



## Continuing Education Recognition Program (CERP)

### Program Guidelines

Under the CERP program, the EIC accredits Quality Providers of continuing education to the engineering community by assessing their training program development and delivery processes and authorizing the accredited Providers to award Continuing Education Units (CEUs) to their successful trainees.

The purpose of the EIC Continuing Education Recognition Program is to help engineering professionals identify credible Providers of continuing education and training and facilitate their own record keeping when their training is obtained from various providers across Canada. This is increasingly important as most licensing bodies have adopted explicit continuing education / professional development requirements as a licensing requirement.

#### Operational Guidelines

Public and private providers of continuing education programs may apply to join EIC's CERP as "Participating Partners". Such accreditation/recognition by the EIC allows the Participating Partner to use the EIC logo and to award to their trainees CEU credits that comply with EIC standards modeled on international best practices. A PowerPoint [presentation](#) explaining EIC's CERP program is also available on our [web site](#).

To maintain their accreditation with the EIC, recognised Learning Providers (Participating Partners) must ensure that their development and delivery of high-quality learning activities remain in compliance with EIC's Continuing Education Standards. Single event providers may also apply for permission to award EIC CEUs for their event.

The EIC requires that issued CEUs, or their Professional Development Hours (PDH) equivalents, be registered in EIC's CEU/PDH Registry. After each event, or at least once a year, Participating Partners provide the EIC with a list of issued CEU/PDH credits (using a template report) which get uploaded on a private online database (Registry). The Partners must obtain express permission from individual trainees for their CEU/PDH credits to be uploaded on the Registry. The EIC ensures the confidentiality of all registered information while registered individuals may freely obtain transcripts of their recorded activities. This one-stop service provides a convenient way for engineering professionals to keep track of their continuing education completed at different times and various locations throughout the year.

For program audit purposes, the EIC may send a brief program evaluation survey to randomly-selected course trainees. If warranted, this feedback is shared with the responsible Participating Partner in a manner that respects the confidentiality of the course trainees.

#### Continuing Education Units: EIC CEUs

The CEU is defined as "ten hours of participation in a continuing education program organised in compliance with the prescribed EIC standards under responsible sponsorship, capable direction, and qualified instruction". These CEUs carry significant credibility among the engineering community and are accepted by most NA organisations as a valid demonstration of continuing education activities. One CEU credit can be considered to be equivalent to 10 PDH credits.

## **EIC Technical Professional Development Committee (EIC TPDC)**

### Mandate:

- Sets EIC standards for its Continuing Education Recognition Program (CERP).
- Reviews applications by education/training providers that wish to be recognized by the EIC as quality providers (Participating Partners) of continuing engineering and technical education in compliance with standards of the EIC.
- Develops brochures and promotional material for the program.

### Composition:

- EIC Executive Director and at least two other persons who are members in good standing of at least one EIC member society.
- Chair appointed by EIC President
- Three-year terms, renewable
- Preferably 50% rotation every 3 years

## **Credentials of the EIC Continuing Education Recognition Program**

The EIC's Continuing Education Recognition Program has been endorsed by Engineers Canada, the Association of Consulting Engineering Companies (ACEC), and the Canadian Academy of Engineering (CAE).

## **Standards for the EIC Continuing Education Unit**

The EIC program standards described below were adapted from those of the International Association of Continuing Education and Training to suit the needs of the Canadian engineering community.

Compliance to these standards is assessed by the EIC which, through its member societies, provides the necessary technical expertise for the verification of instructor credentials and the learning activity process. To be accredited, PPs must agree to comply to each of the eight (8) standards:

1. Each learning activity is a planned response to educational needs that have been identified for a target audience. For example, the following steps should be considered to assess the training needs and develop a learning activity:
  - determine training requirements and desired learning outcomes;
  - identify course provider based on skills and abilities to deliver learning outcomes;
  - design course content and instructional methods based on needs analysis;
  - schedule the activity based on learners' needs, resources available for providing the learning program and the projected outcome and
  - prepare a participant feedback questionnaire and a post-assessment action plan/follow-up.
2. Each activity has clear and concise written statements of learning outcomes.

This statement must specify what individuals will achieve from participating in the learning activity. The outcome objective should emerge from the needs assessment and provide the learning framework which focuses on specific goals.

3. Qualified instructional personnel are included in the planning and delivery of each activity.

Program planners, administrators and qualified instructors must co-operate to develop the best course content possible. Each has a specific role and collectively, they are responsible for:

- Trainee needs assessment;
- Selection of course instructor(s);
- Content and instructional methods;
- Course delivery and
- Course evaluation / Learned outcome verification.

The curriculum vitae of the instructors should accompany each course proposal in order to have a continuing education activity approved for CEU accreditation.

4. Content and instructional methods are appropriate for the intended learning outcomes.

The amount of time available for a course influences what can be accomplished. Short courses limit an instructor to little more than the provision of information. Time is needed for skill building and the processing of information in a meaningful way. In either case, the length of presentation must be balanced with content. Furthermore, the course must be tailored to the needs of the potential audience.

Instructional methods should be tailored to the learners' needs, and to instructor requirements to meet the objectives of the course. Instructors should select and use teaching methods and strategies that prepare participants to demonstrate the projected learning outcomes at the end of the course.

5. Requirements for satisfactory completion:

The EIC requires that participants demonstrate they have attained the planned learning outcomes. How this is done should be an integral part of course planning. Where individual proficiency is a goal, the participant must demonstrate the skill or knowledge acquired in a particular course. Where individual proficiency is not a specific goal, group demonstrations may be carried out. Oral or written examinations may in some cases be the best method to adequately evaluate learning outcomes. Learning demonstrations throughout a course are recommended to keep participants actively involved.

6. Each learning activity is evaluated by the participants:

Course providers must have a systematic evaluation procedure to know if and where improvements are needed. Course evaluations should provide answers to the following questions:

- Did the learning activity accomplish what was planned?
- If not, why?
- How should the activity be redesigned if it is to be offered again?
- What was learned from the evaluations that would be useful to activity renewals?

7. Organization:

A Learning Activity Provider is required to have an identified unit, group or individuals with clearly defined responsibilities for the development and administration of Continuing Education Activities.

These individuals are responsible for obtaining the necessary consent from participants to have their participation results recorded in the registry and for providing the EIC with the necessary information for the registry.

8. Learning Environment:

Learning activity providers are responsible for arranging the appropriate environment and support services to facilitate effective learning.

### **Application form and report template**

An application form explaining how an organization plans to meet the eight (8) EIC standards should be submitted to the attention of the EIC Executive Director ([ggosselin.eic@gmail.com](mailto:ggosselin.eic@gmail.com)).

Documents describing the training program offered, a detailed example of one or two courses selected and brief CVs of instructors should be included or provided through a URL reference.

An Excel report template will be provided by the EIC to allow participating partners to record the credits (EIC-CEU or PDH) that they have awarded.