

MEMORANDUM

From: Faith Van Toll, President, MHSLA
To: Executive Board Members
Subject: Michigan Inter-organization Committee for Continuing
Library Education (MICCLE)
Date: 8 August 1978

Attached, per our discussion at the August 4 Executive Board meeting, is a copy of MICCLE's working paper on a model recognition system for continuing education units in Michigan.

MODEL RECOGNITION SYSTEMA PROPOSAL FOR MICHIGANFINAL
7-78

The concept of life-long learning is not a new one in the field of education, nor is it new to the profession of librarianship. It has been stimulated recently, however, by technological, economic, sociological and educational forces which are pressuring changes in the living and working patterns of society. Librarians have developed programs on their own in which they attempted to meet new demands from the public to produce new materials which would help them to adjust and reeducate themselves. Now NCLIS (National Commission on Libraries and Information Science) and more specifically CLENE (Continuing Library Education and Network Exchange) have implemented studies, programs, and activities which have fostered a similar type of interchange and realization of a need for continuing education on the part of librarians and supportive staff. A plan for a national recognition system for library personnel is now being studied.

These parallel needs (1) new, informal educational programs for clients, and (2) updating librarians in the field, have brought together in Michigan a group of people representative of all the professional library associations, the graduate library schools, and the State Library. A visit from Dr. Elizabeth Stone, Executive Director of CLENE, to the University of Michigan campus in 1975 stimulated those in attendance to plan for additional sessions to discuss possible developments for life-long educational programs for librarians and supportive staff within the state.

As the group discussions ensued, it became evident that a survey indicating the types of activities which have been carried on, the processes used, and recognition of systems was needed. In addition, it was clear that the newly developed CEU (Continuing Education Unit) concept should be explored.

These studies were carried out by various committees and people and presented to "the group" with the result that a decision was made to prepare a position paper which would pull these items of information together and make some specific recommendations regarding the value of continuing education programs for librarians and supportive staff specifically, and use of continuing education units as one of the recognition symbols.

This paper, therefore, presents (1) a history and development of CEU's, (2) a brief analysis of Michigan's specific concerns and the types of recognition currently available, (3) the recommendation for awarding and recording CEU programs.

I. THE CONTINUING EDUCATION UNIT - History and Development

The Continuing Education Unit, or CEU as it will be referred to here, developed in 1968 when a task force appointed by 34 organizations met to explore the feasibility of a uniform unit for measurement of continuing education. Testing done voluntarily by a number of institutions included the University of Michigan and Michigan State University. The following is an exposition concerning the way the CEU was defined by the National Task Force in the 1974 report.

A. Definition of a CEU

Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. Fractional CEU's can be awarded if shorter programs meet criteria.

B. Major objectives that can be fulfilled:

1. To establish permanent records for individual participants for

accumulating, updating and transferring information concerning noncredit continuing education experiences.

2. To provide a uniform system for accumulating data at the institutional or organizational level to assist program planning and development and in administration and fiscal management.

3. To establish a national system of measurement to facilitate the collection of data on a national basis and provide valid statistical information necessary for legislative action and public policy determination relating to noncredit adult and continuing education activities.

C. Flexibility of CEU

Variety is one of the recognized strengths of noncredit continuing education. The CEU is to be applied only after content form and methodology have been determined. When applied in this manner, the CEU does not lead to stereotype in terms of the program length, methods, or formats used in meeting educational objectives.

D. Sponsoring Groups

Organizations and institutions potentially capable of awarding CEU's include colleges and universities; technical institutes; vocational-technical schools; trade and industrial associations, professional and technical societies; educational units of government agencies, or the armed forces; educational units of businesses; industries or labor organizations; health services organizations; proprietary educational organizations; or other organizations providing noncredit continuing education - e.g., library associations.

E. Criteria for Awarding CEU Units

Established criteria apply to all programs sponsors who propose to award and record CEU for individuals.*

1. The sponsoring organization must have an identifiable educational arm with designated professional staff empowered to administer and coordinate an organized schedule of continuing education programs.
2. The sponsoring organization through its educational arm, must maintain administrative control of all program elements to assure that both the immediate educational objectives program criteria are already established and must be met for each noncredit continuing education activity before approval to grant CEU for the activity.

