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**ABSTRACT**

These three documents offer an overview of the efforts of the University of North Carolina to implement the Continuing Education Unit (CEU) in its constituent institutions. Included are a preliminary statement, defining and offering general information regarding the CEU; a speech examining its development, applications, and future; and a guide intended to establish a policy and procedural framework for CEU programs. Examining why the CEU appears to be fulfilling a long term need of the individual learner, colleges and universities, and other organizations, William L. Turner's speech also looks at questions regarding the administrative process, standards, and record keeping. He predicts growing national recognition of the CEU and sees professional societies and organizations, business, industry, labor, and government as potentially large users of the CEU. The guide offers criteria for awarding the CEU, reporting requirements, and suggestions regarding record keeping, data systems, and further study needs. (MW)

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# THE CONTINUING EDUCATION UNIT

ould be helpful if all continuing education activities could be described in terms of audience, purpose, format, content, teaching staff employed, course or experience prerequisites, other qualifying requirements, and level of instruction. Intelligent judgments can be made by others about the education experience in terms of new learning acquired by the participant. Such essential information could be maintained in conformance in the permanent records of the institution for every continuing education experience to which the C.E.U. applies, making it possible for others to evaluate the courses from positions and at later times for their particular educational needs whenever such evaluation is needed.

System of recording units of continuing education participation be related to the current system of permanent records of the institution. At the discretion of the institution, the system may be either integrated directly into the present system or a separate and parallel system can be maintained.

## APPLICABLE APPLICATIONS

Following suggestions for the possible applications of the continuing education unit are offered as guidance and to serve as examples. These practical examples are considered as setting the stage to the situations in which the C.E.U. can be applied. Possible applications of the unit are:

Continuing education intensive courses in technical and industrial areas or programs, sponsored by technical or industrial organizations which are designed to upgrade the performance of members in occupational or technical areas.

In-service training programs to improve competence in new areas or technical areas.

Workshops or classes which may be used in partial fulfillment of state or licensing requirements.

General education programs for the general public.

Paraprofessional or subprofessional training programs.

Occupational training programs, either in-service or in preparation for entry positions.

## CONCLUSIONS

Following examples suggest the types of programs which would not be awarded continuing education units:

Program carrying academic credit, either secondary or postsecondary.

Programs leading to high school equivalency certificates or diplomas.

Organizational orientation training programs.

Short duration programs only casually related to any specific purpose or goal.

## GENERAL GUIDELINES

Should C.E.U. be offered for adult or continuing education programs? The answers to the following questions will serve as a guide for this determination.

1. Does the program meet the requirements of being an adult continuing education experience?"

2. Does the program have qualified instruction and direction to assure that the educational objectives will be fulfilled?"

3. Will a record of the units awarded be of value to the participants?"

4. Is the program "organized" in the definition refers to the content of the program rather than merely to the mechanics of the meeting. A series of disconnected presentations such as a topical series or a casual lecture series requiring only attendance by participants may not meet the criteria of being an organized program. On the other hand, programs which are

part of a curriculum for paraprofessional or subprofessional positions, or to meet certification, licensing or other occupational requirements should be on the permanent records of the individual participants.

## DETERMINATION OF UNITS TO BE AWARDED

The determination of the number of units to be awarded for a particular continuing education experience is the responsibility of the director of extension or continuing education, or the director of training, based on the recommendation of the program director immediately responsible for the activity.

The number of C.E.U.'s awarded will be determined by considering the number of contact hours in a formal learning situation and evaluating any other experiences connected with the program. The decimal system will allow the record to reflect the number of C.E.U.'s to be awarded, based on contact hours, e.g., 1.5 units, 2.4 units, 3.0 units, etc. The C.E.U. has the advantage of being computed directly and simply for all formats and durations of continuing education programming, whatever contact hours or their equivalent can be determined. Reasonable allowances may be made for unstructured activities such as required reading and reports, laboratory assignments, field trips, and independent study.

A normal one-week short course usually approximates 30 contact hours of participation and would normally be awarded 3.0 C.E.U. A two-day program seldom involves more than 10 to 12 contact hours and thus would be awarded no more than 1.0 to 1.2 C.E.U. whenever the program warrants consideration for recording on the participant's permanent record. A ten-session evening class, meeting for two hours per session, would involve twenty hours of instruction and equate to 2.0 units.

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 A UNIFORM UNIT OF MEASUREMENT FOR NON-CREDIT CONTINUING EDUCATION PROGRAMS FOR THE NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

A Preliminary Statement of the North Carolina Community College Task Force: Subject to Approval by the State Board of Education.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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This document is intended to assist Community College and Technical Institute personnel in assigning and recording continuing education units for individual participation in non-credit learning experiences. The content represents a synthesis of thought obtained from members of a task force at different times and places. The statement herein is generally consistent with the concept and philosophy advanced by the national task force in its two years of deliberations.

