



CEU Handbook

Thank you for providing invaluable continuing education opportunities to our community members! This handbook provides information about SKC's Continuing Education Program and the CEU processes. Please do not hesitate to contact our team if you have any questions.

About Continuing Education

Salish Kootenai College (SKC) Continuing Education program was established to provide quality continuing education opportunities to meet the personal enrichment and professional development needs of local community members, Tribal Departments, and organizations on the Flathead Indian Reservation.

Continuing education (CE) refers to organized, non-credit post-secondary learning activities, including workshops, seminars, certifications, and courses, designed for adults to update skills, earn professional licensure, or pursue personal enrichment after their initial education.

The purpose and benefits of continuing education include the following:

- **Skill Development and Confidence:** Specialized courses allow individuals to learn new skills or strengthen existing ones, boosting confidence in their abilities.
- **Networking Opportunities:** Attending continuing education seminars or courses provides opportunities to connect with other industry professionals and foster career growth.
- **Mandatory Licensure Renewal:** Many professions, particularly in healthcare, engineering, and education, require a specific number of CEUs to keep licenses active.
- **Career Advancement:** Continuing education demonstrates a commitment to professional growth, making professionals more marketable for promotions or new positions.
- **Staying Current in the Field:** Continuing education helps professionals stay up to date with the latest technologies, laws, and industry best practices, ensuring high-quality work and more efficient service delivery.

About Continuing Education Units (CEUs)

A Continuing Education Unit (CEU) is a standard unit of measurement for non-credit, professional development training. They are used to document learning, maintain professional licensure, and enhance skills in various fields. CEUs differ from college credits because they do not count toward a degree. Rather, they serve as a permanent record of professional development. The [International Association for Continuing Education and Training \(IACET\)](#) is the primary body that sets the standard for CEUs. To award Continuing Education Units (CEUs), SKC must follow the IACET standards outlined in [The Continuing Education Unit: How to Calculate CEUs](#) and comply with the requirements of the [Tribeally Controlled Colleges and Universities Assistance Act](#). Below are some highlights.

- One CEU represents 10 contact hours of participation in an organized community education experience under responsible sponsorship, capable direction, and qualified instructors.

- All speakers or sessions must have clearly articulated and measurable learning objectives, instructional methodologies, records of participant participation and assessment, and program evaluation.
- The number of CEUs to be awarded is determined by considering the number of contact hours of instruction, or an equivalent, included in the educational activity. Reasonable allowance may be made for activities such as required reports, laboratory assignments, field trips, and supervised study.
- A contact hour is one clock hour of interaction between a learner and an instructor, or between a learner and materials prepared to facilitate learning. Contact implies a connection between a learner and a learning source. For CEU purposes, that connection is two-way; that is, the instructor or learning source must monitor the learner's progress and/or provide feedback to the learner. This definition applies to face-to-face interaction as well as distance learning programs.
- The CEU should not be awarded for learning activities in which individuals are engaged in unplanned, unsupervised, or nonsponsored learning. Breaks, non-working lunches, group pictures/awards ceremonies, and other non-instructional contact time are not included in the calculation of CEUs.
- According to IACET, some meetings, conventions, and exhibitions that attract large numbers of participants, involve diverse activities, and are conducted primarily for information-sharing purposes generally do not qualify for CEUs. However, planned learning activities within such events that meet the [ANSI/IACET standards](#) are eligible for CEUs.
- College-level credits are not awarded for continuing education activities, but participants receive CEUs through SKC. The CEUs are recorded on the SKC transcript.
- CEUs are not transferable to college credits.

Requesting CEUs for a Course, Workshop, or Event

To request CEUs for a professional development offering, please submit a CEU Request Form at <https://www.skcedu.com/continuing-education/> along with the following information and documents:

- Learning objectives and expected outcomes (See guidance in Appendix A)
- Methods of evaluation
- Agenda or syllabus
- Credentials for all instructors (e.g., a professional certificate, diploma, resume, or CV)

Online applications will be automatically submitted to the Continuing Education Program. Paper submission forms are available on the above website and may be mailed, emailed, or delivered to the Continuing Education Program.

Request Process and Notes

- Requests should be submitted at least two weeks prior to in-state events and 30 days prior to out-of-state events.
- The instructor/event organizer must complete a CEU Request Form for each event, even if it has been offered before.
- Instructor/facilitator credentials must be updated annually.
- The CEU Coordinator, Continuing Education Program Director, and the SKC Vice President of Academic Affairs will evaluate the request to ensure quality and compliance with IACET standards and AIHEC requirements.

- The CEU Coordinator will follow up with the contact person listed on the form if the Continuing Education Program needs additional information, clarifications, or documentation.
- Once approved, the CEU Coordinator will email a copy of the approved CEU Request Form, along with information about next steps and helpful resources, to the contact person.

Participant Registration

Participants may start registering for CEUs at <https://www.skc.edu/continuing-education/> as soon as the event has been approved. Participants must include the following information:

- Name of the event (choose a course from the dropdown list)
- Event date
- Enrolled Tribal Members: Tribal ID Number and a copy of the Tribal ID
- Descendants: Tribal ID number of enrolled parent(s)
- Social Security Number (Students will not receive CEUs without their Social Security Number)

The online registration forms will be automatically submitted to the Continuing Education Program. Paper registration forms are available on the above website and may be mailed, emailed, or delivered to the Continuing Education Program.

