EIC Guidelines

Continuing Education Recognition Program (CERP)

A PowerPoint presentation explaining this EIC program is available on EIC's web site.

Under this program, the EIC recognizes quality providers of continuing education to the engineering community by assessing the provider's learning development and delivery processes and authorizing them to award EIC continuing education units, the "EIC CEU" for eligible training activities.

The purpose of the EIC Continuing Education Recognition Program is to help engineering professionals identify quality providers of CEUs and facilitate their record keeping when such CEUs are obtained from various providers across Canada. This is increasingly important as most licensing bodies have adopted explicit 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 their trainees CEUs that comply with EIC standards modeled on international best practices.

To maintain their accreditation with the EIC, recognised providers of continuing education activities (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 be registered in EIC's CEU registry. The CEUs must be registered directly by Participating Partners once they have obtained express permission from individual trainees in accordance with privacy acts. The EIC ensures the confidentiality of the registered information and can provide transcripts of recorded activities to registered individuals upon request. 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.

For program audit purposes, the EIC randomly selects a few of the course trainees who will receive a brief program evaluation survey. Results are shared only with the responsible Participating Partner in a manner that respects the confidentiality of the course trainees.

Continuing Education Units: EIC CEUs

The EIC-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.

Engineering professionals are encouraged to seek CEU certificates from recognised quality providers so that their continuing education credits can be registered in EIC's online Registry. Providers recognized by the EIC have agreed to register the CEUs they issue once trainees authorize them. The EIC keeps this information confidential but will provide to trainees a transcript of recorded CEU credits upon request.

EIC Technical Professional Development Committee (EIC TPDC)

Mandate:

- Set EIC standards for its Continuing Education Recognition Program (CERP).

- Review 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.

- Develop 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.

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 learning environment and support services. The EIC is responsible for the review of continuing education proposals and activities for the assurance of compliance to the standards established by IACET.