Hazel C. Smal, Chairman  
Task Force on the Continuing  
Education Unit for the  
Community College System

Wilmington, North Carolina  
October, 1973

## THE CONTINUING EDUCATION UNIT

### DEFINITION

In December, 1971, the Southern Association of Colleges and Schools (SACS) adopted a revised Standard Nine. This, in part, stipulated that not all learning is a derivative of a traditional academic environment. The delegates to the session saw a need to develop a means of both recognizing and reporting those special learning experiences outside of traditional or credit-bearing courses. Many recommendations are now requiring that their members participate in continuing education activities. The CEU is a means by which an individual will be able to document his or her participation in continuing education activities. The CEU is part of a national movement to provide a uniform standard unit of measure for agencies and institutions to uniformly record participation in continuing education activities. CEU units will be maintained on individual transcripts. Copies of CEU units will be mailed upon request to employers, institutions, groups, and other associations who may use compilations of C.E. Units as a means to provide measures of recognition of non-credit educational experiences.

The impetus for a uniform unit to measure continuing education was developed as a result of the geometric increase in knowledge and the resulting decrease in the half-life in the utility of learning—estimated to be from five to eight years—which individuals experience during their years of formal education. The resulting desire for refresher and retreading activities is reflected in the rapid increase in participation in continuing education and also in the number of institutions and organizations offering programs of continuing education.

### RATIONALE FOR CONTINUING EDUCATION UNIT

The National Task Force to Study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-Credit Continuing Education Programs stated that "one continuing education unit equals ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

The purpose of this recommendation is to provide a uniform unit for continuing education, for the purpose of this recommendation, to measure all institutional and organizational learning experiences in standardized formats that impart non-credit education to adults. These properties of continuing education apply equally regardless of the teaching/learning format, program duration, source of sponsorship, subject matter, level, audience, or purpose.

### ADMINISTRATIVE REQUIREMENTS

Whereas a variety of continuing education activities are sponsored by individual institutions, CEU's courses must meet the following requirements:

The activity will be sponsored, CEU's determined and faculty approved by the appropriate administrative unit or sponsor.

2. The amount of CEU's for any course shall be determined prior to the course offering announcement.

3. That, in the pre-planning sessions, there is active involvement by the target population, appropriate instructional personnel, and representation by the administrative unit and the sponsoring agency.

4. That there is an articulated activity description that contains an identification of the target population, rationale, educational need(s), objectives, sequential outline of the program, and a vehicle for evaluation.

5. Each participant duly registers for CEU by completing an appropriate registration form.

6. A permanent record must be maintained for each student.

The administrative responsibility will rest with the appropriate local Continuing Education administrator. The granting of CEU's for qualified activities will commence July 1, 1973.

### PURPOSE AND OBJECTIVES

The continuing education unit, or C.E.U., may be used for the measurement, recording, reporting, accumulation, transfer and recognition of participation by adults in programs which seldom in the past have been recorded in any formal or systematic way. The unit can be applied with equal facility to professional continuing education, vocational retraining, and adult liberal education as well as all other programs in adult and continuing education.

The individual adult student must be able to accumulate, update, and transfer his record on continuing education throughout life as he faces a succession of hurdles with respect to maintaining or increasing proficiency in his career or in making progress toward his personal educational goals. In the absence of such a universally recognized unit, the concept of education as a continuous process is often lost. The lack of any cumulative record results in most continuing education programs being built upon narrowly defined educational objectives and the establishment of only short-term goals.

The purpose of the C.E.U. is to provide a mechanism by which virtually all continuing education activities can be recorded. It is not expected, on the other hand, that all of the participation in terms of C.E.U. will have utility or transferability in terms of individual programs of career development. There would appear to be definite institutional and other sponsor advantages, however, in quantifying and recording the total amount of continuing education activity for which such organizations are responsible for purposes of input-output or cost-benefit analyses, regardless of whether or not the C.E.U. units of all such activities have commercial or professional implications.

### SPECIFIC ATTRIBUTES OF THE CONTINUING EDUCATION UNIT

The C.E.U. has been designed to facilitate communication about continuing education from one person to another, from one institution to another, from employee to employer, from one area of the country to another and from one time period to another. Some specific objectives which the C.E.U. unit will fulfill are:

1. To systematize the recording and reporting system for continuing education in North Carolina by establishing a uniform unit of measurement of participation in non-credit continuing education.

2. To provide a uniform system for accumulating statistical data at local and state levels on the total amount of participation in continuing education activities.

3. To permit the accumulating, updating, and transferring of the continuing education record of an individual.

4. To encourage long-range educational goals and continuing education as a process of lifelong learning for individuals, for professional groups, and by institutions.

5. To make the pursuit of knowledge more attractive as a way of personal and professional development and provide a framework within which an individual can develop at his desired pace.

6. To permit and encourage the adult student to marshal and utilize a host of continuing education resources to serve his particular needs.

In general, the C.E.U. is intended to serve all interests in continuing education, whether public or private, and whether individual, instructional, institutional, organizational, governmental or societal. The unit is also applicable to the appropriate learning experiences of adults at all levels; for all classes of adult learners, whether vocational, technical, professional, managerial; or adults who seek personal improvement; and in all formats of teaching and learning known to the field of education.

