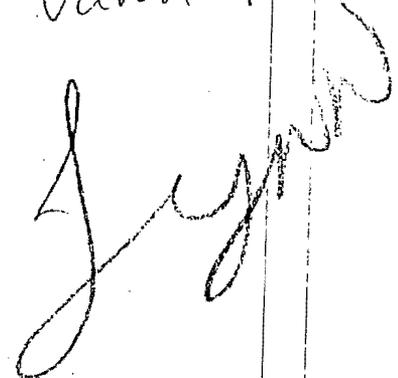



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Vallon - FYI



February 26, 1999

Maureen McLaughlin
Deputy Assistant Secretary for Higher Education
U.S. Department of Education
7th and D Streets, SW
Washington, DC 20202

Dear Ms. McLaughlin:

Tom Kalil at the National Economic Council suggested that I send you the enclosed paper "Will the Internet Transform Higher Education." This was also the topic of a presentation I made two weeks ago at a retreat for Members of Congress sponsored by the Carnegie Corporation and the Aspen Institute.

Our research plans in this area include developing cost models and understanding the implications of collaboration and/or competition between academic institutions and for-profit entities for Internet-based instruction.

I would welcome your comments on the paper, as well as the opportunity to talk with you about these topics when I am next in Washington.

Sincerely,



Walter S. Baer
Senior Policy Analyst

310/451-6907 phone 310/451-7066 fax baer@rand.org

1700 Main Street
Santa Monica, CA 90401

U.S Department of Education
1990 K Street, NW
Room 7129, 7th Floor
Washington, DC 20006
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To: Kendra Brooks Fax: 456-5581

From: Varun Nikore *X* Date: 11/04/99

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Notes:

Kendra,

Here's some more information that I dug up. Hope it helps. **!**

~Varun

P.S. Still waiting to hear the word. Have an appointment in an hours - we'll found out more!





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Fences in higher education

(The Washington Times)

Other than illicit drugs, bombs and prostitutes, there are few products that we forbid Americans to carry across state lines and sell in a neighboring state. Add higher **education** to that list!

Most states now forbid institutions of higher **education** not headquartered within their borders from offering courses and degree programs to their citizens without prior permission. No matter that the "outside" university is fully accredited, and no matter that the program (such as an M.B.A. degree) that it wishes to provide has been given an additional stamp of approval by the national association of business schools. That's not enough. Unless it jumps through numerous hoops, and endures long delays, an institution from one state usually cannot offer its programs at a location in another state.

Unfortunately, where higher **education** is concerned, most states now act like U.S. steel producers who want to keep out foreign steel imports, or American wheat producers who try to prohibit wheat imports from foreign countries. Most Americans (and nearly all economists) understand that the effect of import quotas and tariffs on imported steel and wheat is to reduce consumer choice and raise prices. Yet, this is precisely the behavior that we tolerate from state higher **education** agencies, which typically engage in blatantly protectionist behavior in order to keep out fully accredited higher **education** competitors from other states.

States such as Connecticut, Maryland and North Carolina provide particularly bad examples of higher **education** protectionism in action. In theory, these states say they have an "open market" for higher **education**. In reality, they have erected time-consuming regulatory barriers that act to prevent out-of-state universities from competing with their home state institutions. And they "protect" their citizens from these insidious influences even when the proposed academic programs are fully accredited and the institution in question has a highly favorable past track record in delivering **distance education**. Worst of all, they exclude competition from out of state even when their own state offers nothing to rival the proposed new offerings. "We might want to do this in the future," some of them say.

Does Microsoft need to obtain permission to sell Windows '98 in Louisiana? Of course not. The U.S. Supreme Court ruled long ago that states cannot inhibit interstate commerce except when there are health or safety issues involved (for example, the import of plants with potentially dangerous diseases into states such as California and Hawaii).

Do we really think states are protecting the public health when they construct regulations that essentially exclude accredited universities from other states from providing higher **education** in their states? Of course not. What they are doing is protecting their own territory and sheltering their own colleges from competition.

It is ordinary citizens and students who suffer from such policies because they have fewer choices and pay higher prices.

There are states more enlightened. Arizona, Virginia and Washington are among them. They welcome new competition from accredited institutions of higher education and understand that their citizens are better off when they have increased access to higher education. At a time when the College Board reports college tuition once again has risen more rapidly than the Consumer Price Index, one would think more state legislators and governors would understand increased competition (and the elimination of protected higher education turf) is one way to restrain these price increases.

I believe legislators, governors and citizens do not realize how protectionist most state higher education bureaucracies have become. My own institution, Old Dominion University, knows this protectionism firsthand. Though we operate the largest televised, interactive distance learning system in the United States and this past year recorded more than 15,000 student registrations, and have won a host of national awards, most states treat us like a case of intestinal flu. We are annoying, but they believe we will go away if only they allow enough time to pass without granting us approval. This despite the fact that all Old Dominion programs are fully accredited, up to and including the highest disciplinary bodies in areas such as engineering, business, nursing and education.

It may be that technology will allow citizens to do an end run around that state higher education bureaucracies; 27 percent of American homes now are connected to the Internet. How can state higher education authorities forbid their citizens from receiving academic programs over the Internet? They can't because it is impossible to erect an electronic wall that will keep satellite, cable and telephone line transmissions out of individual homes and offices. Thus, unless state higher education authorities want to imitate the East German Stasi and send detection trucks through neighborhoods to find out who is receiving electronic signals from other states, technological advance bodes to trump even the most frustrating regulatory barriers that state higher education bureaucracies can construct.

There are signs of hope. Multistate organizations such as the Western Governors University may on a regional basis cut through the regulatory morass that currently prevents competition. What's good for these Western states, however, would be good for the nation.

It's time for American higher education to modify the outdated, anti-consumer, monopoly-encouraging regulatory model that so many states have embraced. Why should we treat accredited higher education as if it is dangerous nuclear waste that must be discouraged or stopped at the state line?

James V. Koch is president of Old Dominion University in Norfolk, Va.

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James V. Koch, Fences in higher education., The Washington Times, 02-22-1999, pp A19.


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ADVISORY/National Commission on the Cost of Education Study -- to be Released Jan. 21 -- Provo Reaction From Distance Education Leader (Business Wire)

(BW) (JONES-EDUCATION-NETWORK) ADVISORY/National Commission on the Cost of Higher Education Study -- to be Released Jan. 21 -- Provokes Reaction From Distance Education Leader

Business Editors & Education Writers
ADVISORY

--(BUSINESS WIRE)--

On-line Education And New Technologies Can Curb Nation's Escalating Tuition Costs, Insists "Cyberschool" Founder Glenn R. Jones

WHAT: Leading distance education advocate Glenn R. Jones has a solution for the National Commission on the Cost of Higher Education, which has been charged with developing recommendations to reduce college tuition, and plans to release its recommendations on Jan. 21 -- incorporate cost-effective distance education programs with traditional universities expand "virtual" universities, or "cyberschools," which use the Internet and new technologies for teaching.

WHO: Jones is chairman of Top-10 cable operator Jones Intercab author of "Cyberschools," and founder of JEC College Conn which offers Internet access to accredited degree program 13 universities nationwide. Jones has committed \$50 million the last 10 years to found distance education entities, which also include JEC Knowledge TV, a 24-hour cable network broadcasting self-empowerment programs and college course worldwide; and International University, one of the first "cyberschools" accepted as a worldwide candidate for accreditation.

WHY: Distance education allows students to "attend" college without stepping foot on campus by using the Internet and videocassette or satellite-broadcast courses for learning teacher/student interaction. Incorporating technology into learning process significantly reduces tuition costs; for example, a master's degree through Jones' International University costs only \$5,000. Distance education:

-- eliminates the need for construction of new campuses and buildings, since learning takes place in cyberspace and

-- attracts new students to higher education who had previously been denied access, increasing the revenue stream to universities

-- expands course offerings without increasing costs, by existing instructors to teach distance education courses,

OTHER FACTS: -- Jones makes it easy for universities to extend their reach onto the Internet through his JEC College Connectio

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software, available to any university wishing to go online courses. This serves as a convenient, cost-effective tool university looking to reduce costs by putting courses on

-- Two-thirds of higher education institutions did not offer distance education courses in 1995, according to an October report by the National Center for Education Statistics.