On the Day of and After the Event

- Share the registration link <https://www.skc.edu/continuing-education/> or the QR code (provided in the event approval email) with event participants.
- Ask all participants who have not registered yet to register either online or on paper.
- Ask participants to sign in for the event (or each course session). You may use your own or use the sign-in sheet provided by the Continuing Education Program.
- At the end of the event, ask participants to complete course evaluations. You may use your own or use the [Training Evaluation and Learning Self-Assessment](#).
- Please complete the [Instructor Self-Evaluation](#) at the end of the course.
- After the event, please email, mail, or deliver the final verification of the participant list, total eligible contact hours (to calculate the # of CEUs), completed sign-in sheets (or other attendance-tracking documents), course evaluations, and any assessment results (e.g., grades, final test scores) to the Continuing Education Program.

Contact

Salish Kootenai College
Continuing Education Program
P.O. Box 70
Pablo, MT 59855
Email: ceu@skc.edu
Phone: (406) 275-4055

APPENDIX A

Articulating SMART Objectives and Outcomes

A SMART objective is one that is specific, measurable, achievable, relevant, and time-bound. SMART objectives detail how an instructor will achieve the event's main goal. Objectives should support the desired outcome. Outcomes may be short-term, intermediate, or long-term.

- Short term: Immediate skill acquisition and tool adoption
- Intermediate: Consistent application and performance tracking
- Long term: Measurable efficiency and organizational impact, career advancement

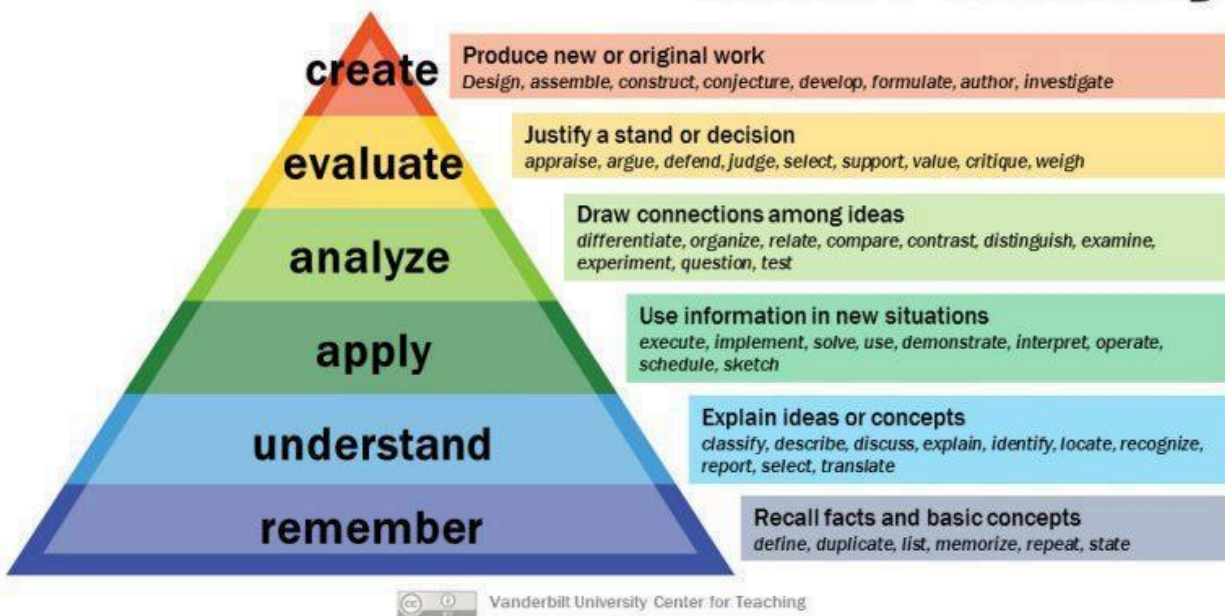
Short-term outcomes occur before intermediate and long-term outcomes can be achieved. Bloom's Taxonomy demonstrates this process of learning, from remembering to understanding, and finally to creating something new. [Bloom's Taxonomy](#) provides many action verbs that may help develop objectives for desired outcomes.

SMART Objectives	
Specific	Choose action words that describe behavior that can be observed and measured. Examples: <i>Compile, create, plan, revise, analyze, design, select, utilize, apply, demonstrate, prepare, use, compute, discuss, explain, compare, rate, critique, and establish.</i> Avoid vague words like "improve" or "understand."
Measurable	Include a numeric target (e.g., "90% success rate," "5 templates") so you can prove whether the goal was met.
Achievable	Ensure the goal is realistic given the current budget, time, and participants' skill level.
Relevant	Align the objective with the workshop's broader mission or the organization's strategic needs.
Time bound	State a specific deadline or timeframe (e.g., "By the end of the workshop," "Within 30 days," "By Q3").
Examples with SMART Objectives and Expected Outcomes	
Short-term (0-1 month)	<p>SMART Objective: By the end of the workshop, 100% of participants will have created a standardized project charter and a Gantt chart for a mock project, verified by the instructor.</p> <p>Expected Outcome: Participants leave with a tangible toolkit of templates and a "ready-to-use" framework for initiating their next project.</p>
Intermediate (1-6 months)	<p>SMART Objective: Within 90 days of workshop completion, 75% of participants will implement at least three new project tracking processes (e.g., weekly status reports, risk logs, or budget trackers) on a live project.</p> <p>Expected Outcome: Improved project visibility for stakeholders and a reduction in scope creep due to more disciplined monitoring and documentation.</p>
Long-term (6 months - 1 year)	<p>SMART Objective: Within one year, participants will achieve a 15% reduction in average project delivery time compared to their historical baseline, as measured by internal project audits.</p> <p>Expected Outcome: The organization sees a clear ROI from training through increased team productivity, more consistent project delivery, and a higher success rate for complex initiatives.</p>

Bloom's Taxonomy

"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 them 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/>.

The MS Word version of the document can be downloaded from <https://cdn.vanderbilt.edu/vu-sub/wp-content/uploads/sites/59/2010/06/19134035/Blooms-Taxonomy.docx>