

Educational Objectives for Continuing Education Activities

Proposal writers are required to work with the speakers to develop a list of learning objectives that clearly define (rather than describe) what the participant **will know or be able to do resulting from their attendance at the program**.

General Guidelines for Determining LO's (Non-Course Activities)		
2-3 LO's (1-3 Hours)	3-4 LO's (4-6 Hours)	5-6 LO's (7-8 Hours)

Note: The quality and quantity of LO's should be considered for all programs, particularly for those longer than 8 hours.

General Guidelines for Determining LO's (per Course or per Peer Professional Group meeting)	
2 LO's (Teaching 1-2 hour class)	3 LO's (Teaching a 3-4 hour class)

General Guidelines for Determining LO's (total Unit or Peer Professional Group per semester)		
Minimum 6 LO's (Teaching 8 hours total in unit)	7 LO's (Teaching 9 hours total in unit)	9 LO's (Teaching a total of 12 hours in unit)
Minimum 11 LO's (Teaching 15 hours total in unit)	13 LO's (Teaching 18 hours total in unit)	16 LO's (Teaching 23 hours total in unit)

How to Write Education Objectives

Educational objectives must focus on the post-graduate learner and must be stated in active terms that describe measurable behaviors/outcomes.

USE THESE	NOT THESE
List, Describe, Recite, Write, Compute, Discuss, Explain, Predict, Apply, Demonstrate, Prepare, Use, Analyze, Design, Select, Utilize, Compile, Create, Plan, Revise, Assess, Compare, Rate, Critique	Know, Understand, Learn, Become aware of, Become familiar with, Appreciate, Consider

Examples from the APA (February, 2009):

<p> Compliant Educational Objectives</p> <p>At the conclusion of this intermediate-level program, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify the practical applications for teaching effectiveness of building a systematic research program. 2. Identify relevant ethical codes associated with research, clinical, or academic supervision with students. 3. Negotiate the regulatory and ethical information regarding publication and grant writing with colleagues or students. 4. Apply appropriate mentoring skills for maximal student growth. 5. Use an understanding of academic policies and the administrative structure to create more efficient classrooms and labs.
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