-- Enrollment in distance education courses is growing -- estimated 753,000 students were enrolled in the 1994-95 school year (National Center for Education Statistics, 10/97), while currently, 1.3 million Americans are involved in electronic higher education (InterEd Inc.).

-- Distance education is becoming a hot news topic, as evidenced by stories in the 12/22/97 issue of Business Week and 11/17/97 of the Wall Street Journal.

WHERE: Interviews with Jones available via telephone.

WHEN: NOW (Report scheduled to be released on Jan. 21 -- interviews can assist media with stories they may be planning in conjunction with the report.)

--30--RJ/la MEM/la

CONTACT: Smith Public Relations, Los Angeles
Diana Soltesz, 310/788-0456
smithpr@aol.com

KEYWORD: CALIFORNIA
INDUSTRY KEYWORD: ADVISORY EDUCATION COMPUTERS/ELECTRONICS
INTERACTIVE/MULTIMEDIA/INTERNET

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ADVISORY/National Commission on the Cost of Higher Education Study -- to be released Jan. 21 -- Provokes Reaction From Distance Education Leader., Business Wire, 0

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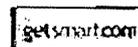
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HOTWIRED

LA Makes School Picking Easy

by **Andrew Rice**

3:00 a.m. 29.Oct.1999 PDT

LOS ANGELES -- One of the most difficult decisions facing Los Angeles parents is a whole lot easier, thanks to a new Web-based school evaluation system.

Los Angeles Unified School District is one of the largest in the nation, and the range of options within its boundaries is tremendous.

Read more in [Making the Grade](#)

What's not always obvious, however, is which schools are doing well and which are not. People moving to Los Angeles from other areas, for example, very often depend on their realtor to tell them if a house is in a good school district or not. But what does "good" mean? A computer for every student? High test scores? No shootings?

"It's nice to be able to access that information," said Jan Sandman, PTA office manager and parent of two teenagers. "Usually it's not easy to get, especially the bad things about a school. I would say that anything that gives parents more access to school information is a good thing."

Previously, statistics such as test scores, the number of credentialed teachers, and how much money is spent per student were difficult, if not impossible to find without wading through a morass of beauracacy. Los Angeles Unified's new online [school performance meter](#) makes it easy to research a particular school or to compare between two competing neighborhoods.

The University of California at Los Angeles

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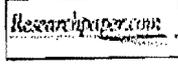
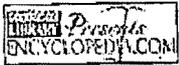
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Changing technology transforms Iowa State U. education

(University Wire) Arlene Birt; 11-19-1998

U-WIRE

(Iowa State Daily) (U-WIRE) AMES, Iowa -- As technology is used more in classroom instruction, some professors see teaching heading toward a more individualized, Internet-supplemented education.

"[Teaching in the past] was predominantly large group presentations; now we are seeing a very significant transition towards more individual-based activities," said Mike Albright, instructional development specialist. "I think that the transition is going to continue. We've seen this turn before -- the transition to student-centered learning as opposed to teacher-centered learning."

Albright said the increasing use of the World Wide Web in the classroom helps get students more involved in their educations.

"[This kind of] technology creates a more flexible institution," said Scott Chadwick, assistant professor of organizational communication.

Chadwick said the World Wide Web provides teaching tools, such as WebCT and Classnet, that are not available through face-to-face teaching.

"[Programs like] these enable communication that just isn't possible in a regular classroom," Albright said.

Albright said a computerized teaching program called WebCT, which allows teachers to supplement and deliver their curriculum with information from the Web, was licensed to the university last April.

Chadwick said this technology also gives teachers "multiple channels" from which to deliver information to their students. Chadwick said he sees a trend toward more "distance education," which is learning via television or cable.

"I think we have to look at the roles of technology. What does technology allow us to do that is more informational than face to face interaction?" Albright said.

Albright said this technology offers opportunities for simulations and communication.

LA Makes School Picking Easy

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The University of California at Los Angeles Center for Research on Evaluation Standards and Student Testing put the system together after Mayor Richard Riordan promised parents a district-wide report card and directed several grants to the Center.

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"I'd say it's more accessible. We have much greater capabilities in terms of graphics and communication; more people have access to it," said Pete Boysen, senior systems analyst for the Durham Center. "I see more accessible, faster capabilities; we will probably be doing more 3-D kinds of activities [in the future]."

Boysen said in the next 10 years, he expects to see computers doing more of teachers' work.

"Some of the instructional management will be taken over by computers to ease the load off faculty so they can spend more time working with students rather than grading things," Boysen said.

However, some experts said more advanced technology will gradually lead teachers to expect more from students.

"Students information access has gotten much easier, the speed with which students can generate documents," Chadwick said. "But as a result, I think teachers' expectations have risen."

Boysen said students' expectations also will rise.

Some students said personal interaction may eventually become obsolete.

"People depend more on technology than relating to other people," said Brianne Brooks, freshman in architecture.

Kelly Meierkord, freshman in landscape architecture, agrees society is headed toward more computer interaction.

"I think we'll see more logging on to the computer as a way of going to class," she said.

But Boysen said some computer uses, such as e-mail and chat programs, help personal interaction.

"In some cases, it's actually encouraging it," Boysen said.

However, some professors said personal interaction has not changed.

"Research shows that if you have people interacting [digitally], they can have the same interaction as when they see each other face to face," Chadwick said.

Albright said it is unlikely that the concept of a university will disappear.

"I don't realistically see that happening till we are all dead and gone. It's not likely that the majority of teaching will take place on the Web until the mid-21st century," Albright said.

Boysen said technology will likely change more in the next decade -- "more than it has in the past 10" -- and ISU needs to keep up with the changes.

"We have to stay up to date with the software and hardware changes and be willing to look at different ways of doing things than we have been in the past," Boysen said. "I think [ISU has] done a fair job, but we could do better and invest more resources in software for use by students."

Albright expects this trend to continue to change.

"Obviously, the World Wide Web didn't exist 10 years ago, so this whole transition towards Web-based teaching has occurred recently," Albright said. "I think when you compare the kinds of learning opportunities that are available now that weren't available then, it's just mind boggling."

(c) Iowa State Daily via U-Wire

Arlene Birt, *Changing technology transforms Iowa State U. education.*, University Wire, 11-19-1998.

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Creative Industries: Have intellect, will travel (Independent on Sunday)

FIRST some encouraging news for anyone worried about the quality of our **education** system. It is that Britain has the second largest surplus in trade in **intellectual capital** in the world - second to the US, which dominates the business. Now some less encouraging news. While the surplus seems secure, we do not seem to be gaining much ground; if anything, our imports of **intellectual capital** seem to have been growing faster than our exports.

As it becomes standard manufacturing practice to make products locally - to build Japanese cars for the European market in Britain, for example - so trade becomes more and more the shipping of ideas of how to make and market something, and the money to do so. Trade becomes trade in ideas rather than in goods.

Often this is difficult to identify. You can quantify the money coming into or out of a country in direct investment, or the money used to build the plants. But money spent on marketing, product development or on research is much harder to pin down. You cannot actually see what portion of the value of the product is embedded in research because it is incorporated into the total price for the product. However, there is one key aspect of this trade that is identified separately in the statistics: trade in royalties, licences and patents, which is the nearest thing we can get to trade in intellectual property.

Some numbers of the balance of trade for a selection of countries are set out in the chart. The latest figures are for 1996, collected in the new International Monetary Fund's Balance of Payments Statistics yearbook, and the 1994 figures are included for comparison. The most obvious feature is that US dominance increased over the two years. Why?

Well, you have to remember that "intellectual property" includes a lot of things that don't seem particularly intellectual, like the output of the entertainment industries. Part of the US dominance reflects patents and royalties on the output of academia, but the big puller is Hollywood.