The C.E.U. is expected to provide a record for the individual participant in continuing education programs and a measure which can be used by the institution or other class of sponsor as well to record the amount of its continuing education activity. Thereby, the unit may provide information for budget and program planning for future activities. In addition to institutional records, state statistical surveys will provide new kinds of data.

### ADMINISTRATIVE GUIDELINES

The following criteria and standards are deemed to be minimum essential guidelines in offering continuing education units to individual participants in continuing education activities:

1. The program director requests and receives the approval of the appropriate administrative officer in his institution to award a specified number of continuing education units for a program prior to the time it is offered. Ordinarily this information will be included in the program announcement sent to potential participants.

2. Upon conclusion of the learning experience, the program director should be responsible for certifying that the program has been completed in a satisfactory manner by each individual for whom units are approved, and then reports appropriate information for each participant to be placed on a permanent record.

3. The institution is responsible for establishing and maintaining a permanent record of all continuing education units awarded. Records are to be available on a permanent basis for purposes of being responsive to occasional requests from concerned parties or organizations needing to establish the credence of C.E.U. claimed by individuals. The information to be recorded includes:

- Name of individual student
- Social security number of individual student
- Title of course or program
- Course description and comparative level at which offered, if not inherently clear from title
- Starting and ending dates of activity
- Location of program
- Format of program
- Number of continuing education units awarded

Additional optional information which may be recorded includes:

- Evaluation of individual performance if available
- Name of instructor or course director
- Personal information about the student; i.e., address, date of birth, educational background, employment, etc.
- Cooperating sponsor—company, association, agency or institution
- Courses may be classified as to type; i.e., Professional, liberal education, vocational-technical, job entry, in-service, etc. Indication of level with respect to the general content, such as introductory, intermediate, or advanced, might also be useful.

**AN UPDATE ON THE  
CONTINUING  
EDUCATION UNIT**

**U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION**

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**William L. Turner  
Vice Chancellor for Extension and Public Service  
North Carolina State University  
Raleigh, North Carolina**

**Los Angeles, California  
Wednesday, April 18, 1973**

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## **Members Of The Convention And Honored Guests:**

**I have been asked to speak to you this afternoon about the development and implementation of the C.E.U. or continuing education unit. This is no small undertaking because the C.E.U. appears to be gaining national recognition and acceptance as the standard unit of measurement for continuing education.**

**Before I get into my subject, I would like to take this opportunity to express to you the appreciation of the National Task Force and my personal appreciation as chairman of the National Task Force to your professional association – the American Association of Collegiate Registrars and Admissions Officers – you have had a leadership involvement role in the development of the C.E.U. from the very beginning. Your association was one of the chief participating organizations in the National Planning Conference held in Washington, D. C. July 1 and 2, 1968.**

**Your association has had a representative on the National Task Force continuously since its inception. Robert B. Ellis representing AACRAO and Registrar, University of Mississippi, was your first representative on the National Task Force. Currently, Charles Lindblade is your representative on the Task Force. Both of these men have made valuable input into the development phase and now the implementation phase of the C.E.U.**

**This is the second time I have had the opportunity to appear before your association in recent years. Your officers invited me to meet with a special committee to discuss the C.E.U. at your Dallas, Texas Meeting in 1969 and I am pleased to be with you again by invitation at your California meeting.**

**Your Washington office has continued to stay abreast of the national development of the C.E.U. and just two weeks ago, I visited with your Executive Secretary, J. Douglas Conner, to discuss how I might frame my comments today to best meet your needs, your involvement, and your discussion of the C.E.U., its continued developments, refinements and implementation.**

**Let's examine together why the C.E.U. appears to be fulfilling a long term need of the individual learner, the college and university, the professional society, the licensing board, the accrediting organization, the employer, and many other groups in our society today who have an interest in this subject.**

**We are living in a period of rapid change. The explosion of technology has severely tested the capability of most institutions of higher learning to keep individuals updated in the various professions. The need for continuous updating and other forms of self-renewal has become a concern for individuals and employers of personnel at all levels of skill, whether publicly or privately engaged.**

There is a great need today for the professional, the skilled worker or technician and the general adult to be able to bring to bear a new enlightenment upon the broad social, economic and technical problems of the day.

Parallel with the need for an individual to remain abreast of the sweeping changes affecting his job and his skills is the need for continuing education -- education that requires the individual's formal education to be continued throughout a lifetime.

There has been a marked increase in the variety and multiplicity of informal educational channels by which an individual may further his knowledge. Short Courses, conferences, Institutes, seminars and correspondence study have been some of the primary non-credit or informal instructional forms created to satisfy the needs of the individual. The forms of instruction have had no uniform duration, timing or unit of measurement, nor have they always been sharply targeted to the population.

Equally frustrating has been the fact that too little recognition is given participants -- whether students or instructors -- in continuing education programs. Meaningful check points and career goals comparable to the established degrees and professional licenses are lacking in the variety of extension and continuing education offerings presently available to the individual.