II. CURRENT MICHIGAN NEEDS AND PROGRAMS

Several institutions and organizations within the state presently offer a variety of continuing educational experiences. Listed here are the institutions, the specific clientele needs and programs designed to meet these at the present time.

A. Graduate Library Education

The graduate library education programs at the University of Michigan, Western Michigan University, and Wayne State University in the state have long had a tradition of continuing education programs. These have been carried out through extension courses in the surrounding areas and through many kinds of workshops and institutes. The schools have offered courses both at the request of specific communities and in the residence centers maintained by their respective universities around the state. Generally, these are courses which form part of a certification or a masters degree program, offering academic credit. Occasionally they are cooperatively offered by two

*Details for administrative criteria and program criteria are given in Continuing Education Unit. p. 10-14.

universities such as the program offered by Western Michigan University and the University of Michigan at the Grand Rapids Consortium. In this instance, the faculty from the two library schools are involved in both teaching and counseling.

Many of the institutes and workshops have been supported by HEA Title II-B, or ESEA and NDEA funds. Others have been administered by the Universities' Divisions of Continuing Education. The topics or themes relate either to needs as perceived by university faculty, the requirements for federal funding or the requests of practicing librarians. They vary in length from a day's "drive-in" format to a two or three week institute. Credit may be optional.

With the increased interest in life-long learning, higher education institutions have accepted the concept of the CEU. Therefore, it is now possible for the library schools to think in terms of offering this recognition as well as the formal academic credit for those people now out in the field. It should stimulate the interest of the practicing librarian to know that this choice is available.

B. Other Library Education Programs

There are undergraduate and library technical assistant's programs in Michigan as well. Graduates of these programs are also members of associations and are staff members in libraries. Opportunity and encouragement for these individuals to continue their development is essential.

C. Certification for Public Libraries

Current certification procedures of the Michigan Department of Education, State Library Services, are tied into the distribution of State Aid with requirements set by law for public library systems and public libraries. Seven types of certification for public librarians are issued. These certificates are:

1. Librarians Permanent Professional Certificate
2. Librarians Professional Certificate
3. Librarians Limited Professional Certificate
4. Librarians Limited Certificate
5. Special Professional Certificate
6. Library Technicians Certificate
7. Certificate of Library Experience (Only Certificate 7 requires renewal)

The State Library has sponsored workshops for many years for those needing certificates of library experience and have been developing and organizing continuing education programs for librarians in public, school community college, college and university libraries. Some are sponsored solely by the State Library; others are cosponsored with state agencies, library schools or associations.

D. Certification of School Library/Media Specialist in Michigan

All school librarians in Michigan must hold a valid teaching certificate at either the elementary or secondary level. Each new teacher is issued a provisional certificate upon completion of a bachelor's degree program and recommendation of the institution granting the degree, if the teacher attended a Michigan school. Out-of-state applicants must present their transcripts for evaluation by the State Department of Education Teacher Certification Office. Provisional certificates are valid for 6 years. Library science may be either a major or a minor or an additional 18 hours endorsement.

To receive a continuing certificate a Michigan teacher must have (1) taught successfully for three years, and (2) have earned at least 18 semester

hours after the issuance of the state provisional certificate in a planned course of study. This certificate remains valid as long as the holder is employed in an educational capacity for a minimum of 100 days in any given five year period.

School librarians may be certified for either elementary or secondary upon recommendation of the sponsoring university. The accredited library schools in Michigan (University of Michigan, Wayne State University and Western Michigan University) make the K-12 recommendation for students who have completed the master's degree program in library science including the required sequence of courses and have a valid one-level teaching certificate.

E. Associations

All library associations have one thing in common--the services they can offer their membership in the Continuing Education area. It has always been the desire of associations to offer well designed information centered workshops and conferences. The idea of workshops which would have to meet specific standards in order to qualify for CEU recognition would help to strengthen association workshops. The added planning which such a CEU recognized workshop would entail should result in better attendance and better workshops and conferences.

Continued and strong emphasis on life-long learning at both the state and national level increases the pressure on associations to be able to offer the best in workshops to their membership.

III. Recommendations for Awarding and Recording

After examining the purposes of the CEU and considering the general need for regular updating of the librarians and supportive staff in the field, this group of librarians representing the various library associations and

graduate library schools and the State Library, recommends that the CEU be used as one of the recognition symbols for continuing professional growth.

