

University System of Georgia

**Regents Administrative Committee on
Public Service and Continuing Education**

**Policy and Procedures Manual
Utilization of the Continuing Education Unit (CEU)
Within the University System of Georgia**

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Continuing Education Policy and Procedures Manual

1.0 Preface: History of the CEU and Georgia's Role

In 1968 a national task force of volunteers from educational institutions and organizations representing business and industry, government agencies, labor, and the military was formed to study the need for a standardized way to recognize the educational activities of individuals earned through continuing education programs. As a result of their work, the Continuing Education Unit (CEU) was created and released to the public. The Southern Association of Colleges and Schools (SACS) Commission on Colleges responded by creating a standards committee to study noncredit educational activities of its member institutions. This study group developed a new standard for accreditation for institutions' special activities in public service and continuing education. This proposed standard was adopted by the College Delegate Assembly as its Standard Nine in 1971.

The University System of Georgia was the first state to adopt the CEU and to develop specific guidelines for the use of the CEU as was required by SACS. The "Georgia" Plan became the model for the nation. In 1973 a national conference was held by the Georgia Institute of Technology to showcase the Georgia CEU plan. More than 100 institutions from across the nation attended the conference. Many state systems of higher education developed similar plans including California, Nebraska, Wisconsin, Iowa, Maryland, Virginia, North and South Carolina, Florida, Alabama, Mississippi, Louisiana, Tennessee, Texas and Kentucky. Many individual institutions in other states also developed plans patterned after the Georgia plan

2.0 Introduction

Public service and outreach is the deliberate effort of University System institutions to deliver and share its resources and expertise to the general population, business and industry, associations, governmental groups, and other entities for the purpose of enhancing the intellectual capital of all those in need of development and lifelong learning.

The University System of Georgia and its 30 institutions have had a long and rich history of public service and outreach to the peoples of the state and beyond. As far back as 1971, Board of Regents board minutes note that "the Board of Regents is committed to an expanded program of public service and continuing education within all units of the System and to providing resources necessary to accomplish the purpose explicit in carrying out this responsibility. (BOR Minutes, October 1971, p. 169)."

Early in the development of the Continuing Education Unit (CEU), the University System of Georgia assumed a national leadership role in providing proper recognition to participants in noncredit continuing education programs and in reporting the extent of the institution's effort in developing and providing noncredit learning activities. Using the criteria for CEUs developed by the national task force, the University System developed and required, and continues to require, that all noncredit activities of its member institutions be recorded by and regularly reported through their respective continuing education officers regardless of academic or administrative sponsorship.

In 2002 the Board re-confirmed its commitment by revising its Policy Manual to assert in Section 5.2 that "Lifelong Education, which encompasses continuing education, provides educational offerings both for upgrading knowledge and skills needed to progress in occupations and for personal enrichment options important to more meaningful and happier lives, which is a separate function from the offering of traditional college degrees." The Board also initiated a state level program, called Georgia LEADS (Lifelong Education and Economic Development Services) to "provide leadership and coordination to result in a widely dispersed and easily available program of lifelong education offerings, including both noncredit and credit offerings..."

In 2007 the Board adopted a new Strategic Plan the implementation of which will be greatly assisted by vibrant lifelong education opportunities. Several Goals related to continuing education:

- Strategic Goal Two anticipates the need to expand the capacity of the System to serve an additional 100,000 students by 2020. Clearly there is a need for new strategies and collaborations among both credit and non credit to help meet this need.
- Strategic Goal Three addresses the need for improved economic development activities to assist the state in a globally competitive environment. Providing coursework and programs to assist Georgians to upgrade their skills to meet competitive needs, an historic central mission of continuing education, is becoming more critical to the state's well being.
- Strategic Goal Six calls on System units to increase efficiency while increasing quality of its programs and outcomes, based on the establishment of accountability metrics for the System.

An important goal of this manual is to provide a framework for utilizing and/or reporting institutional resources in a manner that is aligned with the guiding principles of the Board of Regents of the University System of Georgia's Strategic Plan, and to demonstrate to continuing education's many audiences the quality and productivity achieved in USG programs.