Until recently, there had been no adequate means of measuring the amount of non-credit activity, except in terms of the number of individuals participating in such activities, or the academic level of such activities, except to the extent that elementary, secondary or higher educational institutions may have administered the programs.

Right now, our nation's employers have many millions of professional level employees and have special needs for measuring educational activities, not only for hiring purposes but also for promotional criteria.

In July of 1968, a national planning conference was called in Washington, D. C., to measure the interest of some 34 national organizations in developing a uniform unit of measurement for non-credit continuing education. The conference was sponsored jointly by the National University Extension Association, your own organization, AACRAO, the U. S. Civil Service Commission and the U. S. Office of Education. The 34 national organizations represented at the conference were known previously to have expressed an interest in one aspect or another of identifying, measuring and recognizing individual effort in continuing education.

On the basis of interest expressed at the national planning conference, a National Task Force from the National University Extension Association was appointed to determine the

feasibility of a uniform unit of measurement and to develop a proposal for field testing and gaining general acceptance of this concept. I was appointed chairman of this national task force.

The task force was aware of the fact that adult education enrollment was increasing dramatically across the United States. The Johnstone study released in the mid 1960's, for example, indicated that more than 25 million Americans, exclusive of full-time regular students, were engaged in at least one educational program annually. It has further been projected that non-credit adult and continuing education programs will become a major component of American education during the seventies and eighties.

The need for a uniform unit to measure continuing education developed as a result of an increase in knowledge and technology. The demand for retraining activities is reflected in the constant increase in participation in continuing education and also in the number of institutions and organizations offering similar programs.

The National Task Force was also aware of the fact that several organizations and institutions were starting or studying a system of measurement and awards, each having little or no relationship to any other system in being. A uniform nationally accepted unit would help reduce the confusion and fragmentation in arriving at a suitable means of recognizing and rewarding individual effort in the pursuit of continuing education.

The needs that I have related to you resulted in the establishment of the Continuing Education Unit by the National Task Force.

Now let us look at the Continuing Education Unit and its place in our education system.

The National Task Force defined the C.E.U. as follows:

Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

This unit represents a sufficiently small amount of participation in continuing education so that it will be possible for an individual to accumulate a substantial number of such units over limited periods of time. The C.E.U. has the further advantage of being computed simply for all formats and durations of continuing education programming wherever contact hours or their equivalent can be determined. Partial units may be recorded as necessary by taking advantage of the decimal nature of the system of measurement. For example, twelve contact hours of participation can be recorded as 1.2 C.E.U.'s.

The Continuing Education Unit or C.E.U. may be used for the measurement, recording, reporting accumulation, transfer and recognition of participation by adults in programs which seldom in the past have been recorded in a systematic way or with any sense of permanence, significance or transferability.

The C.E.U. can be applied with equal facility to professional continuing education, vocational retraining and adult liberal education as well as all other programs in adult and continuing education.

Some specific objectives which the application of the continuing education unit will fulfill are:

1. It will systematize the recording and reporting system for participation in non-credit continuing education.
2. It will provide a uniform system for accumulating quantitative data on participation in continuing education activities.
3. It will permit the accumulation, updating and transfer of the continuing education record of an individual participant.
4. It will encourage long-range educational goals and lifelong learning as a process of continuing education.
5. It will make the pursuit of knowledge more attractive as a way of personal and professional development.

And . . . . .

6. It will permit and encourage the typical adult student to marshal and utilize a host of continuing education resources to serve his particular needs.

Now, for just a moment, let us look at the administrative process for determination of the number of C.E.U.'s to be awarded in a particular continuing education experience.

The determination of the number of C.E.U.'s to be awarded is the responsibility of the director of extension or continuing education or the director of training, based on the recommendation of the program director immediately responsible for the learning activity.

The number of units will be determined by considering the number of contact hours

In a formal learning situation and evaluating any other experiences connected with the program. Reasonable allowances may be made for activities such as required reports, laboratory assignments, field trips, and supervised study.

The following questions must be answered in the affirmative before consideration can be given to awarding units.

1. Does the program meet the requirements of being an organized continuing education experience?
2. Does the program have qualified instruction and direction to assure that the educational objectives will be fulfilled?
3. Will a record of the units awarded be of value to the participants?

In the administrative process of awarding C.E.U.s, there are several standards which must be met in continuing education activities.

First, the program director should request and receive the approval of the appropriate administrative officer in his institution to award a specified number of C.E. units for a program prior to the time it is offered.

Second, upon completion of the learning experience, the program director should certify that the program has been completed in a satisfactory manner by each individual for whom units are approved and he should report the appropriate information for each participant earning units to be placed on record with the sponsoring institution or organization.

Finally, by virtue of awarding C.E. units, the sponsoring institution or organization also accepts responsibility for establishing and maintaining a permanent record of all such units awarded. Records should be available on a permanent basis, whether by individual or by continuing education activity and such records may be expected to be queried from time to time by the so-called "user sector" of continuing education.