Once you appreciate this, much of the rest falls into place. Sweden did well in 1994 - a good year for Swedish pop music exports; Norway was pushed into the black in the same year by the TV contract on the Winter Olympics. I have not managed to figure out why South Africa comes number three in the league table of net exporters or why Korea suddenly became such a large importer - there may be glitches in the figures. But the big picture of the US and (far behind) the UK being the two main net exporters and Germany and Japan by far the largest importers seems solid.

The next questions are surely these. What will happen to trade in intellectual capital over the next few years and how might we develop our own reasonably strong position in it?

On the first question, I think that overall trade in intellectual property is bound to grow very rapidly for four main reasons. The first concerns the entertainment industries. The move to digital will create an explosion in TV channels and hence in demand for entertainment products. I suspect that initially most of these

will be more of the same: more Hollywood movies, more high-profile sport. But the rise in demand will eventually generate new types of supply, new types of product. In particular, I would expect a plethora of specialist channels to spring up and be delivered globally.

The second reason is the potential for **growth** in trade in education, particularly **distance learning**. Technologies here are racing forward and, paradoxically, situations like the East Asian economic crisis may increase demand for **distance learning**: it is much cheaper to use clever electronics to bring at least part of a syllabus to the students in East Asia (or wherever), rather than bring people to Britain or the US for the whole of their course.

Just

Third, the need for a greater research or knowledge element in all products and services will continue to increase, for this is the only way in which high-wage countries can differentiate their products and services from those made in low-wage ones.

Finally, the development of the Internet has created a new means of worldwide distribution for any product or service which can be converted into bits and bytes. We do not know what those products will be, but in a way that does not matter - for we do not need to know what will sell. All we can do is watch market signals and respond forcefully to them.

So all three existing areas of the trade seem likely to continue growing: entertainment, **education**, and the embedded knowledge in products, typically measured by licences and patents. And there will be entirely new areas of trade, where an improving Internet will be the shipper.

What does this mean for Britain? The trouble here is that trade in intellectual property is a very segmented market: there are lots of completely different types of product, each of which requires a completely different approach on the part of government, academia, publishing and so on. There is no magic wand

The diversity of the trade is caught in the variety of topics covered in this section of the newspaper, but even here there will be bits we haven't fully discussed. So forming policy is very difficult, except on an ad hoc basis. There are a lot of interesting ideas in this section, but policy perhaps should be more "let a thousand flowers bloom" than "this is the plan; let's go for it". We probably can do something to encourage more film-making here, but more by removing blockages than handing out taxpayers' money. We can certainly do something about teaching computer literacy, and we are probably not doing too badly on that score. But creating new areas of business has to be a bottom-up process. Nobody planned that Britain should specialise in computer games software: we just have the right mix of aggression, creativity and skills to do so.

The worry, surely, should be "push-back". Look again at that graph. A world so dominated by the US (with the UK as a sort of subcontractor to the US entertainment industry) will create increasing resentment. How long will Germany and Japan be content to import so much intellectual capital? To what extent will these large and independently minded countries try to restrict such imports? France has been seeking to do so with films.

There are two answers to these concerns. One is to say that everyone tends to resent importers taking over a market, but there isn't much anyone can do about it. The pressure for increased trade in intellectual property is so great, and the advances in technology that enable it to be delivered instantly around the world are occurring so rapidly, that the boom is bound to continue.

There is, however, a less sanguine response. This would be to say that the freeing of trade in goods is such an established process that it would be very hard to reverse it. But this sort of trade is much newer, and has not yet achieved sufficient critical mass to carry onwards. Besides, people expect to pay if they buy a car from abroad; they may feel differently about a program they can download over the Internet. One-third of the software used on the world's PCs is in effect stolen.

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Hamish McRae, Creative Industries: Have intellect, will travel., Independent on Sunday, 02-15-1998, pp 5.

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Centra software helps create a virtual training classroom

By Jon G. Auerbach
THE WALL STREET JOURNAL

When Clarke American Checks Inc. installed complicated business software made by SAP AG last year, the big check-printing concern realized it didn't have enough computer trainers to cover each of the company's 20 manufacturing sites.

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Products like Symposium also offer some of the features of TV distance learning — without a need for a camera or a satellite hookup.

HIRING NEW TRAINERS would be costly, and flying 350 employees using SAP to Clarke American headquarters in San Antonio would be costly and didn't make sense either, since doing so wouldn't show the new users how to operate the software in real-life situations.

Clarke American, a unit of British Caradon PLC, decided instead to set up a virtual classroom. Using the Internet and Centra Software Inc.'s Symposium product, Clarke American held online seminars twice a day linking dozens of users around the country.

In an age of complex computer software and shrinking travel budgets, an increasing number of companies are turning to collaborative software from vendors like Centra to link their employees. Beyond training, some outfits are employing the software for computerized sales meetings and other corporate gatherings.

Centra Chief Executive Leon Navickas, a former executive at Lotus Development Corp., calls Symposium a "virtual water cooler" that allows employees to gather in cyberspace. The software is essentially a real-time version of "groupware" such as Lotus Notes or Microsoft Corp.'s Exchange, making possible a new level of long-distance instruction and interchange. Products like Symposium also offer some of the features of TV distance learning — without a need for a camera or a satellite hookup.

Symposium let Clarke American instructors speak live to the students, take questions using a microphone, demonstrate how to perform specific tasks and draw on a virtual chalkboard that all the users around the country viewed at the same time on their PC screens.

"It became very, very beneficial," says Bill Magruder, a Clarke American technology specialist. "It allowed us to be in all our locations at the same time."

Analysts say the market for collaborative training and support software is growing fast because companies realize the need to answer questions quickly in order to stay competitive.

"Instant information is the name of the game," says David Marshak, of the Patricia Seybold Group, a Boston-based technology consulting firm. He credits Centra with realizing early that collaborative software could be used across many business departments. "This is a part of serious business processes," he says.

Centra software helps create a virtual training classroom

Analysts say the market for collaborative training and support software is growing fast because companies realize the need to answer questions quickly in order to stay competitive.

Centra, of Lexington, Mass., was founded in 1995 by Mr. Navickas, who had been a top research and development official behind Notes. Lotus, a unit of International Business Machines Corp., has responded to Symposium with Learning Space, a similar product.

Closely held Centra expects revenue of between \$15 million and \$20 million this year, but isn't profitable. The company has signed up big customers including Fidelity Brokerage Services Inc., Advest Group Inc. and Nortel Networks Inc.

Centra's software costs a minimum of about \$30,000 but can sell for \$100,000 or more, depending on how many people are using it. Because it doesn't generally use bandwidth-intensive video, Centra says the Symposium product works just fine on a laptop with a dial-up modem, such as those carried by salespeople on the road.

It works like this: An instructor can be designated as a group leader who controls the conversation, presentations and questions. Using computer keys, students can raise their hands to ask questions. When the instructor acknowledges the question-asker, a microphone is activated at that person's computer.

Symposium also allows users to share spreadsheets, slide presentations, text and documents. For example, a sales manager could show salespeople a copy of the latest targets, which would appear on the computer screen of each participant. Individual users could draw or write on the target sheet, and those changes would appear simultaneously on all the users' screens.

Computer experts at Advest, of Hartford, Conn., used to spend a lot of time and money sending trainers around the country to teach its employees how to use new programs. Last year, after evaluating several collaborative software programs, Advest purchased Centra's offering.

Advest is using the Centra product to train its employees to use a new contact-management software package, which computerizes scheduling, meeting and calendar-planning. Advest also is rolling out the product for use in collaborative conference calls and sales meetings.

Tricia Reardon, a technology-training supervisor at Advest, says Centra's software is vastly more effective than e-mail, conference calls or a simple computerized-training program. "If there's not enough collaboration, you start nodding off," she says. When Ms. Reardon is instructing a class over the software system, she regularly asks questions that require students to respond. In addition, Ms. Reardon can show

Learn more about
The Wall Street Journal
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all students an actual copy of the program she is teaching people to use and walk them through its functions. Although some Luddites still resist using a computer for collaboration, Ms. Reardon says most Advest employees "are champing at the bit" to use Centra's software.

