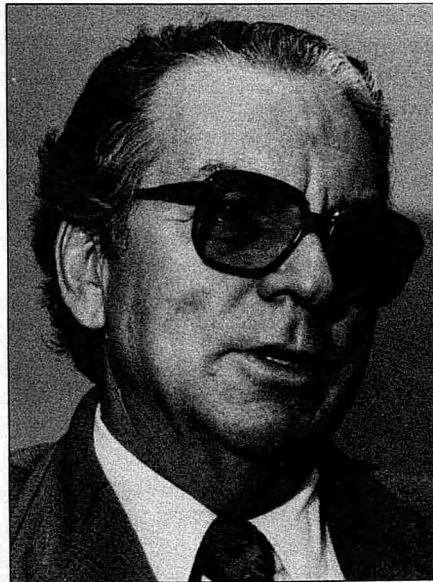


# CEU UPDATE — AN INTERVIEW WITH PAUL GROGAN



*On June 21-22, government and industrial decision-makers, educators, members of professional licensing boards and business executives gathered in Memphis, Tenn. for The First Annual Conference of the Council on the Continuing Education Unit.*

*The Council on the Continuing Education Unit is a nonprofit federation of education and training organizations and individuals devoted to the constructive and consistent use of the Continuing Education Unit (CEU) and to the improvement of the quality and effectiveness of continuing education, training and human resource development.*

*The CEU and its record system is designed to help individuals gain recognition for their efforts to keep up to date and to improve their capabilities by taking part in nondegree continuing education activities.*

*It should be noted here that while ASTD was represented at the Conference, the Society has not formally endorsed the CEU and has adopted the following statement upon recommendation*

*of the ASTD Educational Accounting Systems Task Force: "The Continuing Education Unit may be viewed as a record of an individual's nondegree-related but organized educational activity. For employers who wish an assessment of competencies and skills, a measure other than CEU needs to be devised. Therefore, ASTD will direct its attention to assisting in the development of an appropriate credential for learning outcomes."*

*The object of the Conference, which was labeled "An Update On the CEU," was to inform participants of CEU policies, trends, advanced concepts and future problems. Issues were discussed from the perspectives of business and industry, the professions, higher education, government agencies, and the accrediting association.*

*Among the list of distinguished speakers was Paul J. Grogan,*

*professor of Engineering at the University of Wisconsin-Extension, Madison. Dr. Grogan was primarily responsible for the development of the CEU concept and is currently serving on the Board of Directors of the Council on the Continuing Education Unit. He served as vice chairman of the National Task Force on the Continuing Education Unit, which was dissolved in 1977 with the establishment of the Council.*

*Dr. Grogan is the author of more than 125 articles and textbooks, and has served as executive editor of the two-volume History of Technology (Oxford University Press). He has appeared before several hundred audiences, speaking on subjects of timely concern, and has provided professional consulting services to more than 50 clients.*

*Preceding the Memphis Conference, the Journal had a chance to talk with Dr. Grogan about his work on the Council and surveyed his thoughts on several key issues related to what he calls "a ready-made opportunity for ASTD as well as for all membership organizations."*

# REGION



## ANNOUNCES The 7th ANNUAL REGION ONE CONFERENCE AND EXPOSITION

on 23 to 26 Sept. 79  
at the Rytown Hilton  
Port Chester, N.Y.

### FEATURING

8 interesting workshops  
on the first day, 50  
concurrent sessions of  
various program tracks  
for all levels of dev-  
elopment.

### PLUS

Dr Allen McLean, Kevin  
O'Sullivan and Robert  
Blake/Jane Mouton as  
keynote speakers.

More details will be  
mailed by 20 July 79.

Circle No. 131 on Reader Service Card

## ASTD Region 3 Conference

CINCINNATI  
October 15-17

Stouffer's  
Cincinnati Towers

### WHAT'S COOKING IN TRAINING?

Workshops, seminars,  
films, exhibits,  
expert advice,  
fun, hospitality  
and more!!!