The information to be recorded includes:

1. Name of individual student
2. Social security number of individual student
3. Title of course or program

4. Course description and comparative level at which offered, if not clear from the title.

5. Starting and ending dates of activity

6. Location of program

7. Format of program

And .....

8. The number of continuing education units awarded.

In addition to the above information, additional information may be recorded on an optional basis.

1. Evaluation of individual performance, if available

2. Name of instructor or course director

3. Personal information about the student such as address, date of birth, educational background, and employment

4. Cooperating sponsor (company, association, agency or institution)

5. Courses may be classified as to type such as professional, liberal education, vocational-technical, job entry, and in-service. Indication of level with respect to the general content, such as introductory, intermediate or advanced might also be useful.

It would seem at this time appropriate to make mention of some of the applications of the continuing education unit. Keep in mind that these are merely illustrations and are not to be considered as limitations.

Some of the applications include:

Non-credit intensive courses or programs in technical and professional areas.

In-service training programs on new techniques or in technical areas.

Programs to be used in partial fulfillment of certificate or licensing requirements.

Programs sponsored by technical or industrial societies through universities designed to upgrade members in occupation or technical areas.

Liberal education courses or workshops for the general public.

Paraprofessional or subprofessional training programs.

And vocational training programs.

Again, these are just some of the applications for which the continuing education unit will be appropriate. I am sure there are other areas.

Since we have detailed some of the areas where the C.E.U. is appropriate, let me list a few areas at the opposite end of the rainbow where C.E.U.'s should not be awarded.

Some of these programs include:

Any program carrying academic credit, either secondary or collegiate.

Programs leading to high school equivalency certificates or diplomas.

Orientation programs concerning in-plant or job routines.

And, finally, short duration programs only casually related to any specific upgrading purpose or goal.

It should become the policy of all proponents of continuing education to encourage professional societies, certifying agencies, recruitment and placement activities, employers, personnel managers, counsellors, licensing boards and similar individuals and organizations to establish standards and incentives for personal and professional development.

Such standards and incentives should be in terms of continuing education units to be acquired over a given period of time for particular forms of reward and recognition.

Being open ended, the incentives make continuing education a life-long quest, both for individuals and for user groups. Each user group will establish and regulate its own requirements for the maintenance of proficiency in the particular clientele field over which it has purview or jurisdiction.

The key to the success and usefulness of the C.E.U. will be found in its discriminating use. While the C.E.U. is basically a quantifying mechanism, the administrative process with

which it is implemented can and should provide the quality control factors to make the C.E.U. a meaningful measurement.

It is stressed that the system of recording units of continuing education participants may be related to the current system of permanent records in use at the institution or a separate and parallel system can be designed and maintained. Reference should be made again, however, to the elements found in the definition of the C.E.U. -- an organized continuing education experience; under responsible leadership; capable direction and qualified instruction.

It is further emphasized that the number of C.E.U.'s for each offering should be determined in advance through the regular channels of the administrative unit responsible for the coordination of such non-credit activities and in cooperation with the appropriate departments of the institution or organization.

In the last few minutes, I have given you a quick summary of the continuing education unit and how it might work. It would be impossible for me to go into complete detail on this subject in the time allotted to me. I realize many of you have questions and I have reserved some time after this presentation to answer as many questions as I can. Right now, however, I would like to talk with you on the present situation regarding the C.E.U.

The most significant step taken to date to implement the C.E.U. was the fact that the Commission on Colleges of the Southern Association of Colleges and Schools adopted the C.E.U. to measure non-credit educational opportunities offered by colleges and universities in its 11-state region in December, 1971.

The C.E.U. was adopted by the Association when it revised Standard Nine -- Special Activities. The universities and colleges in the southern region are now under accrediting procedures to use the C.E.U. Accrediting associations for colleges and universities throughout the Nation are now considering and evaluating the adoption and use of the C.E.U. Dr. Frank Dickey, Executive Director, National Commission on Accrediting, has been a member of the National Task Force since 1968.

It is very likely that, as this experience grows, other accrediting agencies will move toward the C.E.U. concept.

Georgia and Virginia both have developed state plans for awarding the C.E.U. and other southern states, including my own state -- North Carolina, are in the process of developing state plans.

The Southern Association of Colleges and Schools has been developing guidelines for

using the C.E.U. by schools and colleges for several months. These guidelines are just before being released to the approximately 560 member schools and colleges in the Southeast. They should be available in about 30 -- 60 days.

I have served on the committee developing these guidelines along with several other institutional representatives from Southern colleges and universities. Institutional and program officers of a school or university will find that these guidelines will answer the majority of the questions relating to the use and implementation of the C.E.U. as they pertain to the school or university use and implementation. College and University Registrars will find these guidelines to be of particular use as the standard use of measurement for the individual participation in continuing education and as the accounting unit for an institution's continuing education courses, programs and activities.