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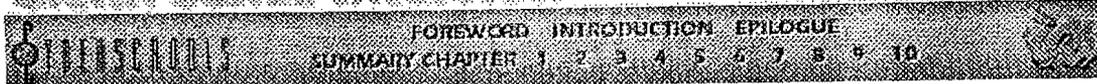
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Glenn Jones Interview



Sunday, September 20, 1998 *Rocky Mountain News* – Business section

Cable pioneer on fast forward

Jones Intercable founder pushes cyber education

By Rebecca Cantwell, Rocky Mountain News Staff Writer

At an age when most people are retiring and ready to mull the past, Glenn Jones, 68, is riveted on the future.

The cable television entrepreneur, who borrowed against his Volkswagen to buy his first system in Georgetown 31 years ago, built Jones Intercable, Inc. into one of the nation's top 10 cable operators.

After three decades helping to build the cable industry from his Denver base, Jones is selling control of Intercable, shedding his systems and their 1.4 million subscribers.

In a \$700 million agreement announced last month, Philadelphia-based Comcast Corp. will take control of the systems in a deal expected to close early next year.

That will free Jones to channel his energies into other enterprises in his closely-held companies focused on programming and education.

Long a believer in using television and computer technology for education, or "distance learning," Jones plans to pursue his vision of making all the world a classroom.

He talked recently about his plans in an interview in his Arapahoe County corporate headquarters, in the expansive office he designed that is filled with eclectic paintings, rugs, sculpture and a baby grand piano.

Question: Now that you're selling your cable business, what will you concentrate on?

Answer: We have a lot going on here. We just did a \$100 million (private) offering for Jones International networks, and that includes the radio business with 12 different formats – the largest is country music. We have a country music video network and the product information network, which is advertorials.... We have Knowledge TV, the education-oriented network. That company is coming on very strong and I'm looking to getting more involved.

Q: A lot of these business interests are going more global, aren't they?

A: Yes. In Knowledge TV we have 20 million viewers in China an hour a day and we syndicate our programming around the world. We're very dedicated to education. We think that can be instrumental in driving the cost of education down so people can get a

very high-quality degree more conveniently and we can still make money.

Q: Is that business in its infancy or beyond?

A: It is beyond infancy. But it has taken a real long time. We're pioneers in this business of cyber education.

Q: What have been the hardest things to figure out?

A: What the market is. What the market wants. How to do it on a cost-efficient basis, how to acquire students and how to maintain the right relationship with students. And then to get them excited about education and to maintain close contact throughout the process so their experience is successful.

Q: You talk about making Denver the "distance education capitol of the world." What will it take to make it happen?

A: Quality is the cornerstone here as in no other kind of business. If you don't have absolute quality, it could all turn out very badly.

People will draw analogies to correspondence schools and you can't let that happen. We've set up the Global Alliance for Transnational Education to assure quality across national boundaries and eventually rationalize global education in a database – so companies know what to do if someone shows up with a two-year degree from Ceylon in Ireland, so it's related to known standards and someone can make a judgment.

If distance education gets a bad name in any country, that's bad.

Q: Why is this so important to you at this stage of your life?

A: I think education is the great hope of the world. All you need to do is go to the Vietnam Memorial or any number of graveyards or memorials – or go watch *Saving Private Ryan* – and the message is obvious. And I think that people who've been in the service and have the ability and the wherewithal to do something about it really owe it to try to do something.

Q: So you think many conflicts are based on ignorance?

A: Right, and we come at it with a heritage of communications and technology so we have that ability to fuse the technology with education which makes it travel globally. Your class can be composed, for example, of people from Germany, Japan, the U.S. and Mexico. And when you mix people up like that and they learn to respect each other and deal with each other, it develops ties and relationships that people stop and think about before they do stupid things like start wars, which is the world's worst way to resolve any kind of issue.

Q: But we're seeing a tremendous rise in nationalism and xenophobia at the same time as the world grows more global. How do your classes address that?

A: The world is becoming very global and very local at the same time. We don't have courses that address that per se. But at the end of the day it all ends up with people

reacting with people and seeing the strengths and the virtues of other people.

It's not something you cure overnight, it's like chipping granite. But you have to start someplace. The wonderful thing about where we are today is if you fuse the technology and education, you create an entirely new product that travels at the speed of light into your living room. You don't have to go to the education. It comes to you on your schedule at your convenience and oftentimes at your own pace. So you're learning when you feel like learning. It's very student-centered.

Q: The amount of money being spent on computers and networks by companies based in this community to link people together is pretty dramatic.

A: We look at it neurologically. You have a human mind – an electro-chemical device doing a hundred quadrillion functions a second, like the magnitude of a hundred trillion transistors. And when you contemplate what's happening out there, you have these trillion of dollars going into high speed delivery, whether it's fiber, satellites, computers, digital boxes.

When you stand back and look, what's the termination point? It's the three-pound electro-chemical device called the human brain. When you get on the Internet, which is a main membrane of the neurology, you're extending your mind to hundreds of thousands of databases around the world.

You see how that connects when you start delivering education to people instead of requiring people to go to education. Information is a unique kind of asset, unlike a truck you can park in your garage, but not anyone else's. Once the Library of Congress gets a book and it gets digitized, it can be in everyone's garage all at once.

Q: What you're describing may sound to a lot of people like such a massive overload that it's scary and intimidating.

A: That's where companies like us come in. We make it unscary and unintimidating. We make it friendly and usable and comfortable and cozy. Our cyber education, for example, is very accommodating. You can do it in your kitchen. If you get transferred to Akron, your kitchen is still your classroom.

The distribution business is getting to be a huge business. The companies are becoming gargantuan in size and that's probably good for putting together the infrastructure. The TCI/AT&T deal is going to be very good for all of us because it will accelerate the whole process and force others to accelerate.

Q: The acceleration already seems pretty dramatic.

A: And they will get more dramatic. The reason I like this new environment is imagination is king, it doesn't matter how many trucks I have.

Q: Is that an analogy for what you're doing -- shedding the business that is trucks, installers and repairers so you can put more energy on the brainpower part?

A: I don't want to say anything negative about that side of the business. But where we need to be in terms of who we are as people and our philosophical basis of the future,

we're more comfortable going forward in the content and education side of the business because we have a higher chance of replicating our success in those arenas.

Q: Why is that?

A: It requires imagination more than physical assets. More than trucks, more than capitol, it requires brainpower and imagination. That is the most powerful tool in this environment: ingenuity and creativity. And those have always been our best arenas as a company. If we can purify the formula, we should do better and better.

We're trying to make Denver the distance learning center of the world. That's not a smokestack industry. The technology we're using has no limitations in an era of limitations. The desktop computer uses about as much electricity as a light bulb. So we're dealing with all the elements that are the big winners tomorrow, but we have to ride the high-speed distribution systems. And the trillions of dollars it takes to put that in place are being spent.

Q: What are some of the other barriers – regulatory or government structures that aren't right for the world we're talking about.

A: A lot of countries are concerned about letting their people have access to the Internet. If they don't, they realize they'll be a real backwater and their people will be peasants of the information age and they can't let that happen. But these are technologies of freedom and it tends to democratize the world, so they're torn. It's a real problem if you're trying to run a dictatorship. This is very empowering technology, but it moves power from governments to individuals.

Q: What about big corporations trying to make a lot of money and looking for ways to charge for that access?

A: When you make a phone call, you pay. I don't think there's anything particularly wrong for charging a reasonable fee for these things. That's the only way it pays for itself. It's not free and we in this country have historically learned that to have the government do all this costs much more in the long run.

Q: Who will make those rules?

A: The marketplace.

JONES INTERCABLE AND BEYOND (BOX)

Comcast Corp., the nation's fourth-largest U.S. cable television company announced [in August, 1998] that it is speeding up its purchase of control shares of Jones Intercable, Inc.

A breakdown of the \$700 million deal:

Philadelphia-based Comcast will acquire about 2.9 million shares of Jones Intercable held by Glenn Jones and affiliates for \$200 million in cash, giving it voting control of the company and its cable systems serving about 1.4 million customers in 17 states.