3.0 Continuing Education Unit (CEU)

In the following sections the CEU will be defined for institutions of the University System of Georgia. Utilization, categories of CEU activity, administrative and program criteria are also clearly enumerated below.

3.1 Definition and Utilization of the CEU

The International Association of Continuing Education and Training, today's parent body for the CEU, defines the CEU as:

Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

As the nationally recognized unit for measuring participation in noncredit continuing education, the CEU's major value is to the individual who needs or desires to document continuing education involvement in programs that meet nationally agreed upon criteria assuring program quality. It is also a convenient unit of measurement for collecting, storing, analyzing, and presenting institutional and/or national data concerning continuing education activity.

The generation of CEUs by colleges and universities is a by-product of an institution's pursuit of its continuing education mission, but it is not, nor should it be in itself, an institutional mission. The CEU criteria are intended to stimulate quality through improved program planning.

The CEU relates only to the continuing education programs that make up part of an institution's public service activity. Continuing education programs will vary in complexity with some requiring much greater investment of institutional resources than others. Therefore, the CEU alone is not a complete measure of total institutional effort or productivity in public service and outreach.

CEUs may be awarded for any qualified program that is at least one hour in length. Often learning experiences scheduled for relatively short periods of time are not adequately planned to meet the criteria.

CEUs awarded by the member universities of the University System of Georgia may be transferred to other measurement units for continuing education, such as Professional Development Hours (PDH), Professional Learning Units (PLU), etc. as appropriate with other organizations requirements for such measures associated with the criteria defined within this document.

3.2 Categories of CEU Activity

The University System of Georgia guidelines for standards of CEUs generally follow the national guidelines of the International Association of Continuing Education and Training. In response to these suggested uses, University System of Georgia institutions have historically classified noncredit continuing education programs in two categories -- Category I and Category II. Effective January 1, 2010 the institutions of the University System will begin collecting data on Category III which is described in more detail below.

3.3 Administrative Criteria

The following infrastructure and procedures must be in place in order to issue CEUs under the Board of Regents of the University System of Georgia's authority:

1. The institution has an identifiable continuing education office or division with designated professional staff having the authority to administer and coordinate an organized schedule of continuing education programs, maintain documentation and monitor program quality consistent with CEU category.
2. The institution arranges for appropriate educational facilities, library or reference materials, instructional aids, and equipment consistent with the purpose, design, and intended learning outcomes of each learning experience.
3. The institution provides a system for identifying participants who meet the requirements for CEU categories, as required, for satisfactory completion of continuing education programs.
4. The institution maintains a permanent record of participation for each individual to whom CEUs are awarded and provides a transcript to the individual upon request.
5. The chief administrator for continuing education activities in each institution must determine in advance the appropriate CEU category in which to classify a given program and the number of CEUs to be awarded. There should be clear administrative procedures and channels for this approval. The chief administrator may choose to designate a qualified person to perform this task.
6. The chief administrator for continuing education is responsible for maintaining permanent records of an individual's involvement in continuing education activities and should be prepared to issue, upon request, a cumulative CEU record for each individual who successfully participated in approved Category I or II programs.

7. The chief administrator is responsible for making and/or certifying reports of CEU activities.
8. Persons who participate in a Category I and II program must be individually registered and CEUs will be awarded for participation. A file of program materials, including a summary of evaluations, for each Category I and II activity will be maintained by the public service unit having that responsibility.
9. The activity is of an instructional nature and can be offered by other units on USG campuses, however in order to award CEUs, the sponsoring department (whether academic or administrative) must seek approval of the chief administrator (Dean/Director) of CE in or order to determine CEUs, keep student records, etc.
10. All Category I and II face-to-face classes require a minimum of 80 percent attendance to receive CEUs
11. All Category I on-line classes require satisfactory completion of assessment of learning objectives.
12. All Category II on-line classes require satisfactory course completion.
13. Determination of the number of CEUs for an online course could be determined by: 1) benchmark contact hours from similar courses at other institutions; 2) teach the course face to face once to determine hours; 3) teach online to a pilot group of students and determine the average number of hours to complete the course; 4) use faculty to determine the reasonable number of hours

Any exceptions to these minimum criteria must be approved by a majority vote of the RACPSE members.