In summary, the Commission on Colleges of the Southern Association of Colleges and Schools presents this handbook of guidelines and other information on the use of the C.E.U. as an administrative tool for use by the 560 member institutions in implementing Standard Nine, entitled Special Activities, of the College Delegates Assembly.

The handbook will state that the guidelines will be considered tentative until further experience is gained by the member institutions through a utilization of the C.E.U. as an instrument of measure for individual recognition and institutional accounting of special activities. The C.E.U., when combined with the credit units in terms of FTE (full time equivalent), will give more accurate data on the total educational program of the individual program of the institution. The handbook will properly address not only the individual use of the C.E.U., but also the institutional use of the C.E.U. This approach to the use and implementation of the C.E.U. by the individual institution will tend to clarify many of the questions that are currently being asked and raised about institutional implementation from colleges and universities.

Visitation and accrediting teams from regional accrediting organizations are also beginning to exhibit considerable interest in the C.E.U. and its implications for member institutions. Southern Association teams, in particular, are asking rather specific questions in an effort to evaluate progress being made toward implementing Standard Nine.

When the Association's accrediting teams visited my own institution, North Carolina State University, a few weeks ago, their questions concerning the C.E.U. and related areas were rather wide-ranging. They were particularly concerned about the institution's progress toward developing and implementing a record keeping system and whether the C.E.U. records will serve as a part of the full-time equivalent student account of the institution. The evaluator's questions also indicated a concern for residency requirements and whether credits earned by participating in the evening school program and off-campus classes carried

a special designation on the student record.

These discussions clearly suggested that the new provisions in Standard Nine of the Southern Association of Colleges and Schools will be emphasized when the team writes its reports and makes recommendations.

I would like to turn to the use of the C.E.U. by professional societies and associations, business, industry, labor and government for just a few comments. These are the large potential users of the C.E.U. The attention, use and implementation of the C.E.U. by the institutions of higher education is only a part of the total attention and consideration being given to the consideration and adoption of the C.E.U. The National Task Force which has a meeting currently scheduled for May 3 in Washington will be giving attention to the other segments of our society which are requesting, and almost demanding in some cases, handbooks or guidelines for their use in adopting the C.E.U. Seldom a week passes without a letter being received from a user group requesting information on how to go about the consideration, use, and adoption of the C.E.U. for their purposes.

The National Task Force will be addressing this need along with several other associated problem areas such as quality control of C.E.U. in its May meeting.

In closing my prepared statement today, and as chairman of the National Task Force on the Development of A Uniform Unit of Measurement for Non-Credit Continuing Education, I nor other members of the committee ever expected such a general acceptance or adoption of the concept developed only four years ago. Our primary objective was to develop a concept of a standard unit of measurement for recognition of the individual who wishes to continue his education beyond that which ended with the awarding of a "credit degree". There was a general consensus of opinion of all representatives of the educational association and proprietary educational interests that this particular need had not been taken care of from an individual recognition point of view and that a concept should be developed for filling this need for 30,000,000 citizens of our Nation who are involved annually in educational pursuits beyond that of the traditional degree or a block of credit courses leading to a terminal cut-off. The concept of the C.E.U. was proposed as a possible answer to this need. The National Task Force has only issued one interim statement on the concept to date, that was the small leaflet entitled, "The Continuing Education Unit - A Uniform Unit of Measurement for Non-Credit Continuing Education Programs". There have been dozens of articles about the concept, its use, and implementations since that time. It is hoped that another interim statement can be developed and issued during the next year to address principles of use and implementations of the concept. Obviously, the National Task Force cannot develop all of the necessary guidelines and handbooks that will be needed if the widespread interests, use, and adoption of the C.E.U. takes place nationally by all producers and user groups of the C.E.U. concept. It becomes a responsibility of all

parties offering the C.E.U. and user groups to adhere to the principles of the C.E.U. concept as it is considered adopted, used, and implemented in the future.

As it is used, implemented, and refined, you and your association can continue to make a valuable input as you have during the past four years.

It is anticipated that the C.E.U. will go through a process of development and refinement as its use becomes more widespread.

There are many benefits of the C.E.U. process which are not enumerated here. But I hope you have received a better understanding of the potential of the C.E.U.

It is obvious that in this day of rapid and massive change, the average individual must continue to learn if he is to remain an effective, efficiently functioning human resource.

It is obvious that we must provide a way that the adult learner can measure and accumulate and be recognized for the wide range of learning, participation and experiences.

The C.E.U. provides a way to do just that.

**GUIDE FOR IMPLEMENTATION  
OF THE  
CONTINUING EDUCATION UNIT  
IN THE  
UNIVERSITY OF NORTH CAROLINA**

**MAY, 1973**

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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OF THE  
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UNIVERSITY OF NORTH CAROLINA**

**May, 1973**

## PREFACE

This Guide is intended for use by constituent institutions of the University of North Carolina in implementing the continuing education unit (CEU) concept.