A. Awarding

It is recommended that library associations within the state develop programs for which CEU's could be awarded. It is further recommended that the State Library administer and coordinate the program; that a screening committee representing MICCLE (Michigan Interorganization Committee on Continuing Library Education) work with the State Library to approve, maintain and control the program element.

These recommendations do not imply that other types of certification would be supplanted, nor would the Continuing Education activities already initiated by the universities be impeded or impaired.

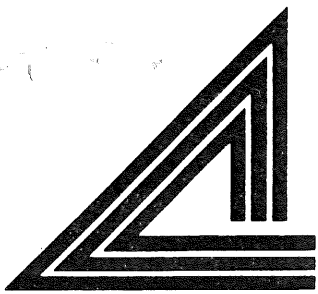
The award of CEU's by the above organizational pattern would allow review of association and State Library educational programs, establish a criteria for qualification and permit librarians and supportive staff to develop a record of nonacademic credit. The award of the CEU would be a signal to employers that the program has achieved a standard of quality as measured by the national CEU guidelines. Michigan would be joining others throughout the nation in accepting a uniform standard of measurement.

B. Recording

The recording of these awards and the maintenance of the files would be the responsibility of the State Library. Universities offering CEU's will maintain similar records for those people matriculating in campus programs.

BIBLIOGRAPHY

1. C.E.U.: To Be or Not To Be (Anatomy of a Conference) March, 1976
prepared by Dr. Robert R. Wilson, Ph.D., University of Michigan
Handbook of Criteria and Procedure for Continuing Education Unit
Programs: Michigan State University, Rev. February 1975
2. Criteria and Procedures to be Used for The Continuing Education Unit at
the University of Michigan University of Michigan, 1975
3. National Task Force on the Continuing Education Unit. The Continuing
Education Unit: Criteria and Guidelines. National University Extension
Association, Suite 360, One Dupont Circle, Washington, D.C. 20036, C, 1974
1 - 9 copies @ \$2.50



KOM /// kentucky ohio michigan regional medical library network

MICCLE Screening Committee

Annual Report

December 1, 1978 - November 30, 1979

The initiation of the review of applications for ce credit in December, 1978 marked the implementation of the Model Recognition System adopted by MICCLE and approved by the Michigan Department of Education in August, 1978.

Before the review process began, considerable background work had been completed. First a series of forms were developed so that the evaluation process could take place. These forms were: 1) application form; 2) participant postcard; 3) attendance verification form; 4) evaluation form; 5) CE certificate. Once the forms were completed, the process and procedures for both the applicants and for MICCLE were outlined. It was agreed that applications would be reviewed quarterly (December, March, June, September) with applicants given a deadline two weeks prior to the review session. To facilitate the review process, a Review Committee composed of three members of the full Screening Committee and rotating each quarter, would summarize each application and make recommendations regarding the decision on each. Decisions would be made by the full Screening Committee. Initially only two (2) decisions were considered - approved or disapproved. During the course of the year it became evident that additional options should be available and so two options were added: 1) Conditional approval - to be used when the application is basically sound but needs clarification in some areas; 2) Disapproved with recommendation to resubmit - to be used when an application has promise but needs to be entirely reworked. Following each review session, letters are sent to the applicants within one week notifying them of the Screening Committee's decision and informing them of appropriate follow-up work.

Applicants whose application receives conditional approval will be told what additional information should be sent to the Screening Committee Chairman so that a Review Committee can make a final decision on the status of the application. The Review Committee will reach a decision within one week of the receipt of the requested information. The applicant will then be notified of the final status of the application.

Applicants whose application receives disapproval with recommendation to resubmit will be notified by phone of this decision on the same day that the Screening Committee reaches its decision. The applicant then has two weeks to resubmit the application to the Screening Committee Chairman.

If the resubmitted application is received within two weeks, the Review Committee will reach a decision within one week of receipt of the resubmitted application on the status of the resubmitted application. The applicant will then be notified of the final status of the application. If the application is not resubmitted within the two weeks, the application will automatically be disapproved.

Applicants whose application receive disapproval must submit a new application to be considered at the next regularly scheduled review session if the applicant still would like ceu's for the program.

Two weeks prior to approved CE programs reminders are sent to applicants so that the appropriate forms are sent to MICCLE after the program is completed. When these forms are received, certificates are issued. At this point, the State Library representative assumes responsibility for the maintenance of all necessary files.