Comcast in May announced it was buying BCI Telecom Holding Inc.'s 30 percent interest in Jones Intercable – and an option on control shares – in a \$500 million deal.

After the closing next spring, Comcast is expected to take over the operations of Jones Intercable, which employs 250 people at its Arapahoe County headquarters.

Jones estimates that when the dust clears from the Comcast deal, about 600 of the more than 700 employees who work for his company in metro Denver will still have jobs. Growth is expected in his Jones International, Ltd., a parent for subsidiaries including:

Great American Country, Inc., a 24-hour country music video cable network

Jones Infomercial Networks, Inc., which does business as Product Information Network, airing advertising and product information on cable systems.

Jones Radio Network, a 24-hour music programming format with nearly 1,300 affiliates in 49 states.

Superaudio Cable Radio Service, a joint venture which offers FM stereo music in various formats to cable subscribers.

Jones Entertainment Group, a producer of general audience films including the acclaimed 1996 *Secret of Roan Innish*.

JONES EDUCATION COMPANIES (BOX)

Glenn Jones is retaining those parts of his business involving education. Most are subsidiaries of Jones Education Co., which includes:

Knowledge TV – A cable television network featuring how-to and instructional programs, reaching 22 million television households in major markets including Denver. Programs focus on health, technology, family finances and careers. More information is available at its Web site: <http://www.knowledgetv.com>

JEC College Connection – a distance learning company that allows students in remote areas and those with other commitments to pursue regionally accredited college degrees and courses through recognized universities from home. Information on the Web: <http://www.jec.edu>

International University – Launched in 1995, the enterprise delivers courses to adult students around the world via the Internet, cable, satellite, television and videocassette. Information on the Web: <http://www.international.edu>

E-Education – Produces customized software for colleges and universities that want to put courses on the Internet.


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EDUCATION IS GOING THE DISTANCE

(The Edmonton Sun)

EDUCATION IS GOING THE DISTANCE

BYLINE: PATRICIA SYTNICK, EDMONTON SUN

EDITION: Final

SECTION: News

TYPE: Supplement

MEMO: Live and Learn

Word Lookup


 Dictionary

 Thesaurus

When Betty Eaton decided to get a university degree at the age of 28, she didn't want to give up her job.

But she didn't want to crawl along in one or two courses a year either - the typical route for part-time students.

So she opted for home-study through Athabasca University.

"This way I can take four courses at once if I feel really motivated. I can speed up or slow down my progress whenever I feel like it," she said.

That flexibility is why Athabasca University is growing fast. The school's enrolment has jumped 25% in the past two years.

And it's not about to slow down either, said Alan Davis, AU's vice-president.

More and more people with jobs and children are finding it the best way to fit university into a full schedule, he adds.

"This way they're much more in control of their education than in a traditional university because they can choose the times they do the course - instead of having to attend classes - and they can choose the pace as well," said Davis.

For Eaton, it's been worth it.

"It's really different doing it this way," she said. "There's a lot more distractions when you're always at home. So I have to keep reminding myself of my goals, and I've learned a lot more self-discipline."

Still, she will finish her program in almost half the time it could take at a regular university.

Established in 1970, Athabasca University is Canada's pioneer in distance education.

But for much of its existence it quietly worked in obscurity. Few people had heard of it.

And those who had, questioned the value of a "correspondence" university education.

Time and technology has changed that.

The school now has 14,000 English-speaking students across Canada - and almost half live outside Alberta.

They communicate with instructors by phone, fax and e-mail, to name just a few.

The university offers the country's biggest executive MBA program, where students meet in virtual classrooms using the Internet and group software programs.

"Our profile has been raised," said Davis.

"And we have quite a lot of **growth** now across Canada because **flexible distance education** is becoming a very popular thing."

Most students hold down a job; and almost none are studying fulltime.

"That's the whole point," Davis said. "It's part-time so it fits in with family and work."

Athabasca University's success has others playing catch-up.

The University of Alberta is expanding its **distance education** courses, said Dr. Terry Anderson, an **education** specialist.

"If we don't do it, we're going to start losing students to other places," he said. "It's an area that's growing extremely fast. There is a database in New Brunswick called the telecampus site, that has 20,000 courses that students can take on the Internet."

Anderson said the U of A will always emphasize traditional **education**, but it's clear things have changed.

"It's not so much that we're going to abandon campus-based learning but we realize older adults and working professionals are interested in a different kind of learning situation than when they were 18 to 22 years old. The U of A plans to offer more **distance-ed** courses for adults who already have degrees and careers.

It's building a \$16-million facility - the Telus Learning Centre - to open in about a year, that will deliver the courses.

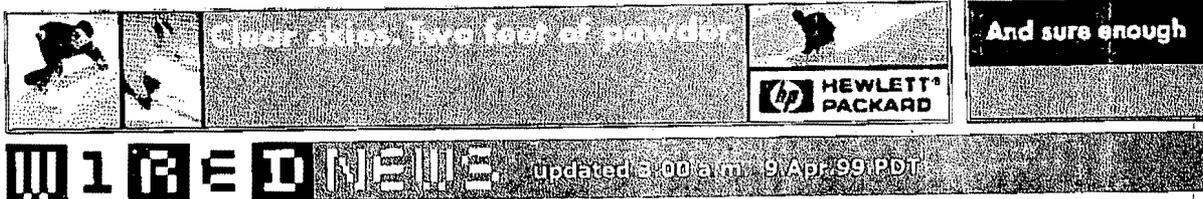
ILLUSTRATION: Photo by Pat Sytnick, Edmonton Sun At 28, Betty Eaton wanted to get a university degree but didn't want to lose her income. She found a solution in home-study.

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PATRICIA SYTNICK, EDMONTON SUN, EDUCATION IS GOING THE DISTANCE., The Edmonton Sun, 01-03-1999, pp S8.

New Search

Search



WIRED NEWS updated 3:00 a.m. 9 Apr. 99 PDT

Teachers Call Truants' Bluff

by Heidi Kriz

3:00 a.m. 8 Apr. 99 PDT

Smoking in the boy's room -- or getting away with playing hooky -- has just gotten harder in seven Chicago public schools.

Sprint PCS just joined up with the Scholl Partners Program of the Chicago Public Schools to arm teachers in these seven schools with a new weapon against truancy -- the PCS phone.

When Lawrence is absent from English for a suspicious third time that week, the teacher can call his home right then and there and talk to his parents or guardian to put some heat on the kid.

Giving the teachers wireless phones minimizes the length of class interruption to make the needed calls. "A teacher in front of a classroom has a teachable moment and a reachable moment," said Dr. Essie Lucas, principal of Tilden High School, one of the seven chosen schools. "This way, those moments are not compromised. She or he can accomplish both."

The schools were chosen because they each had significant attendance problems. Tilden High's has greatly improved -- attendance was about 64 percent four years ago, and now it's about 82 percent -- but the goal for all of the schools is to reach at least 90 percent.

So Sprint, as part of a program started in 1993 by Chicago Mayor Richard Daley to establish ties between local businesses and schools, is giving each school 25 to 30 phones apiece -- one for each freshman and sophomore homeroom teacher. Freshmen and sophomores, perhaps a little freaked out by the rigors of adjusting to high school, are usually the most truant.

Each phone will be programmed with the names and numbers of all the students in the class, and will come with 300 free minutes of Sprint PCS time per month. If teachers need more minutes, Sprint PCS will consider giving them more, said Rus Zitny, Sprint PCS area vice president.

"This is a pilot program; we want to see how it works and then we will consider expanding it into more schools," Zitny said.

But is one more phone call likely to make a difference to a kid who's perpetually truant?

"Of course, the attitude and response of the parent will be the ultimate factor," said Patrick O'Connor, chairman of the City of Chicago Education Committee. "But if we can add one more layer of alert to parents and teachers, in addition to the office of attendance whose job this has mostly been, it's got to help, too."