The CEU is a part of a national effort to provide a standard unit of measurement to properly record an individual's participation in non-credit continuing education activities. Through use of the CEU, an individual will be able to accumulate, update and transfer his record of continuing education experiences which he accumulates over a period of time.

It is recognized that the CEU is only a first step in establishing meaningful standards and measuring devices for the diverse field of continuing education. Additional study is being devoted to delivery systems that do not make direct faculty contact with students. Also, studies are being made that will help in assessing institutional involvement in continuing education programs that will be more meaningful.

This guide was developed with the assistance of the University Council on Continuing Education from draft guidelines proposed by the Southern Association of Colleges and Schools. The Southern Association draft guidelines state that the CEU may eventually be used as a basis for funding. The University guide does not view the use of the CEU for this purpose as appropriate at this time. It is also emphasized that while the Southern Association requires that the CEUs be converted to FTEs for reporting purposes, this has no significance at this time for awarding academic credit or appropriations for higher education by the State of North Carolina.

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## INTRODUCTION

### General:

The tremendous scope and impact of non-credit continuing education programs have greatly increased in recent years without any uniform system of record keeping or reporting of these activities. The lack of such a system has prevented the individual from being able to document in a meaningful way, his participation in non-credit educational activities.

In 1968, the National University Extension Association (NUEA) appointed a Task Force to study the need for a uniform recording and reporting system for non-credit activities and if a need was determined, to formulate procedures to implement a program nationwide.

The Task Force, after consulting with industry, government and various associations determined there was a need for a "uniform unit of measurement" and proceeded to "develop proposed criteria, standards, and operational procedures." The report of the Task Force was subsequently adopted by the N.U.E.A. and the Southern Association of Colleges and Schools. The Southern Association officially recognized the need for a uniform unit of measurement for non-credit activities in its revision of "Standard Nine Special Activities" which was adopted in December, 1971.

The University of North Carolina has long been committed to and involved in continuing education as an integral part of its three-fold mission of teaching, research and service. The student body traditionally has included the majority of full-time undergraduate and graduate

students who have entered the University as part of an uninterrupted sequence of education. But in recent years, there has been an increasing number of other students who may or may not be working toward a degree. These include those who return to school later in their careers; those who pursue occupational or professionally-related continuing education throughout the span of their career; and those who pursue continuing education for the sole purpose of improved citizenship or cultural enrichment. Thus, the student body of the current University system includes young men and women preparing for their careers along with many others including farmers, mechanics, bankers, salesmen, housewives, teachers, and political leaders.

For the full-time or degree-oriented students, the academic credits or degree obtained is tangible proof of their accomplishment. This document is intended as a guide to implement procedures which will provide tangible evidence of satisfactory participation in selected non-credit educational activities within the University of North Carolina.

#### Purpose:

The overall purpose of this guide is to establish the policy and procedural framework necessary to recognize individual participation in selected non-credit continuing education programs of the University of North Carolina.

#### Need for Standard Units of Measurement:

As the concept of a sixteen-campus university system emerges and as the needs for continuing education among diverse population groups increases, it is essential that some uniform means be found to recognize individual participation outside of the degree credit mechanism.

Currently, there are a variety of methods for recognizing individual participation in continuing education ranging from formal institutional certificates to informal letters from faculty to student. Regardless of the form, such recognition is often as highly significant to the individual involved as it is perplexing to the organizations attempting to evaluate the quality of education received or to assess the educational effort of the sponsoring institution.

The adoption of a standard unit of measurement concept will fulfill several needs:

1. The individual will have a means to provide his employer or prospective employer with a meaningful record of educational activities based on standardized criteria.
2. State and national associations, industry, government and other organizations may use the standard unit of measurement as a criterion to evaluate prior non-credit training of prospective employees.
3. Educational institutions may use a standard unit of measurement to determine the involvement of the institution in selected non-credit activities.

In recognition of these needs, the Southern Association of Colleges and Schools initiated guidelines requiring use of a standard unit of measurement for record keeping and reporting of individual participation in university special activity programs. The overall existing policy statement is outlined in Standard Nine-Special Activities, of the Southern Association which deals with adult education, extension, and continuing education programs. Standard Nine states that "the Continuing Education Unit should be used as the basic unit of measurement for an individual's participation in an institution's offering of non-credit classes, courses, and programs."

## THE CONTINUING EDUCATION UNIT

### General:

One of the major provisions in the revised Standard Nine is the adoption of the Continuing Education Unit (CEU) as a means of recording non-credit courses, programs and activities. One CEU is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

The CEU should be offered only for those non-credit activities which have been organized to provide systematic instruction, measurable in duration of time, subject to performance evaluation for the participant, and which meet the definitional requirements. These criteria, at the least, are essential to an effective system of measurement reflecting the quality of effort of the institution and having meaning for the individual.