### FOR REGISTRATION WRITE:

Greater Cincinnati  
Chapter ASTD  
P.O. Box 1881  
Cincinnati, Ohio 45201

Circle No. 155 on Reader Service Card

### JOURNAL:

What purpose do CEU serve?

### GROGAN:

It has been said, facetiously, that "one or two CEU and 30 cents will buy you a cup of coffee at any lunch counter in town." This is true, so long as the price of coffee holds constant. But CEU are also the only "coin of the realm" now in existence by means of which continuing education experiences may be accumulated from a variety of sources, from here and there geographically, over a reasonable period of time and thereby become a meaningful whole in the educational development of the individual separate and apart from the diplomas or degrees that individual may hold.

To be sure, CEU can be laughed at, as well they might, if there is no relationship between the fact thereof and the reasonable educational needs of the individual who attempts to deal in their worth. Thus the opportunity is at hand for trainers, supervisors, recruiters, licensing boards and commissions, membership organizations, etc., to evaluate, to guide or direct further accomplishment, and ultimately to confer recognition upon individuals as based, only in part, on the record in continuing education.

### JOURNAL:

What do CEU mean to individuals who earn them?

### GROGAN:

CEU derive almost automatically from "individual participation in noncredit or continuing education." How CEU are later to become useful in meeting career objectives or goals is a matter of wise selection of learning experiences — particularly as to source, content, intended audience and objectives — so that the successive accumulation of CEU becomes a meaningful whole in terms of meeting specific developmental needs in the pursuit of worthwhile recognition of any kind.

### JOURNAL:

How do CEU relate to credit?

### GROGAN:

CEU relate to continuing education, or the entire field of noncredit learning experiences, and the great diversity of lifetime and career

goals that can be served thereby. Credit applies quite specifically to diplomas and degrees that are aspired to almost without regard to the requirements and goals of the work or real-life situation. Therefore, there is no intended relationship of one to the other. Where credit is still needed for a high-school diploma or college degree, either of these worthy educational objectives should be pursued, each in its respective context. Continuing education should be pursued throughout adult life to meet the goals of self-fulfillment and career development as life's circumstances dictate.

### JOURNAL:

How may CEU be acquired?

### GROGAN:

Aristotle once told the impatient prince, Alexander: "There is no royal road to learning." By the same token, there are no impediments to the acquisition of CEU in a slow and orderly process by any learning means whatsoever. There are dozens of learning formats to which CEU can be applied. The key elements are a recognized source or sponsor and a determination of CEU in relation to the estimated time required in recitation to achieve the same objective. There is the further assumption that the sponsor meets all of the obligations as a legitimate purveyor of noncredit learning experiences.

### JOURNAL:

Where may continuing education and CEU be obtained?

### GROGAN:

The potential sources of continuing education are almost as diverse as the subjects and methodologies required to encompass all noncredit learning experiences and the formats in which they are offered. The offering of CEU in conjunction with all of this potential diversity becomes the responsibility of each such source of sponsorship for noncredit learning experiences. The qualifications of the source to award CEU in this regard is more a matter to be resolved between the source and society at large than between the individual and the source of CEU to which he or she subscribes. The

issues of charter, qualifications, permanence and broad acceptance of the sponsor or producer role are being tested constantly in the marketplace and among the community of producers of continuing education opportunities.

**JOURNAL:**

How, then, are the sponsors or producers of CEU regulated?

**GROGAN:**

We still work within the context of a free-market economy. Sponsors of continuing education, nevertheless, are expected to meet minimum standards with respect to the organization and conduct of continuing education, especially for hire. Here are examined such issues as charter or license to be so engaged; the experience, qualifications, staff and facilities to do so; the application of educational expertise with respect to organization, format, teaching methodology and the continuous evaluation of educational programs, both as to the impart of learning among individuals and to the meeting of their own stated objectives with respect to course content.

**JOURNAL:**

What are the limits of CEU with respect to subject and level?

**GROGAN:**

Continuing education and the associated CEU applies to any segment of knowledge and to any level of adult understanding. Thus, there are virtually no limits to be applied other than that there is a legitimate source of sponsorship, and that worthy educational objectives are being pursued. This is not to say that the individual should pursue CEU outside of his or her own reasonable expectations for recognition of one kind or another.