3.4 Category I Program Criteria

For non-credit education programs to be eligible for awarding Category I CEUs to participants, the following criteria must be satisfied:

1. The program or activity is planned in response to the identified needs of a target audience.
2. The institution has clear and concise written statements of intended learning outcomes for each continuing education program or activity.
3. Qualified instructional personnel are involved in planning and conducting the learning experience, including determining program purpose, developing and

- assessing intended learning outcomes. Documented qualifications for instructional personnel must be on file.
4. The content and instructional methodologies selected are consistent with stated learning outcomes, sequenced to facilitate learning, and structured to permit opportunities for the learner to participate and receive feedback.
 5. Requirements for satisfactory completion of the program are established for each planned learning experience. Best practice indicates that these requirements are communicated to the participants prior to the beginning of the program.
 6. Procedures established during program planning are used to measure the achievement of intended learning outcomes specified for the program activity as they relate to changes in learners' knowledge, skills, understandings, or attitudes. Assessment is the responsibility of the instructor.
 7. During the course of planning, a process is established to evaluate major aspects of the continuing education experience. Best practices would include client organizational input and/or student input into the design, content, content level and operation, and the extent to which intended learning outcomes were achieved.
 8. To be designated a Category I program, the program must meet all proceeding administrative and program criteria.

Because participants in continuing education programs may not recognize the potential value of earning CEUs and having a permanent record of their participation, the decision to award and record CEUs is not left to the individual participant.

The institution makes the determination to award CEUs and is then expected to maintain a permanent record for all participants who successfully complete the program. In other words, registering only participants indicating an interest in CEUs is not permissible.

The following statements may assist institutions in interpreting the criteria to determine if a program should be classified as a Category I program and award CEUs to individuals.

1. The program is designed to upgrade existing career, professional or occupational skills.
2. The program is designed to assist participants in preparing for new careers, professions, or occupations.
3. The program is designed to enable participants to function effectively in the community or work place.
4. The program is designed to inform participants about important community or

societal issues.

5. The program is designed to enable participants to deal more effectively with community or societal problems.
6. The program is designed in cooperation with a professional or citizens' advisory group to meet a specific need.
7. The program requires physical resources such as scientific laboratories, field stations, libraries or computer centers of an institution of higher learning.

3.5 Category II Program Criteria

For non-credit education programs to be eligible for awarding Category II CEUs to participants, the following criteria must be satisfied:

1. The program or activity is planned in response to the identified needs of a target audience.
2. The institution must have written statements of intended learning outcomes for each continuing education program or activity, but assessment of these learning outcomes is not required.
3. Qualified instructional personnel are involved in planning and conducting the learning experience. Documented qualifications for instructional personnel must be on file.
4. The content and instructional methodologies selected are consistent with the course purpose, sequenced to facilitate learning, and structured to permit opportunities for the learner to participate and receive feedback.
5. Requirements for satisfactory completion of the program are established for each planned learning experience. Best practice indicates that these requirements are communicated to the participants prior to the beginning of the program.

3.6 Category III Program Criteria

The University System Board of Regents recognizes that its institutions are engaged in a wide range of noncredit programs and that many of them do not offer CEUs to individuals. These programs do, however, meet important needs of many constituent groups and contribute to the service mission of both the institution and the University System. They frequently represent a substantial investment of time and educational resources of the institution, and therefore need to be recorded and reported. Such programs and the level of institutional effort—in which institutional resources such as

personnel, facilities, and equipment—demonstrates internal and external community engagement and are counted in Category III.

3.7 CEU Summary

The following chart summarizes the three different categories of educational activities whereby university system members develop, deliver, evaluate and report activities.

Institutional Effort					
Type CEU	Institution knows content	CEU awarded	Assessment of learning objectives	Evaluation of program	Permanent record maintained
1	Y	Y	Y	Y	Y
2	Y	Y	N	Y	Y
3	N	N	N	N	N

Category I

Awarding institution knows the content; grants CEUs; assesses learning objectives; evaluates program; maintains permanent record.