### Implementation of the Continuing Education Unit (CEU):

The CEU is a flexible unit of measure for selected non-credit activities and may be used to record an individual's participation in these activities. The CEU may be implemented by an institution by:

1. Developing policies for admissions, registration procedures and counseling and guidance service.
2. Adopting appropriate administrative procedures within the institution for the awarding of the CEU.
3. Establishing permanent record keeping procedures for continuing education units awarded.
4. Determining the number of CEUs to be awarded for each course or program in advance through the regular channels of the

administrative unit for special activities in cooperation with the appropriate deans and department heads of the institution.

#### Retroactive Uses of the CEU:

The Continuing Education Unit should not be assigned to non-credit educational activities conducted prior to the adoption of the unit for use by the respective educational institution. The value and integrity of the unit can only be assured if it has been awarded in accordance with the criteria set forth in this guide.

#### CRITERIA FOR AWARDING CONTINUING EDUCATION UNITS TO INDIVIDUALS

In addition to the definitional requirements of the Continuing Education Unit, the following criteria must be met before individual CEUs may be awarded:

1. The non-credit activity is planned in response to an assessment of educational needs for a specific target population.
2. There is a statement of objectives and rationale.
3. Content is selected and is organized in a sequential manner.
4. There is evidence of pre-planning which should include the opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and continuing education personnel.
5. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution qualified to affect the quality of the program content and to approve the resource personnel utilized.
6. There is a provision for registration for individual participants.

7. Evaluation procedures and criteria for awarding CEUs to individual students are established prior to the beginning of the activity. Evaluation may include student performance, instructional procedures and course effectiveness.

Individuals who participate in continuing education activities for which the CEU may be awarded will register and have individual records of their involvement submitted to and be available from the institution. Continuing Education Units will be assigned to programs in advance and awarded to individual participants who meet the criteria which have been determined in advance for satisfactory completion.

Administration:

Standard Nine recognizes special activities programs as: operationally separate units, external or special degree programs, off-campus classes and units, independent study program including correspondence and home study, conferences and institutes including short courses and workshops, foreign travel and study, media instruction including radio and television, and on-campus programs including special summer sessions and special evening classes. Standard Nine further states:

Each member institution involved in special activities will provide appropriate organizational structure and administrative procedures according to the magnitude of its program... Institutional organization should recognize and provide a separate identity (a clearly identifiable and defined administrative unit) for special activities under the direction of a designated administrative officer...

Several of the constituent institutions of the University of North Carolina have a clearly identifiable and defined administrative unit for special activities. At those institutions, the administrative policies, procedures, and services appropriate to conduct the non-credit activities should be developed and administered by that office.

Among the functions of the chief administrator for special activities is the determination in advance through designated administrative channels the eligibility of the activity and the specific number of CEUs, if any, to be awarded. Where such an office does not exist, the institutional head should designate an individual or office to perform this function.

REPORTING REQUIREMENTS

Standard Nine requires that "non-credit programs be appropriately identified and recorded by means of the Continuing Education Unit," and that they be a part of the annual Full-time Equivalent (FTE) enrollment information collected from the member institutions. In the University of North Carolina, CEUs will be assigned only to programs which meet the seven criteria for awarding continuing education units to individuals. These non-credit continuing education activities may be converted into continuing education FTE enrollments by applying the following applicable formula:

Undergraduate - Contact hours x students + 430 = FTE

Graduate - Contact hours x students + 324 = FTE

NOTE: Conversion of CEUs to FTEs does not have funding or academic credit implications in the University of North Carolina at this time.

Other non-credit continuing education activities offered by a constituent institution but which do not meet the criteria for awarding the continuing education unit to individuals are not convertible to FTEs. These activities should not be confused with CEU eligible activities but will be recorded and reported in accordance with separate instructions.

## RECORD KEEPING

By virtue of awarding CEUs the constituent institution also accepts responsibility for establishing and maintaining records of all CEUs awarded. Such records may be expected to be queried from time to time by the so-called "user sector" of continuing education. A transcript of an individual's cumulative record of CEUs earned should be available upon request. The information to be recorded includes:

- a. Name of individual student
- b. Social Security Number of individual student
- c. Title of course or program
- d. Course descriptions and comparative level (undergraduate or graduate) at which offered, if not inherently clear from title.
- e. Starting and ending dates of activity
- f. Location of program
- g. Format of program
- h. Number of continuing education units awarded

## DATA SYSTEMS

The College Commission of the Southern Association expects to establish a regional data record system for the CEU. The regional data system will provide a uniform computerized data record keeping system for the individual member institution involved in non-credit courses and programs and will provide the individual with a single uniform non-credit transcript of CEUs earned from educational institutions, businesses, and professional organizations.

The reports which may be required by the General Administration, University of North Carolina, are still to be determined, but will be correlated with reporting requirements of other agencies.

### FURTHER STUDY

This plan is considered tentative at this time and will need to be reviewed and revised continuously. The Committee on the Continuing Education Unit recommends that the following items be included for further study:

- a. State/Regional Reporting Procedures and Requirements;
- b. Application of Continuing Education Units to "other areas" not now included;
- c. Procedures for determining acceptable performance for award of individual CEUs;
- d. Evaluation of employer or association sponsored on-the-job educational or learning experiences.