**JOURNAL:**

How do you feel about the establishment of a "talent bank" or central records system for CEU?

**GROGAN:**

This is a personal opinion, not necessarily in accord with official posture with respect to this issue. But, I would remind you that one of the great concerns, in ASTD and elsewhere, about CEU is that of their intrinsic value or quality. I have always maintained that the *producer* of the CEU generally

represents one measure of its quality on the theory that "*cream will rise to the top.*" But, more than that, what does the CEU do for or represent to the individual seeking recognition within a group? This critical purview by such consumer interests as ASTD is a second line of quality control.

When you pool records, you effect a homogenization of CEU from all sources and with varying degrees of relevance to the development programs of individuals with respect to a form of recognition sought from one group or another. I say maintain records at the *lowest* possible level of aggregation so a record in CEU can be authenticated by either direct knowledge or inquiry about program specifics by those who would confer recognition upon the individual.

While CEU are intended to be additive in a way, a meaningful accumulative record should not be a random collection of CEU from multiple sources and over an indefinite period of time. Anyone closely associated with training and development knows the value of an integrated program of learning experiences. However, from a number of approved sources, that leads to a new level of understanding, skill or behavior on the part of the subject individual.

**JOURNAL:**

What role might training and development professionals play in the future with regard to CEU?

**GROGAN:**

The CEU has found a by-product use within many sponsoring organizations, particularly publicity-supported institutions of higher education in the Southeast.

The original purpose for bringing CEU into being was to serve the output end — first of all the individual, but also the larger affiliations we call "user groups." I have always encouraged the use of a balanced set of criteria for recognition and not just a record in CEU as an end-all, which indeed it is not.

I think ASTD has a monumental

Join  
**Dr. Leonard  
Nadler**  
at the  
**IFTDO  
CONFERENCE**

IN MANILA  
November 1-16, 1979

Study tour includes three George Washington University credits, air transportation, 13 nights' room with bath (double occupancy), transfers.

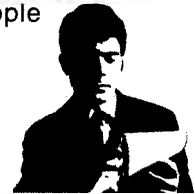
COST: \$1295.00 from San Francisco. Special spouse rate (no GWU credit) \$1025.00. Rates from other cities on request.

For information or reservations, contact BELAIR TRAVEL, Box 502, Bowie, Md. 20715, call Phil Davidoff, 301/262-7400 or call Dr. Nadler, 301/935-5229.

Circle No. 126 on Reader Service Card

**Extraordinary Train The  
Trainer Opportunity**

For What It Normally  
Costs Two People  
To Learn To  
Speed Read  
You Can  
TEACH 100  
PEOPLE  
TO SPEED



READ IN JUST SIX HOURS

AGP, Inc., Learning Skills Specialists, with 10 years of high credibility and reputation in teaching instructor taught rapid reading classes, is seeking consultants and trainers to be trained to teach the nation's leading Rapid Reading and comprehension building course. You are trained to teach speed reading seminars to individuals, schools, businesses and industry. Over 1000 teachers trained. Teach one person or one hundred at the same time. A one time \$750 investment is all it takes. Company Trainers teach all your employees forever for this price. Consultants charge \$50 per person. Teach only 15 people and you've earned your money back! Teach one class of 100 people and you've earned \$5000!

Training at your location; materials supplied. Send today for Free details.

**AGP, INC. DEPT. TD8**

1260 Coast Village Circle, Santa Barbara, CA 93108  
(805) 969-5842

Circle No. 153 on Reader Service Card

# TOI

## TOTAL ORGANIZATIONAL INVOLVEMENT

Don't miss it . . .  
Presented by TOI developer

### DON TODD

Region 5 Conference  
October 21-22  
Red Carpet Inn-Milwaukee  
(near airport)

A must for every training professional. This practical hands on program is easily understood and can be applied immediately.