Category II

Awarding institution knows the content, grants CEUs, learning objectives are not assessed, the program is evaluated and a permanent record is maintained

Category III

Institutional resources are used in substantial activities organized through agencies or organizations outside the institutional continuing education department. These organizations are responsible for program development and/or delivery, the awarding of any CEUs, any assessment or evaluation and the maintenance of records. Examples are: CE facility usage for groups, CE personnel or equipment usage for planned activities (lectures and cultural events), or leasing facilities to a conference provider.

4.0 CERTIFICATE PROGRAMS

Nationally, continuing education departments are offering more and more certificate programs based on the needs of industry and its employees. Professional education presented through expanded breadth and depth of content in a formalized curriculum meets industry's needs for a thorough, accountable process of education.

Certificate of Program Completion are defined in the following manner:

1. Content composed only of Category I CEU courses. As such, each course must have measurable written program objectives for certificates.
2. Provides a coherent body of knowledge to the student. Certificates are expected to be from multiple courses covering a body of knowledge but could be a single extensive course covering multiple modules
3. Must contain a minimum of 24 student learning hours (2.4 CEUs)
4. The utilization of experiential learning, with assessment, towards these hours is acceptable (e.g., mentored internships) so long as these activities are documented for each student earning Certificates of Program Completion.
5. Each institution will have the ability to review and accept courses from other universities towards Certificates of Program Completion, whereby the majority of hours taken by the student for the program certificate must come from the granting university (i.e., articulation agreements).
6. The document awarded to students when completing a course will be called “Recognition of Course Completion” and list the number of CEUs awarded. When a student successfully completes a series of related courses, they are awarded with a “Certificate of Program Completion.”
7. Student hours participating in an internship could be utilized towards a program certificate if the internship meets the other criteria for CEU awards (e.g., assessments of what was learned, appropriate instruction/supervision, etc.)
8. Delivery modes should be flexible to allow for new technologies. CEUs can be awarded for such certificates delivered in appropriate pedagogical formats as long as the quality is present and there is an assessment of student learning.

5.0 Accounting for the CEU

Calculation of contact hours involved in a continuing education program may include the following elements:

1. Classroom or “learning” time with direct or supervised participation between the learner and instructor or leader is converted directly to contact hours (one 60 minute classroom hour equals one tenth, .1, CEU).
2. Activities that use methods of instruction such as supervised independent study, directed reading, or project-based assignments may be awarded the CEU. In such cases, the contact hours to be awarded may be determined after field-testing has shown the average amount of time, in hours, required to complete the learning

activity.

3. Field trips (minus travel and other administrative time) and other experiential course activities may be awarded CEUs. Usually these hours are calculated on a basis of at least two experiential hours being required for each contact hour of instruction.
4. CEUs are normally expressed in tenths of a CEU. However, institutions may use hundredths to express one-quarter hour increments and not any other fraction of an hour. For example, a program of two and one-half hours may be expressed as 2.5 hours, or .25 CEU.

The following and similar activities are not included when calculating the number of instructional contact hours for any continuing education program.

1. Time for study and other activities outside the classroom or meeting schedule not outlined in Section 5.0.2.
2. Meeting time devoted to business or committee activities.
3. Meeting time devoted to announcements, welcoming speeches, or organizational reports.
4. Time allocated to social activities, refreshment breaks, luncheons, receptions dinners, and so forth. NOTE: Time devoted to a luncheon or dinner presentation integral to the continuing education experience may be included in calculating instructional contact hours.

5.1 Reporting Procedures for CEUs

CEUs are to be reported to the Board of Regents four times during the year using Service form A on the Web. The reporting periods provide the mechanism for collecting data both for fiscal year activity and for the state budgeting process. Activities in the four reporting periods should be submitted as follows:

1. April, May, June - Due July 31
2. July, August September - Due October 31
3. October, November, December - Due January 31
4. January, February, March - Due April 30

Activities should be reported in the reporting period in which they are completed. The cumulative annual report is automatically calculated by the computer program of the web site. Once a report is submitted, the institution is responsible for notifying and/or printing and distributing copies of the report to appropriate internal institution personnel.

The data for each reporting period is to be submitted using Form A at the Web site:

https://www.usg.edu/ceu_reports/

Each institution has been assigned an id and password and those have been communicated to the continuing education director of each institution.