Related Wired Links:

Sprint PCS Burns \$646 Million

2.Feb.99

Sprint Shelves PCS IPO

28.Oct.98



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Word Lookup



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Distance learning: Open for business (Independent)

The Open University's business school has become a leading provider of management education and a centre of research excellence, says Maureen O'Connor

When the Open University was founded almost 30 years ago, few of its supporters can have foreseen that as well as becoming the world's most influential "second chance" university it would also become a major provider of management education.

The Open University Business School was founded in 1983, beginning with fewer than a thousand students. It now has around 25,000 throughout the world studying in English or in translation. Most are based in the UK or Western Europe, but a growing number are signing on for OU Business School courses in the former Eastern bloc, Africa and the Far East.

The 170 permanent staff based at Milton Keynes are supplemented by a network of 800 part-time tutors, known as associate lecturers, who are based throughout Europe. Supporting the rising number of overseas students is not easy, as Tony Stapleton, director of external affairs, acknowledged in the school's 1997 Review.

In the UK a network of 28 regional managers, based in 13 regional centres, are dedicated to the support of business school staff and students. They manage the provision of residential schools and other activities for staff and students, the selection and supervision of academic staff and carry a tutorial and research responsibility as well.

Abroad, various delivery patterns and back-up systems for widely scattered students are being explored, from a partnership in Hong Kong with the local Open Learning Institute, to visits by tutors from Europe to East Africa to organise regular seminars and clinics. Most students are also expected to use computer-mediated conferencing and the school is experimenting with Internet support for students.

The school began by offering a range of short, self-contained courses, but has become one of the largest business schools in Europe with a full range of management programmes and a substantial research base. More than 140,000 managers have completed courses. David Asch, the dean, is particularly pleased that his school is one of a handful which have been given an "Excellent" rating for teaching and support systems by the Higher Education Funding Council.

The school's activities do not stop at courses for individual managers. Almost 70 per cent of its annual fee income comes from corporate clients who either sponsor employees on courses or use OU materials as part of an in-house management training programme. Clients include BT, Royal Mail, the Halifax and a range of public-sector organisations.

Business development managers and customer service advisers from the school work with companies to evaluate their training requirements. Courses can be tailored for individual organisations, often using existing in-house training

systems as part of a route to formal qualifications for staff.

IBM has set up a scheme which encourages its managers in Europe, the Middle East and Africa to progress through the school's certificate and diploma in management programmes to the MBA. This year more than 600 IBM managers will be following OU programmes, the majority of them outside the UK. Students will start with an introductory weekend at IBM's own educational centre outside Brussels, which co-ordinates management training.

Maurice Thompson, IBM's senior **education** manager, says that his key requirement is that training should be consistent, no matter where managers are based. "As an international company many of our managers are highly mobile, so training has to be flexible and portable. With the OU, managers can study where and when they want and are supported by tutorial staff throughout Europe and in South Africa."

The Civil Service has also worked with the school on a joint initiative to encourage civil servants to take the "Capable Manager" course. A residential weekend brings civil servants on the course together with managers from industry to share experience. Research is as important to the OU as to any other university and the Business School is no exception. Results are fed immediately into teaching materials. There has been widespread public interest in work at the OU on brand management by Professor Leslie de Chernatony, who is arguing for fundamental change in this area of management.

Keith Bradley, professor of international management, has also aroused interest with his work on intellectual capital and knowledge management. He argues that with advanced technology and new employment practices changing the way we work, knowledge will become a company's greatest asset. The management of knowledge, information and intangible assets will become part of a 30-point course in the MBA programme, *Managing Knowledge*, in about a year's time. The multimedia course will draw on the research being done in this area within the business school. It will cover the management of information, knowledge, information and communication technologies, innovation, organisational learning, human resources, organisational learning, intellectual capital, brands and intangible assets.

A **growth** area for the school's research focuses on the process of **distance** learning itself in management **education** and the use of new technologies to support that process. Other key areas are public sector and non-profit-making organisations. Professor John Storey was appointed last year as the school's first professor of human resource management in the Centre for Human Resource and Change Management. His role includes the development of the human resource aspects of new courses, and consultancy and research in these fields.

The School's Centre for Financial Management and the Development of Organisations is finalising research into the cost of capital, exploring how companies calculate the cost of capital in order to raise money and looking at economic value as a means of valuing companies. The centre is also looking at how the NHS is managing its financial decisions and how it is facing up to commercial realities.

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Maureen O'Connor, Distance learning: Open for business., *Independent*,

Education
Question and Answers
August 12, 1999

Q: What is the Administration's position on the Kansas Board of Education's decision not to teach evolution in schools?

A: While the federal government has a significant role to play in ensuring that all our children have access to the high-quality education they deserve, curriculum decisions are appropriately made on a state and local level.

Q: Has the President asked the Department of Education to examine the issue of teaching evolution?

A: The Department is prohibited by law from mandating curriculum. The Department of Education Organization Act says that "No provision of a program administered by the Secretary or by any other officer of the Department shall be construed to authorize the Secretary or any such officer to exercise any direction supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school or school system..." (Section 103 B 20 US Code 3403 (b)).

Q: But doesn't the Administration comment regularly on what children should learn in school, e.g. reading and math?

A: The federal government plays a critical leadership role in encouraging schools to set high standards for all students – including core academic areas such as reading, math and science – and to support state and local efforts to ensure that students reach high standards. These efforts help ensure that schools focus on results and that all students have the academic preparation needed for success. However, the federal government is not involved in determining the specific content of those standards or in deciding exactly how or what students should be taught. For example, the Administration has encouraged states and school districts to help all children learn to read well and independently by the end of the third grade, but it is up to them to choose the appropriate curriculum and instructional strategy to reach that goal.

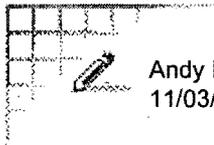
Q: Does the President support the inclusion of evolution in state science standards?

A: Again, the President believes, as he did when he was a governor, that states and localities have primary responsibility for education and must have the flexibility to decide what to teach and how to teach it. He also feels strongly, however, that our children need an educational environment that

promotes scientific and intellectual inquiry. The National Academy of Sciences, in their report *Science and Creationism*, has laid out the compelling scientific evidence supporting the theory of evolution, and the judgment of these experts deserves great weight.

Q: Do the Administration's "Guidelines for Religious Freedom" address this issue?

A: The issue decided by the Kansas Board is one of science curriculum, not one of religious freedom or expression.



Andy Rotherham
11/03/99 02:27:54 PM

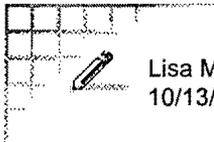
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To: Kendra L. Brooks/OPD/EOP@EOP

cc:

Subject: Evolution Q's&A's

----- Forwarded by Andy Rotherham/OPD/EOP on 11/03/99 02:27 PM -----



Lisa M. Towne
10/13/99 04:33:41 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP

cc:

Subject: Evolution Q's&A's

Andy--

Thanks for taking time today to discuss. We'll be in touch about developing a coherent policy, but just in case POTUS does get a question on evolution tomorrow, I've taken a quick cut at Q's & A's that you might consider passing on.

Q: What do you think about the recent decisions in KS and KY regarding evolution in their state science standards?

A: Of course, decisions about what to teach are left to states and districts, but I am very concerned that these recent decisions will badly skew science education in our elementary and secondary schools. We know that the scientific evidence supporting the theory of evolution is overwhelming -- this evidence was most recently articulated by the National Academy of Sciences. Evolution is a fundamental principle in biology, and also has significant implications for the teaching of physics, geology, and astronomy. If we fail to teach what we know about evolution in our science classrooms, the age of the Earth, the speed of light, and the appropriate interpretation of fossils -- just to name a few -- would be simply unintelligible to our students. At a time when our nation is facing fierce global competition for high technology industries, such ill-conceived actions put our children at a serious disadvantage.

Q: Do you think that schools should also teach creationism as an alternative theory for how the earth was created?

A: No. Creationism is based on Biblical teachings, and it cannot credibly be called a scientific theory at all. While I believe that faith and faith-based organizations can play a positive role in our schools, they do not belong in our science classrooms. In fact, recent polls suggest that although a vast majority of adults

believe personally that a higher power had a hand in how humans were created, a clear majority also believe that evolution should be taught in our schools. The American people do not confuse science with faith; our schools shouldn't either.