Contact Larry L. Nelson  
5501 W. North Avenue  
Milwaukee, Wisconsin 53208  
414-259-9959



Circle No. 154 on Reader Service Card

### CRAFTSMANSHIP

A Workshop in Williamsburg for Trainers, Managers and Educators.

Oct. 31 - Nov. 2, 1979

Sponsored by  
ASTD  
Region IV

For more information, contact:

Bureau of Conferences and Institutes  
School of Continuing Studies  
Old Dominion University  
Norfolk, Virginia  
23508

(804) 489-6467

Circle No. 122 on Reader Service Card

mission to perform on behalf of training efforts, nationally. ASTD is different from ASME or AMA, both of whom can be narrowly concerned about continuing education for their respective professions.

Whether or not certain individuals seek recognition, it is the responsibility of the training director to identify, develop and recommend the recognition of the most deserving individuals.

CEU is just one more tool available to the training director. Think of the versatility of excellent sources of continuing education that can be brought to bear in a broad spectrum of training and development opportunities for individuals at all levels and in all areas of specialization who, nevertheless, come under the purview of the typical ASTD member.

#### JOURNAL:

As you know, ASTD has not taken a formal stand on the CEU . . . Would you care to comment on this?

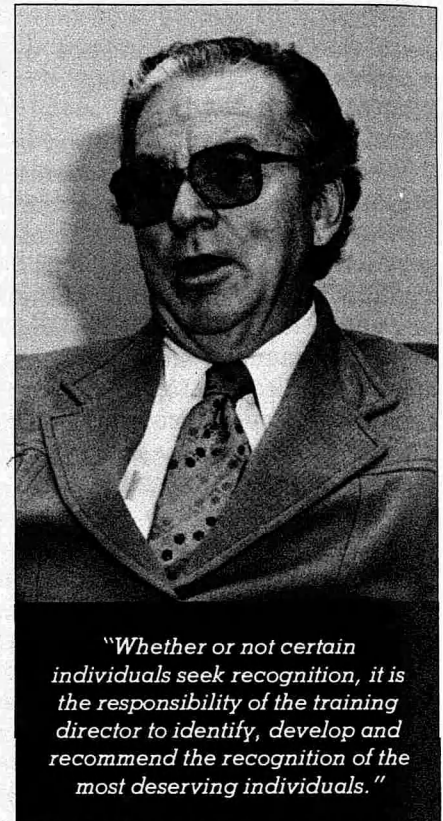
#### GROGAN:

This has been a great personal disappointment. Prior to the CEU, I compiled a listing of 30 or 40 abortive efforts to develop recognition programs through continuing education — then, commonly noncredit programs — each with its own standards and quasi unit of measure. These programs were often tied to personalities and had little or no capabilities for transfer or accumulation involving other than the sponsoring institution.

CEU is a basic module now widely available. This is a ready-made opportunity for ASTD, as well as for all membership organizations, to construct development programs according to specialized needs while also taking advantage of a large number and variety of acceptable sponsors. The CEU does not purport to do a better job than any other unit that might be conceived . . . indeed, others are still in use.

But CEU does have the attribute of being both universally available and modular in nature so that any user group — and ASTD is prime among them — can set about to design training and development

programs in the context of various curricula, monitor performance by both parties to the learning process, and confer recognition that is based upon meaningful achievement toward defined goals.



*"Whether or not certain individuals seek recognition, it is the responsibility of the training director to identify, develop and recommend the recognition of the most deserving individuals."*

#### JOURNAL:

Where do we go from here?

#### GROGAN:

There are no limits to the uses to which CEU may be put. It is necessary, however, for each sector of society — from which recognition of any form flows — to begin to develop patterns of achievement for its particular constituency based, in part, on CEU and based, in total, on whatever are the reasonable standards of achievement for the particular group. Thus, all groups do not have the same requirements in terms of CEU any more so than they have the same requirements initially in terms of education, experience and successful performance on the job. The field is wide open for imaginative leadership on the part of all conceivable recognition groups to develop meaningful expectations on the part of its constituency in terms of "human resource development through CEU, a newly available tool."