

Please save this document as your Session Title, Chair’s Last Name, Conference, Conference Year

**CEU Design Document**

**2022, TAPPI, Atlanta, GA.**

**Name of Session:**

**Chair:**

**Dates:** **Site:**

**Division:** **Committee:**

**Duration of Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Overall purpose of session and session description:**

1. **How will participants benefit from attending this session?**

1. **Target audience:**

Typical Job Titles Industry Segment

Any educational prerequisites

Any work experience prerequisites

Years of experience in subject matter of course (range)

**3. Is this targeted towards certain grades of paper or areas of the industry? If so, identify:**

**4. Audience Size/ Maximum potential:**  Expected:

**5. Level of content (Introduction? Intermediate? Advanced?):**

**6. Learning outcomes:** After successfully completing this course, what will the participants be able to do back in the workplace and describe how this will benefit the company :



**7. Demonstration of learning outcomes**--minimum is completion of self-assessment included on evaluation form. Other options include posttest, presentation of group project, written exercises by individuals or groups, and group discussions, for example. Please describe any elements of assessment beyond the minimum.

Completion of self assessment section on the event survey

**Learning Outcomes** are statements of what participants should know or be able to do at the conclusion of your seminar. They should begin with the phrase: **“Upon satisfactory completion of this seminar, participants should be able to …”**

For quality purposes, a set of **suggested verbs** should be used in writing Learning Outcomes. These verbs will assure that you are writing a statement that will lead to an appropriate result.

**Suggested Verbs for Use in Each Level of Thinking Skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Synthesis** | **Evaluation** |
| count  define  describes  draw  identify  labels  list  match  name  outlines  point  quote  read  recall  recite  recognize  record  repeat  reproduces  selects  state  write | associate  compute  convert  defend  discuss  distinguish  estimate  explain  extend  extrapolate  generalize  give examples  infer  paraphrase  predict  rewrite  summarize | add  apply  calculate  classify  complete  compute  demonstrate  discover  divide  examine  graph  interpolate  interpret  manipulate  modify  multiply  operate  prepare  produce  show  solve  subtract  translate  use | analyze  arrange  breakdown  combine  design  detect  develop  diagram  differentiate  discriminate  illustrate  infer  outline  point out  relate  select  separate  subdivide  utilize | categorize  combine  compile  compose  create  derive  design  devise  explain  generate  group  integrate  modify  order  organize  plan  prescribe  propose  rearrange  reconstruct  relate  reorganize  revise  rewrite  summarize  transform  specify | appraise  assess  compare  conclude  contrast  criticize  critique  determine  grade  interpret  judge  justify  measure  rank  rate  support  test |

From: *The Continuing Education Guide: The CEU and Other Professional Development Criteria* by Louis Phillips. Kendally/Hunt Publishing Company, Dubuque, IA. Reprinted with the permission of the author.

**Examples of Good Learning Outcomes from TAPPI Short Courses**

**Upon satisfactory completion of this course, you should be able to:**

**Knowledge** Identify the support equipment required to deliver, dry, and finish the coating.

Describe properties of binders and their effects on coated paper and paperboard properties.

**Comprehension** Predict potential paper machine runnability and paper quality problems.

Explain environmental and regulatory issues associated with pulp bleaching..

**Application** Interpret modeling and simulations of bleaching stages.

Solve basic cross direction variability problems on the paper machine.

**Analysis** Analyze the effects of cross direction variability on paper quality.

Select the best infrared drying process and when it is best utilized.

**Synthesis** Design a first-pass retention control system for a given mill situation.

Specify skills necessary to prepare mill workers and to be trainers and subject-matter experts.

**Evaluation** Assess recovery boiler problem solving options.

Evaluate the tradeoff that must be made to obtain certain combinations of properties.