Off to Pittsburgh--go Sox....!

Lisa

106TH CONGRESS
1ST SESSION

S. 1704

To provide for college affordability and high standards.

IN THE SENATE OF THE UNITED STATES

OCTOBER 6, 1999

Mr. BINGAMAN (for himself and Mrs. HUTCHISON) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To provide for college affordability and high standards.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "Access to High Stand-
5 ards Act".

6 **SEC. 2. FINDINGS AND PURPOSES.**

7 (a) FINDINGS. Congress finds that

8 (1) far too many students are not being pro-
9 vided sufficient academic preparation in secondary
10 school, which results in limited employment opportu-
11 nities, college dropout rates of over 25 percent for

1 the first year of college, and remediation for almost
2 one-third of incoming college freshmen;

3 (2) there is a growing consensus that raising
4 academic standards, establishing high academic ex-
5 pectations, and showing concrete results are at the
6 core of improving public education;

7 (3) modeling academic standards on the well-
8 known program of advanced placement courses is an
9 approach that many education leaders and almost
10 half of all States have endorsed;

11 (4) advanced placement programs already are
12 providing 30 different college-level courses, serving
13 almost 60 percent of all secondary schools, reaching
14 over 1,000,000 students (of whom 80 percent attend
15 public schools, 55 percent are females, and 30 per-
16 cent are minorities), and providing test scores that
17 are accepted for college credit at over 3,000 colleges
18 and universities, every university in Germany,
19 France, and Austria, and most institutions in Can-
20 ada and the United Kingdom;

21 (5) 24 States are now funding programs to in-
22 crease participation in advanced placement pro-
23 grams, including 19 States that provide funds for
24 advanced placement teacher professional develop-
25 ment, 3 States that require that all public secondary

1 schools offer advanced placement courses, 10 States
2 that pay the fees for advanced placement tests for
3 some or all students, and 4 States that require that
4 their public universities grant uniform academic
5 credit for scores of 3 or better on advanced place-
6 ment tests; and

7 (6) the State programs described in paragraph
8 (5) have shown the responsiveness of schools and
9 students to such programs, raised the academic
10 standards for both students participating in such
11 programs and other children taught by teachers who
12 are involved in advanced placement courses, and
13 shown tremendous success in increasing enrollment,
14 achievement, and minority participation in advanced
15 placement programs.

16 (b) PURPOSES. The purposes of this Act are

17 (1) to encourage more of the 600,000 students
18 who take advanced placement courses but do not
19 take advanced placement exams each year to dem-
20 onstrate their achievements through taking the
21 exams;

22 (2) to build on the many benefits of advanced
23 placement programs for students, which benefits
24 may include the acquisition of skills that are impor-
25 tant to many employers, Scholastic Aptitude Tests

1 (SAT) scores that are 100 points above the national
2 averages, and the achievement of better grades in
3 secondary school and in college than the grades of
4 students who have not participated in the programs;

5 (3) to support State and local efforts to raise
6 academic standards through advanced placement
7 programs, and thus further increase the number of
8 students who participate and succeed in advanced
9 placement programs;

10 (4) to increase the availability and broaden the
11 range of schools that have advanced placement pro-
12 grams, which programs are still often distributed un-
13 evenly among regions, States, and even secondary
14 schools within the same school district, while also in-
15 creasing and diversifying student participation in the
16 programs;

17 (5) to build on the State programs described in
18 subsection (a)(5) and demonstrate that larger and
19 more diverse groups of students can participate and
20 succeed in advanced placement programs;

21 (6) to provide greater access to advanced place-
22 ment courses for low-income and other disadvan-
23 taged students; and

24 (7) to provide access to advanced placement
25 courses for secondary school juniors at schools that

1 do not offer advanced placement programs, increase
2 the rate of secondary school juniors and seniors who
3 participate in advanced placement courses to 25 per-
4 cent of the secondary school student population, and
5 increase the numbers of students who receive ad-
6 vanced placement test scores for which college aca-
7 demic credit is awarded.

8 **SEC. 3. ADVANCED PLACEMENT PROGRAM GRANTS.**

9 (a) GRANTS AUTHORIZED.ⓓ

10 (1) IN GENERAL.ⓓ From amounts appropriated
11 under the authority of subsection (f) for a fiscal
12 year, the Secretary shall award grants, on a com-
13 petitive basis, to eligible entities to enable the eligi-
14 ble entities to carry out the authorized activities de-
15 scribed in subsection (c).

16 (2) DURATION AND PAYMENTS.ⓓ

17 (A) DURATION.ⓓ The Secretary shall
18 award a grant under this section for a period
19 of 3 years.

20 (B) PAYMENTS.ⓓ The Secretary shall
21 make grant payments under this section on an
22 annual basis.

23 (3) DEFINITION OF ELIGIBLE ENTITY.ⓓ In this
24 section, the term "eligible entity" means a State

1 educational agency, or a local educational agency, in
2 the State.

3 (b) PRIORITY. In awarding grants under this sec-
4 tion the Secretary shall give priority to eligible entities
5 submitting applications under subsection (d) that
6 demonstrate

7 (1) a pervasive need for access to advanced
8 placement incentive programs;

9 (2) the involvement of business and community
10 organizations in the activities to be assisted;

11 (3) the availability of matching funds from
12 State or local sources to pay for the cost of activities
13 to be assisted;

14 (4) a focus on developing or expanding ad-
15 vanced placement programs and participation in the
16 core academic areas of English, mathematics, and
17 science; and

18 (5)(A) in the case of an eligible entity that is
19 a State educational agency, the State educational
20 agency carries out programs in the State that
21 target

22 (i) local educational agencies serving
23 schools with a high concentration of low-income
24 students; or

1 (ii) schools with a high concentration of
2 low-income students; or

3 (B) in the case of an eligible entity that is a
4 local educational agency, the local educational agen-
5 cy serves schools with a high concentration of low-
6 income students.

7 (c) AUTHORIZED ACTIVITIES.Ð An eligible entity
8 may use grant funds under this section to expand access
9 for low-income individuals to advanced placement incen-
10 tive programs that involveÐ

11 (1) teacher training;

12 (2) preadvanced placement course development;

13 (3) curriculum coordination and articulation be-
14 tween grade levels that prepares students for ad-
15 vanced placement courses;

16 (4) curriculum development;

17 (5) books and supplies; and

18 (6) any other activity directly related to expand-
19 ing access to and participation in advanced place-
20 ment incentive programs particularly for low-income
21 individuals.

22 (d) APPLICATION.Ð Each eligible entity desiring a
23 grant under this section shall submit an application to the
24 Secretary at such time, in such manner, and accompanied
25 by such information as the Secretary may require.

1 (e) DATA COLLECTION AND REPORTING.Ð

2 (1) DATA COLLECTION.Ð Each eligible entity
3 receiving a grant under this section shall annually
4 report to the SecretaryÐ

5 (A) the number of students taking ad-
6 vanced placement courses who are served by the
7 eligible entity;

8 (B) the number of advanced placement
9 tests taken by students served by the eligible
10 entity;

11 (C) the scores on the advanced placement
12 tests; and

13 (D) demographic information regarding in-
14 dividuals taking the advanced placement
15 courses and tests disaggregated by race, eth-
16 nicity, sex, English proficiency status, and so-
17 cioeconomic status.

18 (2) REPORT.Ð The Secretary shall annually
19 compile the information received from each eligible
20 entity under paragraph (1) and report to Congress
21 regarding the information.

22 (f) AUTHORIZATION OF APPROPRIATIONS.Ð There
23 are authorized to be appropriated to carry out this section
24 \$25,000,000 for fiscal year 2000, and such sums as may
25 be necessary for each of the 4 succeeding fiscal years.

1 **SEC. 4. ON-LINE ADVANCED PLACEMENT COURSES.**

2 (a) GRANTS AUTHORIZED. From amounts appro-
3 priated under subsection (f) the Secretary shall award
4 grants to local educational agencies to enable the local
5 educational agencies to provide students with on-line ad-
6 vanced placement courses.