During the initial year of work, the Screening Committee processed 15 applications from 11 different groups. Six were approved; 7 received conditional approval; 2 were disapproved. Five of the conditionally approved submitted additional information that resulted in approval. The other two conditionally approved are still pending. One of the 2 disapproved resubmitted and received approval. Of the 15 applications, then, 13 were ultimately approved. CE credit for these ranged from .5 to 4.2 with most averaging .6 to .8. Seven programs have been completed and 557 people have qualified for certificates. One program was cancelled due to a lack of funding.

The reason for failure to qualify for approval during the initial review fell into four general categories: 1) objectives - either objectives have not been written from the participant's perspective or the objectives are not measurable; 2) content - description is too general; 3) qualifications of instructors - either qualifications are omitted, are out of date or are not related to the program; 4) evaluation - evaluation is a subjective measure of participant's reaction to the program rather than a measure of the success of the program at meeting its objectives.

During the Screening Committee's first year of operation it became quite evident that the screening process is an evolutionary process that requires flexibility on the part of the Screening Committee members. An example of this was the need to add two decision options to the review process. It also became clear that the forms used needed minor revisions to ease the application process. Instructions are needed so applicants provide enough information, thus minimizing the conditional approval status decisions. As the year progressed, a need for a change in the Screening Committee meetings became apparent. In those instances when there is a minimum of business, it was agreed that it would be unnecessary for the Review Committee to meet. Rather, the applications would be reviewed by the entire Screening Committee.

In summary, the Screening Committee's first year of operation has been highlighted with several notable accomplishments. First, the process and procedures for a review process were established and implemented. Second, a total of 15 applicants were reviewed, ultimately resulting in 13 approved programs. Third, the Committee has demonstrated the flexibility

to modify the review process as needed.

Anticipating the year ahead, the Committee expects the review process to continue as successfully as it has during the first year. As programs are completed data will be available that will enable the Committee to assist MICCLE in recommending cooperative educational efforts for the State.

FINAL DRAFT

Michigan Interorganization Council on Continuing Library Education

MICCLE

Goals

1. MICCLE's Goals are:

To encourage statewide planning for professional development.

To devise methods of insuring quality Continuing Education Programs.

To explore relationships of Continuing Library Education with continuing education offered by other disciplines.

Objectives

1. To encourage each council member organization to define its own distinctive role/competence in continuing education in respect to target groups, geographic areas, or content or method.
2. To negotiate a consensus among council members about their respective roles in continuing education, to identify areas of overlap, and to encourage cooperative programs in these areas.
3. To establish cooperative efforts in continuing education projects with state, regional and national organizations.
4. To encourage needs assessment as a basis for continuing education planning.
5. To organize a fiscal support system.
6. To advise the State Library on continuing library education.
7. To initiate a communication network interfacing with already established dissemination efforts in order to provide a convenient, reliable mechanism for continuing library education event planners.
8. To ensure the quality of continuing education offerings by implementing the MICCLE recognition system.
9. To devise an evaluation mechanism which will assess all aspects of the MICCLE Program.



Michigan Health Sciences Libraries Association

Affiliated Groups

Flint Area Health Sciences Library Network

Metropolitan Detroit Medical Library Group

Mid-Michigan Health Sciences Libraries

Northern Michigan Health Sciences Libraries Group

South Central Michigan Health Sciences Libraries Association

Thumb Area Medical Information Consortium

Upper Peninsula Health Science Libraries Consortium

Valley Regional Health Science Librarians

Western Michigan Health Sciences Libraries Association

March 18, 1985

Judith J. Field
Flint Public Library
1026 E. Kearsly Street
Flint, Michigan 48502

Dear Ms. Field,

I am writing to inform MICCLE that MHS LA (Michigan Health Sciences Libraries Association) will not be renewing its membership.

Our membership needs CE credits from the Medical Library Association (MLA) to maintain their certification. Because of this, MHS LA has decided to devote its Education Committee's efforts towards obtaining MLA CE credit for our workshop offerings.

I hope MICCLE has a successful and profitable year.

Sincerely,

Leslie M. Behm, President-MHS LA
Clinical Center Library
A-137 Clinical Center
Michigan State University
East Lansing, MI 48824-1313
517/353-3037