development of continuing education programs occurs at the individual college/school/department level. Colleges/schools/departments should propose continuing education offerings that reflect their expertise and align with the UNE policy and guidelines explicated in this handbook. Although programming will look different across the University, there are common criteria required in the development, review, and approval for all UNE continuing education.

The College of Professional Studies serves as the institutional sponsor. As such, CPS is responsible for the examination and formal appraisal of all proposed institutional continuing education offerings. Records

reflecting the program offering will be permanently archived and retrievable. The following visual depicts the process for developing continuing education at UNE:



CONTINUING EDUCATION PROGRAM CRITERIA AND GUIDELINES

Best practices for high-quality continuing education reflect adherence to programmatic and administrative criteria.

PROGRAMMATIC CONSIDERATIONS

Proposed continuing education offerings need to reflect the following criteria. Proposals will be reviewed

6. Assessment of Learning Outcomes

- a. Approaches to determine participant achievement of learning outcomes are thoroughly detailed. Outcomes assessment may unfold during the CE session, at the conclusion of the offering, and/or after reflection on the experience. Participant demonstration of learning attainment may be accomplished in many ways and reflect various formats, to include but not limited to discussions and case studies, instructor observation, written or oral examinations, written reports, and participant reflections. Learners should be informed from the beginning as to what will be expected of them.

7. Program Evaluation

- a. Process for measuring quality and effectiveness of programming
 - I. Direct feedback from participants evaluating the quality of the program, associated instruction,

4. Primary contact for internal and external instructors of record who develop and provide UNE-approved continuing education.
5. Development and delivery of ongoing continuing education evaluations.
6. Regular reporting of continuing education activities and outcomes to internal and external stakeholders.

LEARNING ENVIRONMENT AND SUPPORT SYSTEMS

The lead for continuing education is responsible for ensuring that the learning environment and supports are adequate for each program.

Online considerations – Programs are correctly migrated to the Learning Management System (LMS) and function as intended. Participants have the information needed to access these programs and a means for seeking technical support should questions arise. This information is clearly communicated to all participants.

In-Person considerations – Facilities (UNE and non-UNE) have adequate space and instructional tools for the program to function as intended. Participants have information in advance to access these spaces and can easily utilize technology and supports within the assigned location.

RECORD KEEPING

CPS uses Salesforce as its customer relationship management (CRM) system. All data regarding continuing education will be permanently archived and retrievable through Salesforce. The retention of continuing education data is organized into two broad categories:

1. Program records
2. Participant records

Program records include all submitted proposal materials (as defined in this handbook) and any relevant correspondence. This includes the qualification/credentials of the faculty delivering instruction. This also includes data addressing program evaluation.

Participant records include the full name of learners, email addresses/contact information, and data addressing CoC and CEUs earned through successful program completion.

standard form (see below) will be created to support uniform data collection across the various colleges/ schools/ programs engaged in offering continuing education. This information is to be subsequently maintained in Salesforce.

	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
2																							
3																							
4																							
5																							
6																							

Salesforce will be used to generate a standard participant CoC/record of CEUs. Participants will receive an electronic file awarding a CoC/CEUs after successful program completion and submission of the required program evaluation. For an administrative fee, participants can make future requests for duplicate copies of these records.

EVALUATION OF CONTINUING EDUCATION

A standard participant satisfaction survey will accompany every continuing education program. The survey will be automatically generated and digitally delivered to participants by CPS at the conclusion of a program. Participants who do not complete programmatic feedback are not eligible to receive a CoC or CEUs. Survey findings will be summarized and attached to the Approved Continuing Education program file in Salesforce.

In addition, a standard instructor survey will be sent to the faculty of record at the conclusion of the program. Findings will be summarized and attached to the Approved Continuing Education program file in Salesforce.

A comprehensive continuing education program review will occur annually between CPS continuing education staff and faculty engaged in continuing education programming. The program review will address relevancy/attainment of student learning outcomes, program quality, and assurance of consistency with the UNE brand. The process will include review and consideration of all survey responses, and feedback will be used enact changes/improvements to future programming.

A subsequent annual report will be created summarizing continuing education programming and outcomes. This program review will be shared with the UNE community to include the University Assessment Committee (UAC).

REVIEW CHECKLIST FOR UNE CONTINUING EDUCATION PROGRAM APPLICATION

The checklist below provides a tool assisting program planners and continuing education leadership to affirm proposed continuing education program adherence with the UNE continuing education guidelines.

____. 1. The needs assessment for the program is clear and well-documented.

____. 2. The presentation of learning outcomes is clear, concise, and measurable. Learners are informed in advance as to the intended outcome from the program of study.

____. 3.