7 (b) CONTRACTS. A local educational agency that re-
8 ceives a grant under this section may enter into a contract
9 with a nonprofit or for-profit organization to provide the
10 on-line advanced placement courses, including contracting
11 for necessary support services.

12 (c) PRIORITY. In awarding grants under this sec-
13 tion the Secretary shall give priority to local educational
14 agencies that

15 (1) serve high concentrations of low-income stu-
16 dents;

17 (2) serve rural areas; and

18 (3) the Secretary determines would not have ac-
19 cess to on-line advanced placement courses without
20 assistance provided under this section.

21 (d) USES. Grant funds provided under this section
22 may be used to purchase the on-line curriculum, to train
23 teachers with respect to the use of on-line curriculum, or
24 to purchase course materials.

25 (e) APPLICATIONS. Each local educational agency
26 desiring a grant under this section shall submit an appli-

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1 cation to the Secretary at such time, in such manner and
2 accompanied by such information as the Secretary may
3 require.

4 (f) AUTHORIZATION OF APPROPRIATIONS.Ð There
5 are authorized to be appropriated to carry out this section
6 \$10,000,000 for fiscal year 2000 and such sums as may
7 be necessary for each of the 4 succeeding fiscal years.

8 **SEC. 5. ADDITIONAL PRIORITIES FOR ADVANCED PLACE-**
9 **MENT.**

10 (a) DISSEMINATION OF ADVANCED PLACEMENT IN-
11 FORMATION.Ð Each institution of higher education receiv-
12 ing Federal funds for research or for programs assisted
13 under the Higher Education Act of 1965 (20 U.S.C. 1001
14 et seq.)Ð

15 (1) shall distribute to secondary school coun-
16 selors or advanced placement coordinators in the
17 State information with respect to the amount and
18 type of academic credit provided to students at the
19 institution of higher education for advanced place-
20 ment test scores; and

21 (2) shall standardize, not later than 4 years
22 after the date of enactment of this Act, the form
23 and manner in which the information described in
24 paragraph (1) is disseminated by the various depart-

1 ments, offices, or other divisions of the institution of
2 higher education.

3 (b) STATE AND LOCAL INITIATIVES.Ð

4 (1) JAVITS GIFTED AND TALENTED STU-
5 DENTS.Ð Section 10205(a) of the Elementary and
6 Secondary Education Act of 1965 (20 U.S.C.
7 8035(a)) is amendedÐ

8 (A) in paragraph (1), by striking "and"
9 after the semicolon;

10 (B) in paragraph (2), by striking the pe-
11 riod and inserting "; and"; and

12 (C) by adding at the end the following:

13 "(3) to programs and projects for gifted and
14 talented students that build on or otherwise incor-
15 porate advanced placement courses and tests."

16 (2) UPWARD BOUND PROGRAM.Ð Section 402C
17 of the Higher Education Act of 1965 (20 U.S.C.
18 1070a-13) is amended by adding at the end the fol-
19 lowing:

20 "(f) PRIORITY.Ð The Secretary shall give priority in
21 awarding grants under this section to upward bound
22 projects that focus on increasing secondary school student
23 participation and success in advanced placement
24 courses."

1 (3) EISENHOWER PROFESSIONAL DEVELOP-
2 MENT.Ð

3 (A) FEDERAL ACTIVITIES.Ð Section 2101
4 of the Elementary and Secondary Education
5 Act of 1965 (20 U.S.C. 6621) is amended by
6 adding at the end the following:

7 “(c) PRIORITY.Ð The Secretary shall give priority in
8 awarding grants and entering into contracts and coopera-
9 tive agreements under this part to activities that involve
10 training in advanced placement instruction.”.

11 (B) STATE AND LOCAL ACTIVITIES.Ð Sec-
12 tion 2207 of the Elementary and Secondary
13 Education Act of 1965 (20 U.S.C. 6647) is
14 amendedÐ

15 (i) in paragraph (12), by striking

16 “and” after the semicolon;

17 (ii) in paragraph (13), by striking the
18 period and inserting “; and”; and

19 (iii) by adding at the end the fol-
20 lowing:

21 “(14) providing professional development activi-
22 ties involving training in advanced placement in-
23 struction.”.

24 (4) TECHNOLOGY.Ð

1 (A) STAR SCHOOLS.Ð Section 3204 of the
 2 Elementary and Secondary Education Act of
 3 1965 (20 U.S.C. 6894) is amended by adding
 4 at the end the following:

5 "(i) ADVANCED PLACEMENT INSTRUCTION.Ð Each
 6 eligible entity receiving funds under this part is encour-
 7 aged to deliver advanced placement instruction to under-
 8 served communities."

9 (B) EDUCATION TECHNOLOGY GRANTS.Ð
 10 Subpart 2 of part A of title III of the Elemen-
 11 tary and Secondary Education Act of 1965 (20
 12 U.S.C. 6841 et seq.) is amendedÐ

13 (i) in section 3134 (20 U.S.C.
 14 6844)Ð

15 (I) in paragraph (5), by striking
 16 "and" after the semicolon;

17 (II) in paragraph (6), by striking
 18 the period and inserting "; and"; and

19 (III) by adding at the end the
 20 following:

21 "(7) providing education technology for ad-
 22 vanced placement instruction."; and

23 (ii) in section 3136(c) (20 U.S.C.
 24 6846(c))Ð

1 (I) in paragraph (4), by striking
2 "and" after the semicolon;

3 (II) in paragraph (5), by striking
4 the period and inserting "; and"; and

5 (III) by adding at the end the
6 following:

7 "(6) the project will use education technology
8 for advanced placement instruction."

9 **SEC. 6. DEFINITIONS.**

10 In this Act:

11 (1) **ADVANCED PLACEMENT INCENTIVE PRO-**
12 **GRAM.** The term "advanced placement incentive
13 program" means a program that provides advanced
14 placement activities and services to low-income indi-
15 viduals.

16 (2) **ADVANCED PLACEMENT TEST.** The term
17 "advanced placement test" means an advanced
18 placement test administered by the College Board or
19 approved by the Secretary.

20 (3) **HIGH CONCENTRATION OF LOW-INCOME**
21 **STUDENTS.** The term "high concentration of low-
22 income students", used with respect to a State edu-
23 cational agency, local educational agency or school,
24 means an agency or school, as the case may be, that
25 serves a student population 40 percent or more of

1 whom are from families with incomes below the pov-
2 erty level, as determined in the same manner as the
3 determination is made under section 1124(c)(2) of
4 the Elementary and Secondary Education Act of
5 1965 (20 U.S.C. 6333(c)(2)).

6 (4) LOW-INCOME INDIVIDUAL.Ð The term "low-
7 income individual" means a low-income individual
8 (as defined in section 402A(g)(2) of the Higher
9 Education Act of 1965 (20 U.S.C. 1070a-11(g)(2))
10 who is academically prepared to successfully take an
11 advanced placement test as determined by a school
12 teacher or advanced placement coordinator taking
13 into consideration factors such as enrollment and
14 performance in an advanced placement course or su-
15 perior academic ability.

16 (5) INSTITUTION OF HIGHER EDUCATION.Ð The
17 term "institution of higher education" has the
18 meaning given the term in section 101(a) of the
19 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

20 (6) LOCAL EDUCATIONAL AGENCY; SECONDARY
21 SCHOOL; AND STATE EDUCATIONAL AGENCY.Ð The
22 terms "local educational agency", "secondary
23 school", and "State educational agency" have the
24 meanings given the terms in section 14101 of the

1 Elementary and Secondary Education Act of 1965
2 (20 U.S.C. 8801).

3 (7) SECRETARY.Ð The term "Secretary" means
4 the Secretary of Education.

5 (8) STATE.Ð The term "State" means each of
6 the several States of the United States, the District
7 of Columbia, the Commonwealth of Puerto Rico,
8 Guam, American Samoa, the United States Virgin
9 Islands, the Republic of the Marshall Islands, the
10 Federated States of Micronesia, and the Republic of
11 Palau.

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