In using Form A, the enrollment figures for courses having CEUs are to be recorded in column 3a and 3b. For Category I courses, the enrollment of those individuals whose registration was complete and who successfully completed the requirements of the program are to be recorded in column 3a. The enrollment of those individuals whose registration was incomplete or who did not successfully complete the requirements stated for Category I programs they attended is to be recorded in column 3b. All enrollments in Category II and III courses are to be recorded in column 3b. The CEU equivalents for Category I, II, and III in column 5 on Form A are automatically calculated by dividing each of the corresponding entries in column 4 by 10.

6.0 Inter-institutional Cooperation

The University System of Georgia encourages cooperative programming among System institutions. When two or more institutions cooperate to develop noncredit educational programs, certain courtesies are encouraged and certain procedures should be used as a result of any cooperative agreement.

The unit primarily responsible for developing a program will be called the Originating Institution. The unit housing the program will be called the Host Institution. Prior to engaging in **open enrollment** continuing education program at locations other than the home campus, the Director of Continuing Education (or their designee) of the home institution should inform any other University System institution(s) located in closer geographic proximity to the site proposed for the program. Courses and programs sought by industry, government, associations or other groups to be taught at their facilities may be conducted by each unit as deemed appropriate. Courses delivered through distance learning may have such a wide geographic distribution that providing information at the local level is inherently exempt.

1. The host institution will normally be given the option of reporting to the University System Board of Regents the data on CEUs. Where the host institution does exercise this option, the originating institution will report the data as required in Column 6 of Service Report Form A. (See Appendix for sample.)

2. As prescribed by University System of Georgia policy, the institution reporting CEUs in Column 3a for Service Report Form A must also maintain the records necessary for issuing transcripts, make University System of Georgia reports, and meet audit requirements.
3. Nothing in this procedure will preclude the originating institution's filing with the University System of Georgia a report of its total continuing education effort, including its role in stimulating, initiating, and conducting cooperative programs with other University System institutions.
4. Articulation and collaboration efforts such that courses taken at one institution may be used towards certificates at other institutions, with the approval of the accepting unit.
5. Where programs offered cooperatively are elements of larger curricula which lead to certification or licensing of individuals in occupational areas, the originating institution will continue to maintain the records, report the CEUs in Service Report Form A, and report other data required in Service Report Form A.
6. If the originating institution wishes to file a separate report with the Board of Regents, the originating institution should ask the host institution to provide copy of the registration records.
7. As a matter of good business practices, a letter of agreement should be signed by both institutions.

7.0 Academic Credit

Section 502 of the Board of Regents Policy Manual explicitly authorizes institutions to offer academic credit courses through their continuing education programs. The Manual states: "Through its Georgia LEADS (Lifelong Education and Economic Development Services) program, the University System Office shall provide leadership and coordination to result in a widely dispersed and easily available program of lifelong education offerings, including both noncredit and credit offerings, which both respond to the needs of citizens, government, businesses, and organizations and leverage the resources of System institutions to maximize efficiency and effectiveness.

Further, the Strategic Plan adopted by the Board of Regents addresses access, affordability, recruitment and retention, and economic development. Within the context of the institutional mission, the Continuing Education departments have resources available that could support adult learners and contribute significantly to institutional success in these areas. Every effort should be made to engage both internal shareholders such as the faculty and administration and external shareholders such as business and

industry to create flexibly scheduled and delivered academically rigorous credit-based content for the personal and professional actualization of local non-traditional students.

All credit seeking activities provided via Continuing Education units will go through all campus and BoR approval processes using the same processes for approval as all other campus credit courses and programs.

8.0 Procedure for Updating CEU Manual

Suggestions for revisions to this document should be submitted to the Executive Committee of the Regents Administrative Committee on Public Service and Continuing Education (RACPSCE.) The RACPSCE Executive Committee will consist of the current chair and secretary, the incoming chair and the immediate past chair. Recommendations by the Executive Committee should be brought for consideration to members of the RACPSCE, and those proposals receiving a majority favorable vote will be forwarded to the Board of Regents System Office liaison for Continuing Education for appropriate action.